



District Advisory Council (DAC)
October 20, 2016
8:30 a.m.

Council Membership

Anne Gonzales – Akers Assistant Principal	Nancy Davis – Central Principal
Courtney Kirchman – Neutra Principal	Bill Bilbo - Stratford Principal
Maria Stevens – Akers Parent	Rhonda Garfield – Central Parent
Cayla Hively – Neutra Parent	Ariana Avila - Stratford Parent
Danny Llamas – Central Community Rep.	Margaret Gladders – LNAS Community Rep.
Martina Avila – Title I Representative	Cathy Avina – ELL Representative
Elizabeth Lozano – Assistant Superintendent of Educational Services & Human Resources	

Call to Order

I. Welcome and Introductions

The following individuals were in attendance: Andrea Affrunti, Ariana Avila, Martina Avila, Bill Bilbo, Scott Chennault, Nancy Davis, Rhonda Garfield, Margaret Gladders, Cayla Hively, Courtney Kirchman, Danny Llamas, Elizabeth Lozano, Cindee Rael, Anne Gonzales, and Mark Tompkins.

Council Members Absent: Cathy Avina and Maria Stevens.

Liz called the meeting to order at 8:33 a.m. She welcomed everyone and explained the DAC definition as being the District Advisory Council.

Everyone present, introduced themselves and stated their role for the DAC council.

II. Approve minutes from April 21, 2016

Minutes from the April 21, 2016 DAC minutes were read and approved.

It was motioned, second and passed (MSP) by Courtney Kirchman and Margaret Gladders (Kirchman, Gladders) to accept the April 21, 2016 minutes. (11-0)

III. Roles and Responsibilities

Liz reviewed and shared the definitions of the Chairperson, Vice Chairperson, and Secretary. The Chairperson conducts the meetings. The Vice Chairperson conducts the meeting in the event of the absence of the Chairperson. The Secretary takes the DAC minutes and corresponds with the DAC members to keep them aware of any information regarding DAC.

IV. Roberts Rules of Order

Liz shared an outline referencing Robert's Rules of Order and indicated DAC will be following that order. *See attachment*

V. Elections of Officers

Nominees were recorded and the following representatives indicated they would be interested in holding an office. They were, Rhonda Garfield and Cayla Hively.

Ballots were distributed to DAC members and the voting took place. After counting the ballots, it was reported Rhonda Garfield will be serving as Chairperson and Cayla Hively will be holding the

Vice Chairperson position. The Secretary position will be filled by Kay Burrow.

VI. Educational Terminology

Liz began this session by sharing the district uses a lot of acronyms when describing different facets of the District and school sites. During this year's DAC meetings, there will be an effort to be sure to explain what the acronyms mean and how they apply to Central Union School District. Included in the next agenda item, are some acronym references.

VII. Evaluate LCAP

LCFF is Local Control Funding Formula, which includes a base, supplemental and concentration funding. Liz shared a Unified school district receives more funding and the definition of a Unified school district is grades K-12. High schools also receive more funding than a K-8. Fortunately, we have three of our sites that are on federal property which allows to receive Impact Aid Funding, but we don't receive state tax dollars. Stratford qualifies for a Title I school site which allows them to receive those monies. Cindee shared all monies, dollars, funding that is received goes to student and staff needs.

CAASPP – California Assessment of Student Performance and Progress. In the Spring, the Smarter Balanced Assessment Consortium (SBAC) which is a summative assessment will still be administered to grades third through eighth.

Liz shared there occasionally are parent concerns of why there is so much student testing. Testing dictates how we spend our educational money. Using this money has to have proof that it is benefiting students by proof of growth through assessment. The ongoing testing Central Union School District holds will benefit students when the state testing is administered.

Cindee shared a presentation, Local Control and Accountability Plan (LCAP) Annual Update and Monitoring. LCAP Goal #1: How are we doing? Annual Measurable Objective 1.2 and 1.5. As indicated in the presentation, District-wide, ELA has a 47.5% standard not met and 52.5% standard met measurements. Math has a 58% not met and a 42% standard met measurements. Cindee shared ELA by grade level and it was notated third and fourth grades were doing better than the other grades. Scott shared third grade students started Kindergarten with Common Core Standards which evidence indicates, prepares students to be more successful while taking current testing. Cindee noted in the ELA Key Areas, Reading is the area has the lowest scores and needs more work.

Cindee shared the Mathematics District Wide by grade level. Again, third and fourth grade students received higher scores. This confirms having Common Core Standards beginning in Kindergarten definitely helps to attain higher scores.

