

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

Special Board Meeting and Study Session

Board of Education
Galt Joint Union Elementary School District

Wednesday, May 17, 2017

Galt Joint Union Elementary School District Office
1018 C Street, Suite 210, Galt, CA 95632

Board Members Present

Kevin Papineau
Wesley Cagle
Grace Malson
John Gordon
Matthew Felix

Administrators Present

Karen Schauer	Claudia Del Toro-Anguiano
Tom Barentson	Donna Mayo-Whitlock
Judith Hayes	Stephanie Simonich
David Nelson	Jennifer Porter
	Lois Yount

MINUTES

A. Closed Session was called to order at 5:52 p.m. by Kevin Papineau.

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

Grace Malson entered closed session at 6:42 p.m.

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 APPOINTMENT, Government Code §54957
 - Principal on Special Assignment
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
4. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION –
SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3)
OF SUBDIVISION (D) OF GOVERNMENT CODE §54956.9
 - One Potential Case

B. Closed Session Adjourned at 7:18 p.m. The open meeting was called to order at 7:25 p.m. by Kevin Papineau followed by the flag salute. He announced action taken in closed session to appoint Lois Yount, Principal On Special Assignment, by unanimous vote.

Karen Schauer acknowledged Donna Mayo-Whitlock and Claudia Del Toro-Anguiano efforts in working with the Central Valley Foundation to create this administrative coaching and leadership opportunity.

C. Public Comment

1. No public comment.

D. Recommended Actions/New Business

- | | | |
|---------|--|---------------------------------------|
| 131.852 | A motion was made by John Gordon to approve English Language Arts/English Language Development Materials Adoption: <ul style="list-style-type: none">- Grades TK-6: Benchmark Advance/Adelante- Grades 7-8: Amplify Education Seconded by Grace Malson and unanimously carried. | ELA/ELD
Adoption |
| 131.853 | A Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) For The Period Beginning 7/1/16 And Ending 6/30/18 was held.

Public Comment: Kim Lizama stated her appreciation for the way the District and GEFA have worked together through interest based bargaining. | GEFA TA
PUBLIC
HEARING |
| 131.854 | A motion was made by Wesley Cagle to approve Compensation, Benefits and Related Issues Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) For The Period Beginning 7/1/16 And Ending 6/30/18, seconded by Grace Malson and unanimously carried. | GEFA TA |
| 131.855 | A motion was made by Wesley Cagle to approve Memorandum Of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding Support Time for Collaboration and/or Direct Learner Services, seconded by John Gordon and unanimously approved. | GEFA
MOU |

E. Study Session

1. Local Control Accountability Plan (LCAP) Draft Executive Summary Overview
 - Key Refinements
 - Greatest Progress: State Dashboard and Local Measures
 - Greatest Need: State Dashboard and Local Measures
 - Most Significant Efforts for High Needs Learners

Karen Schauer shared changes in the LCAP process this year to allow for greater attendance due to feedback from board members and stakeholders. In addition, the state added an executive summary to the LCAP as a new requirement. The LCAP focuses on GJUESD four major focus areas.

Dr. Schauer reported that refinements to the LCAP include looking for ways to connect content areas to help curriculum be more meaningful and coherent. Key Refinement

Areas include:

1. Academic Rigor
2. English Language Development
3. Mathematics Pacing and Learner Needs
4. Implement English Language Arts/English Language Development Resources
5. Professional Learning Growth Cycle with Rigor and Personalized Learning Alignment
6. Strengthen Special Education Services with State Direction Alignment
7. Implement Restorative Practices

Dr. Schauer referenced Stanford Education's logic model; Relationships and Convergences, understanding language. This model highlights the relationships and convergences among the mathematics, science, and ELA practices to find the right balance of what children need.

Dr. Schauer stated that a tentative agreement has been reached with GEFA regarding an alternative evaluation form for continuous learning and reflective rubric for the 2017-18 school year. She indicated this effort is a work in progress.

Dr. Schauer stated that there are changes in special education and the state has developed a task force report to provide direction. She also indicated the district will prioritize the implementation of the new ELA/ELD adoption as a Key Refinement Area.

Claudia Del Toro-Anguiano addressed Key Refinement Area #5. She indicated teachers are doing a great job reflecting on their practice.

Donna Mayo Whitlock addressed Key Refinement Area #6. She indicated Marengo Ranch Elementary Multi-tiered System of Supports (MTSS) leadership team created clear guidelines. The guidelines provide tangible guidance to move forward.

Kevin Papineau asked what the state's direction is regarding special education.

