

DAC Meeting

Wednesday, January 16, 2019

6:30 p.m. - 8:30 p.m.

JSSC - Board Room

Attended:

DAC

Mary Dougal (DAC Secretary)

Christa Keivan (Parent Representative-
Elementary School)

Cheri Kieseker (Charter School
Representative)

Richard Teck (Parent Representative –
Middle School)

Tommi Sue Cox (Elementary Administrator)

Christine Sanchez (PSD Teacher)

Claudia Menendez (Parent Engagement
Liaison)

Candace Martin O'Connor (Early Childhood
Staff)

Anna Murphy (Integrated Services)

Shannon McGinnis (Business
Representative)

Lani Williams (DAB)

Katie Skelton (Classified Representative)

Additional Attendees

Todd Lambert

Scott Nielsen

Minutes

Opening

Robert welcomed the group. Todd Lambert and Scott Nielsen were introduced.

Approval of Minutes

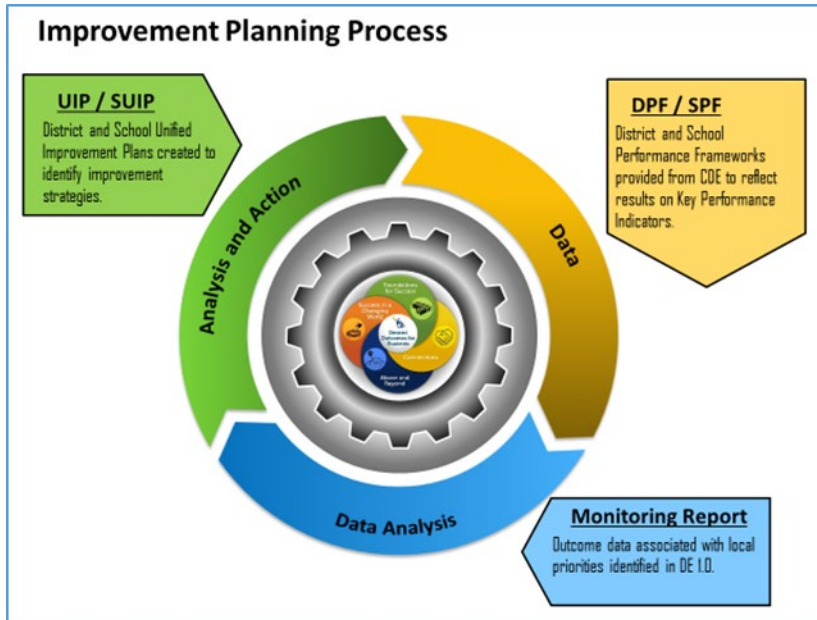
December meeting minutes were reviewed and approved.

Review Purpose, Expectations, Background Information and Timeline for Completion of UIP

UIP Revision Process Timeline:

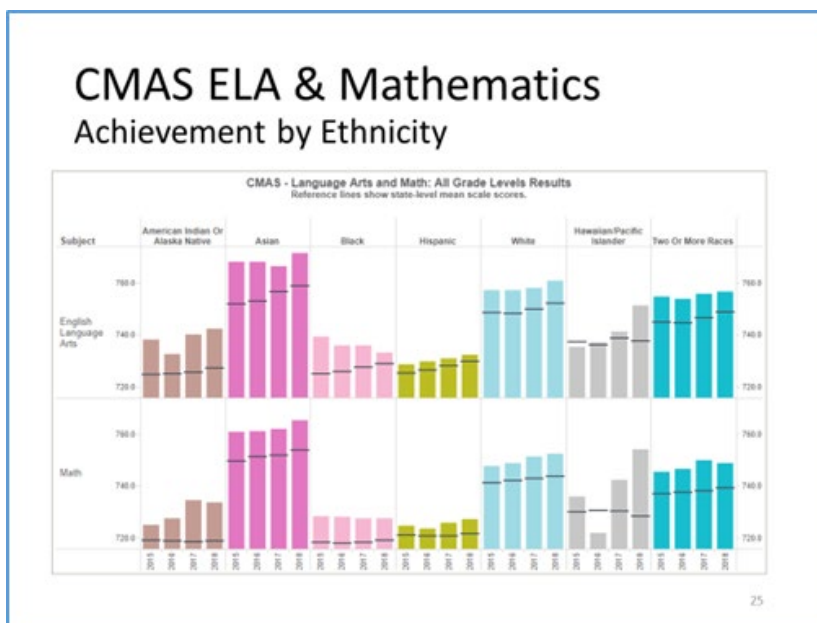
- Learning services departments reviews data and updates plan - Aug-Dec
- DAC reviews data - Sept-Nov
- DAC reviews draft plan -January 16, 2019
- Cabinet reviews plan - February
- Board Presentation - March 12
- Submitted to CDE - April 15

