

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Regular Board Meeting**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, May 16, 2018**  
Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt, CA 95632

**Board Members Present**

John Gordon  
Grace Malson  
Matthew Felix  
Wesley Cagle  
Kevin Papineau

**Administrators Present**

Karen Schauer  
Tom Barentson  
Lois Yount  
Claudia Del Toro-Anguiano  
Donna Mayo-Whitlock

**MINUTES**

- A. The open meeting was called to order at 6:36 pm by John Gordon followed by the flag salute.
- B. Public Comment
  - 1. Kathy Loesch addressed the Board regarding GEFA bargaining efforts.
- C. LCAP Board Study Session

Karen Schauer stated that our LCAP serves as the strategic plan for the district. She shared that GJUESD is 1 of 22 districts in California to receive an Exemplary District award celebrating the achievements of districts that have implemented model practices that have had a positive impact on student outcomes. She indicated that it takes staff, parents, students and board members to make this happen and it was an honor to except the award on behalf of the district.

Dr. Schauer stated that board reports are specifically related to the LCAP. There are items in the board packet that have been shared with the Board on an on-going basis. The LCAP is a living document in that there are adjustments that have made throughout the year. Dr. Schauer indicated that the district has “stayed the course” over time. Every year plan adjustments have been made through the Key Refinement Areas (KRAs). She indicated the 4 KRAs have been developed and refined with diverse stakeholders.

Dr. Schauer reported that a WestEd Impact Study shows significant growth for students over time. The study includes information pertaining to English Learners (ELs) and socioeconomically disadvantaged students. She indicated that the board could hold a future study session to learn more about the study and what the district is doing to make a difference for children.

John Gordon stated that the study warrants a greater discussion to learn more. He indicated that we show a lot of growth but only 40% of our kids are proficient.

Dr. Schauer stated the California School Dashboard is about achievement, not individual growth at this time. The State Board is considering individual growth as part of the 2018-19 Dashboard.

John Gordon stated that the district embedded professional development as we implemented Common Core State Standards (CCSS). He asked if it is about how well teachers are trained that is driving achievement or is it student learning.

Dr. Schauer stated the professional learning curve along with technology tools and infrastructure contribute to the implementation of the CCSS. The depth of what is required for implementing the CCSS is significant. Teachers are up to the challenge; however, it takes time and resources. She indicated the WestEd report considered how diverse learners academically performed over time.

Dr. Schauer stated that when the district began to more deeply understand as a system how the different content areas work together, instruction improved for high needs learners. Historically, the district has sought grant funds for professional learning and additional resources. Educators examined data sets on-going beyond what is on the Dashboard to look also at individual growth and engagement indicators. She is concerned about sustaining resources for capacity building and professional learning given the governor has not provided on-going state funding that helps with people power. In addition, she commended staff for district accomplishments that are being recognized at the state and national levels.

John Gordon asked how does something like the West Ed report get shared with our teachers and our community and is there dialogue to get recognition or buy-in. There seems to be a disconnect based on feedback from teachers last month.

Karen Schauer shared the commitment levels of veteran teachers to more deeply implement personalized learning that included 60 teachers piloting a very rigorous new evaluation process. She recounted there were districts unable to submit RTTT proposal because their teachers did not support it. This did not happen in GJUESD as a school system. It will continue to be important to strengthen messaging on how this work is making a difference for children and the valuable contributions of employees.

Kevin Papineau stated it would be helpful to have questions answered regarding the WestEd report. Their conclusions are great but at the ground level staff is not hearing it. Some district staff seem dissatisfied.

John Gordon suggested a future board study session to review the WestEd report in depth.

Claudia Del Toro-Anguiano provided information on the new English Language Arts (ELA)/English Language Development (ELD) materials. She indicated it takes approximately 3 years before teachers are comfortable with the new materials. The goal for next year is to provide on-going implementation support. Additional work will be needed to address the needs of special education learners. Teachers have tried to adapt material but it is not meeting the needs of these learners.

Donna Whitlock stated that the SCOE Operations Council will provide training on resources that have been successful with other districts at a future meeting.

Claudia Del Toro-Anguiano said she would like to provide more curriculum support to principals. She indicated the District needs to do a better job of training principals to understand materials better so that they can provide better support to teachers.

Claudia Del Toro Anguiano shared information about notebooking. She indicated most students keep a journal. Notebooking is more of a thinking tool. It teaches students how to take notes so it can be a resource. This is part of getting children to think critically by using notebooking to refer back to.

John Gordon stated that AVID uses Cornell Notes.

Ms. Del Toro-Anguiano stated Cornell Notes is a formalized model of taking notes. Notebooking is a personalized way of taking notes. However, she would not recommend making changes to AVID lessons.

John Gordon indicated he would like to know more about English Language Development (ELD), literacy and where we are at. He asked if we are looking at doing anything differently to encourage children to read.

Claudia Del Toro-Anguiano stated each school has their own method of engaging students to read. The English Language Arts (ELA) program the district purchased supports ELD learning, encouraging teachers to talk less and give students more time to collaborate.

Kevin Papineau stated the district has seen a lot of changes to special education staffing. He hope that the district can settle on a consistent model.

Karen Schauer stated we are working to build capacity using Multi-Tiered System of Support (MTSS) more consistently.