Donna Mayo-Whitlock responded, the percentage of students receiving for special education is decreasing in GJUESD. She indicated the district is trying to identify students sooner to begin intervention measures. Part of MTSS is ensuring good first teaching. She indicated there is a need for additional social workers to support the MTSS model.

Karen Schauer stated that it takes special education and regular education systems working together to make things work to best serve diverse student needs. Academic rigor is important for every learner.

Kevin Papineau asked if MTSS is a solution to better serving special education students or is it a support system for all students.

Karen Schauer stated that MTSS can result in less restrictive services for students requiring special education. The district will hold a training with administrators regarding special education legal aspects.

John Gordon asked about math pacing as a district. He indicated the nation is still struggling with this issue and wondered if our district has some resolve with what we are facing.

Lois Yount responded that at the beginning of the year, the River Oaks Elementary professional learning communities created a pacing calendar to determine how much of the curriculum they were going to cover in a school year. She supports teachers by working with teams to determine if additional supports are needed.

John Gordon stated that he is trying to understand the natural tension between pacing and personalization and how it can work together.

Judith Hayes responded that while personalizing, teachers have worked hard to strike a balance. They are mindful of where they are and where they need to go. They use technology tools to assist and support pacing.

Karen Schauer stated that stakeholders shared the value informal conversations with teachers. In addition, school social workers and counselors are a valuable resource. She indicated the district is looking at increased services through supplemental concentration funds or Title 1. In addition, stakeholders appreciated holding LCAP feedback sessions late afternoon or evenings for their convenience to attend.

Donna Mayo-Whitlock shared multiple areas of significant progress from the LCAP summary.

Karen Schauer shared areas of greatest need from the LCAP summary including English Learner progress. She indicated that a focus will be placed on efforts to share successful, consistent best practices across the district.

Kevin Papineau asked if Dr. Schauer is referring to district-wide collaboration sessions.

Karen Schauer stated that teachers have expressed their desire to do that.

Claudia Del Toro-Anguiano stated there is variation in best practices between grade levels and between schools. She indicated this is not unique to our district.

John Gordon stated that we haven't really defined what we value as it relates to academic achievement and growth.

Karen Schauer stated there are tools for each learner we now have that we didn't have 4 years ago. If we could better ensure maximal growth we would eliminate the achievement gap.

John Gordon stated that the board should determine what we value. It is hard to articulate how we define success. Is it the Smarter Balanced Assessment Consortium (SBAC) or growth.

Karen Schauer stated that the state is looking at status and change and not individual growth at this time.

Kevin Papineau stated that people are going to look at SBAC scores, they are not going to look far enough to see growth. Statewide that is how we are judged.

Claudia Del Toro-Anguiano stated that we need to be clear what a year's growth is.

John Gordon stated that we have standards that are established. How do we factor in other things, like resiliency and grit, etc?

Claudia Del Toro-Anguiano stated that consistency is key

Donna Mayo Whitlock stated that the more measures we have the more pictures of success we will have.

2. Tom Barentson provided an overview of GJUESD Facilities Efforts and Preliminary A+ Bond Rating for Measure K. He indicated that the district will see facilities improvements at every school site. The Citizens Oversight Committee will visit every site to prioritize needs.

Mr. Barentson stated that the following architect firms have been selected:

1. LPA Inc.
2. PBK
3. Derivi Castellanos Architects
4. Verde Design

Mr. Barentson shared the bond sale process. He indicated the district received an A+ bond rating and successfully sold its first series of Measure K bonds in the amount of \$9.6 million as planned and at a lower cost than budgeted.

John Gordon requested that the district retain a consultant to be sure we are maximizing dollars.

Tom Barentson stated that PBK has that experience and Schoolworks will get back to us with our eligibility for funds.

John Gordon stated that he wants to ensure the district is maximizing dollars for the public.

3. Tom Barentson reported on Budget Considerations. He indicated the Governor's May Revise was released today and it is better than we thought in January. The greatest concern is one-time discretionary funds for Average Daily Attendance (ADA) deferral, and CALSTRS and CALPERS increases over time.

Mr. Barentson stated that the district is ready to move forward with Proposition 39 projects.

4. Tom Barentson provided the board with an update of the 18 acres of land near McCaffrey Middle School. Development is 10 years out.
5. Karen Schauer provided next steps in the LCAP adoption process and upcoming meeting dates:
 - o May 23, 2017 LCAP Revisions Review & Input
 - o May 25, 2017 Post LCAP To District Website
 - o June 14, 2017 LCAP Public Hearing
 - o June 28, 2017 LCAP Adoption

F. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement
3. Innovation Mini Grants
4. Non Public Schools Services and Costs

G. Adjournment

The meeting adjourned at 9:20 p.m.

Board Approved: June 27, 2017