Improvement Planning Process:



Reminder of the Data:

CMAS Achievement: English, Math



CMAS Growth:

CMAS Mathematics

Overall Performance by Grade and Test

CMAS Math	Met or Exceeded Expectations			
	2015-16	2016-17	2017-18	State 2017-18
Grade 3	50%	57%	55%	39%
Grade 4	48%	52%	52%	34%
Grade 5	49%	51%	55%	36%
Grade 6	45%	45%	44%	30%
Grade 7	41%	41%	45%	-
Grade 8	46%	46%	48%	-
Algebra I*	63%	71%	85%	75%
Geometry*	85%	88%	88%	86%

*Results for students taking Algebra I and Geometry are included in the "Grade 7" and "Grade 8" rows as well as the Algebra I and Geometry rows (double counted in this display).

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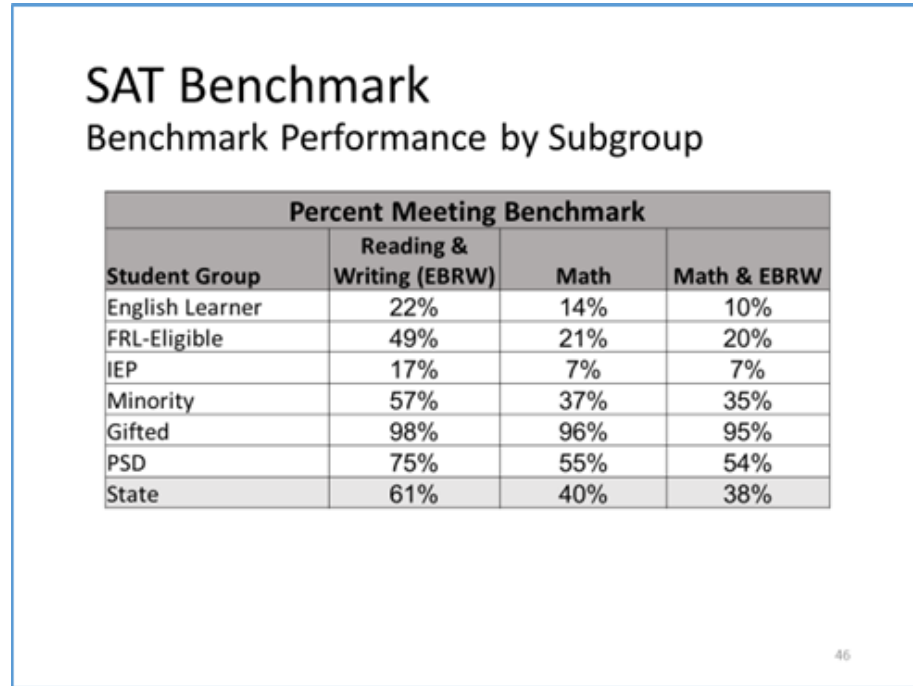
CMAS English Language Arts