Liz added grades four through eight should keep in mind they may see a drop in testing scores, but they will be better equipped for college and their careers. Cindee said Math areas Concepts and Procedures requires students to show their work. Teacher's are able to see errors more easily if the work is shown. Rhonda shared she has observed a difference in her own children. Debates often happen in her family. This offers students to be thinkers and problem-solvers which is part of Common Core Standards. Liz said she is excited to hear this kind of dialogue happening in homes. Cindee shared LCAP #3, AMAO 1, Percentage of Students Meeting Annual Growth Targets. The District's mission is for all CUSD students to attend high school. Occasionally, CUSD has a drop out student from junior high. Usually, due to the student moving and not leaving a forwarding school. Rhonda shared she is involved at the Tachi Rancheria Ed. Center. Their curriculum includes standards that are always striving for student improvement. Liz said is it great to have goals ,but include small steps for a gradual increase to avoid students feeling unsuccessful if the goal isn't met. Cindee said the District has long range goals and short range goals. Principals constantly adjust the goals by reviewing data and making realistic attainable goals.

Cindee shared the California Educational Language Development Test (CELDT) is part of CAASPP. The District has found students are more successful attaining a reclassification from English Learning status if teacher's administer the test. Teacher's involvement is critical to meet the EL goals. The District holds an intensive ELD program during summer school which has been very effective assisting students meeting the Reclassified Fluent English Proficient (RFEP) goal.

Liz commented on Goal #4, 4.4 regarding Funding Available. The district applied for a grant to fill a position of Operations Officer. Unfortunately, this grant wasn't obtained. The District administration feels there should be only one person submitting the application to be more successful obtaining grants in the future.

(See attached presentation)

Liz expressed the need is still evident for Social Emotional support for students. Scott shared the District has been holding Social Emotional trainings for teachers the last two years. Last year was for Kindergarten and 3rd grade teachers. The 2016/2017 school year is for 1st and 2nd grade teachers.

This training offers support, resources, and instruction for classroom management, communication, cultural awareness, etc.

Rhonda indicated there should be a conscious effort to treat students individually. She has experienced it with her own children and has asked teacher's to be aware each of her children are different and individuals.

Anne shared she teaches at Fresno State and often has interns at the base schools. They assist the District and Anne in focusing on behaviors, parenting, being a student advocate, student needs, parent liason, etc.

Anne added, attendance is an issue that the District is always striving to improve. Student attendance usually is a symptom of other problems.

Scott shared medical insurance doesn't always cover mental health issues. He is negotiating with behavior health for a contract for the District to pay for support.

Cindee asked, "What are some of the social emotional needs at the sites?"

Akers - Anne shared the base is very different culturally. Some students have attended multiple schools in their academic career. Fleet and Family services address the key components by providing intervention, family support, and fundamental parenting support. Cayla added she experienced some of these issues regarding her son. She wasn't aware of the testing rules and regulations and was pleased to find the support for her son.

Margaret suggested to consider a Tech Free Day for CUSD. She feels technology often times takes the place of interaction between teachers and peers for students. She has observed students becoming more attentive to their devices than their friends or relationships.

Liz said she would share the suggestion with the administration. She added, adults have experienced not using technology but children have not had any experience of not having technology devices.

Nancy said her students use technology every day and would be concerned the absence of technology devices being used for one day would have a negative impact on her students.

But, she feels there should certainly be a balance.

Central - Nancy responded, "Central has a good relationship with the Tachi Rancheria Ed. Department. Suspensions and Truancy. A volunteer is working in small groups with 3rd through 8th grade students focusing on emotional and social needs of students as part of a master's program, Danny added. Nancy continued, students need to "buy in" to school culturally using knowledge and connectiveness. Compassion and empathy are so important to a child's development and she is concerned that has been neglected within the last few years.

Liz shared she attended the back-to-school night at Neutra and witnessed in a fourth grade classroom a wonderful math problem the teacher had on the board. Courtney suggested doing a parent instruction night with Akers and Neutra participating.

Bill stated Stratford is using Public Broadcasting Station (PBS), How to Communicate with Your Child. This is a partnership with PBS which classes are held at Stratford school by providing child care, dinner, and giving parenting and communication instruction to parents. He feels this program is very beneficial. On several occasions, multiple family members attending the training. This helps encourage community partnership. Bill shared parents are more comfortable becoming a volunteer and being more comfortable at their children's school. Margaret said learning opportunities are available everywhere.

Liz shared CUSD staff uses Second Step for K-5/different character contents. 2016/2017 school year focus is empathy.

VIII. Questions or Concerns

Liz asked if there were any suggestions for the next DAC meeting, Below are some suggestions:

- Williams Compliance Report (Liz)
- Uniformed Complaint (Liz)
- Do Be Nice Program (Rhonda)

IX. Future DAC Meeting Dates 8:30 a.m.

November 17, 2016

March 16, 2017

May 18, 2017

Adjournment

It was motioned, second and passed (MSP) by Rhonda Garfield and Anne Gonzales (Garfield, Gonzales) to adjourn the meeting at 10:00 a.m. (11-0)

The meeting was adjourned at 10:15 A.M.

Respectfully Submitted,

Kay Burrow