Donna Whitlock stated MTSS is improving the education system by providing support early so that by the time a student takes an assessment for specialized services they are limited if at all needed. She indicated that the District is hiring interns to fill special education classes. If GJUESD can provide the training materials, the district can better keep interns and “grow” them from the ground up.

Claudia Del Toro-Anguiano reported on micro credentials. She indicated the district has a large number of interns. The district provides new teachers BTSA programs and provides interns internal mentors. Ms. Del Toro-Anguiano shared that the district is researching the possibility of offering micro credentials to interns with support of a coach and a mentor. She indicated the goal is to look at resources that the Kentucky Valley Education Cooperative (KVEC) has. The district is considering developing a micro credential related to Individual Education Plans (IEPs). This could provide a structure for teachers to learn a process that is consistent across the district.

Ms. Del Toro-Anguiano stated the district has 20 video cameras in use by teachers for self-reflection and peer feedback. The goal is to have teachers participate in a rubric that uses the camera to reflect on their practice. The goal for next year is to use the cameras in a structured way. She indicated the goal with administrators is to continue Problem Of Practice (POP).

Karen Schauer stated that when administrators can take some focused time studying other school sites POP, everyone leaves with a broader “toolkit” for solutions.

John Gordon commented on his recent visit to the Kentucky Valley Education Consortium (KVEC). He indicated that many of their POP had already been done in our school district. Mr. Gordon is concerned about creating an unsustainable financial situation as it relates to micro-

credentials and the relevance of such credentials. He wants to be sure its value will stand the test of time.

Claudia Del Toro-Anguiano stated that the district would most likely start micro-credentials with interns. She indicated KVEC has over 200 micro-credentials the district can review.

Karen Schauer stated that the list of micro-credentials KVEC offers has been vetted at the national level. She indicated that if the district were to create its own micro-credential, the district would also go through process for national review. Additionally, micro-credentials can be done independently or as a Professional Learning Community (PLC)

Karen Schauer reported the district is strengths based not deficient driven when examining the GJUESD model of MTSS. She indicated Lois Yount established an MTSS leadership team at each school site and created a referral system for support. Dr. Schauer said that through leadership meetings with coaches and psychologists, the district is better implementing high quality first instruction.

Donna Whitlock stated the district is fortunate to have a partnership with Community Matters this year. She indicated they provided two workshops related to positive school climate and restorative practices.

Ms. Whitlock stated Jennifer Collier, Extended Learning Supervisor, is working with groups to provide strengths-based support.

John Gordon stated that strengths training is shown in different ways at different schools.

Tom Barentson stated that the transportation department is also receiving strengths training.

Karen Schauer stated the district has powerful partnerships that are deepening. The district takes the "long view" about what and why we are doing what we do. How does the district provide children with meaningful supports and opportunities? The grades 5-8 Career Technical Education Planning Grant is exciting to advance cradle to career efforts while also articulating with the high school district.

Claudia Del Toro-Anguiano stated the district is looking at themes from Listening Circles. Schools intend to highlight possible careers that children are interested in and could start prepping for.

Karen Schauer stated that the Bright Future Learning Centers (BFLCs) are more than a space for checking out books. Children also explore interest, and careers through activities, mentors, books and other resources. Implementation needs to be even more intentional in this area.

Karen Schauer stated the Central Valley Foundation (CVF) has selected four school districts to receive \$50,000-\$75,000 for a planning grant for English Learner's (ELs). The grant needs to be done by the end of the school year. There will be multi-year funding afterwards. GJUESD has learned a lot about the power of pre-kindergarten and will be strategic in the planning grant process. CVF is valuing creativity as part of the process.

Kevin Papineau asked if MTSS is ready to go without Principal On Special Assignment (POSA) support?

Karen Schauer responded that three Directors will support MTSS.

Kevin Papineau asked which coach will be reduced.

Karen Schauer responded that the Multi-Tiered System of Supports (MTSS)/Special Education coach would be reduced. The new MTSS Coach was selected for the program specialist position.

Donna Whitlock stated the district is considering using special education teachers to mentor interns.

Kevin Papineau indicated that it is a little concerning as last year's model worked well.

Donna Whitlock stated that it is important to note that MTSS has not been addressed in full. One idea was to look at assistant principals to specialize in certain areas. Also, if we could have a social worker at each school, that would help with MTSS implementation tremendously.

John Gordon asked how the district envisions site placement of the four social workers.

Donna Whitlock indicated the district would have one social worker at Valley Oaks Elementary, one at Greer Elementary, one will be shared between River Oaks and Lake Canyon Elementary and one will be shared between Marengo Ranch Elementary and McCaffrey Middle School.

Study session adjourned at 8:09pm.

- D.** Present for closed session: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, John Gordon, Grace Malson, Matthew Felix, Wesley Cagle and Kevin Papineau

**Closed Session** was called to order at 8:15pm by John Gordon to discuss the following items:

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
  
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

Tom Barentson, Claudia Del Toro-Anguiano and Donna Whitlock exited closed session at 9:00pm.

3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
  - Superintendent

- E. Closed Session Adjourned** at 9:40pm. John Gordon announced no action taken in closed session.

**F. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. School Site Equity

**G. Adjournment**

The meeting adjourned at 9:40pm.

Board Approved: June 27, 2018