Overall Performance by Test

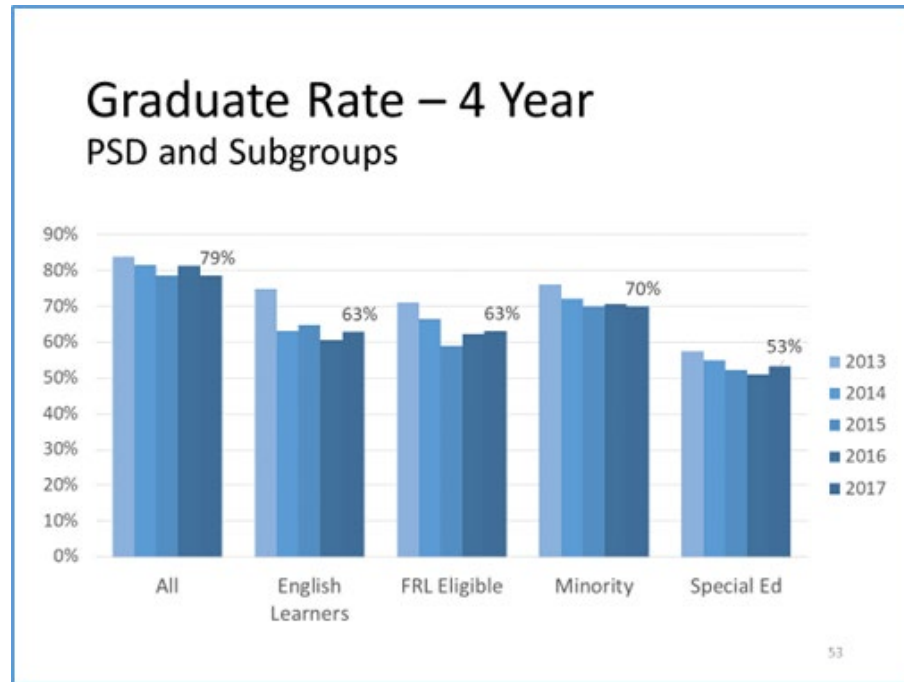
CMAS ELA	Met or Exceeded Expectations			
	2015-16	2016-17	2017-18	State 2017-18
Grade 3	50%	54%	57%	40%
Grade 4	58%	61%	63%	46%
Grade 5	59%	60%	63%	47%
Grade 6	53%	53%	56%	43%
Grade 7	57%	53%	57%	47%
Grade 8	57%	56%	54%	44%

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SAT:



Graduation Rate:



UIP Strategy Language - Review and Updating (discussion)

Current UIP Priorities:

Major Improvement Strategy #1:

Academic Learning: Increase Early Childhood through Grade 12 access to and mastery of standards.

High Performing Teams:

- Assistant Superintendent hold contact meetings with Principals - 3 to 4 times a year (formal) plus evaluations, phone calls, etc.
- Are all schools utilizing Impact teams? Expectation is system-wide to meet on a regular basis, revisit, and show growth. All schools are moving in that direction.
- What growth are you making with the teaming side in your building? We try not to prescribe one exact way. Professional Learning Communities (PLC's) is one model used.
- We brought in someone to work with 6 schools 4 years ago. It has really catapulted the work those schools have done.

Major Improvement Strategy 2:

Social-Emotional Development-Develop and align systems to support student social-emotional and behavioral well-being.

- How do you plan on standardizing the data? Some schools are using Synergy and some SWIS Suite. Can't go to one place to consolidate data. Plan to have all schools transition to Synergy.
- With multiple systems, consistency in how we deal with behaviors at different schools is hard to report.
- PowerBI is linked to Synergy so don't have to put info into 2 systems. Can look for trends building-wide but can drill down individually.
- Where do we take the interest surveys to inform how we instruct to spark the child's imagination? Current academic planning - taking inventory of student's passions and interests. Allows for teachers to try to connect some of the work they are doing to where the students want to be. Most all Middle Schools are engaged in the ICAP process. Elementary schools pay attention to the 3 connections. Bauder takes every child and puts them in a "family" that connects throughout the school year.
- Question on Connection Survey: "Do you believe you will graduate?" Are you ok with a teacher reaching out? Some say yes, some no. We can't approach a student unless they say yes.
- Managing resources: SEL needs higher presence in different schools. When we make recommendations, how does that work across the district? Give strong, basic minimum expectations. Small menu that they can choose from to be able to meet benchmarks.

- Finance has a formula for distribution of funds. Higher need schools (Lincoln, Irish) get more funding support. Schools can also apply for grants.

Major Improvement Strategy #3

Transitions-Establish and maintain successful transition strategies at each major transition level (birth-EC, EC-K, 5-6, 8-9, 12+)

- Are we making it a requirement they participate in extra-curricular activity? No. We won't take away choice.
- Schools think about how frequently they should be identifying students' interests to offer activities to match them.
- Asked High Schools what students were still off track to graduate and why. Answers varied, but they could tell me why which tells me they are listening to those students. If we focus on connections, we will get to the kids who are middle of the road kids. Mentorship between upper classmen with lower classmen is important piece of connection.
- Spirit of action plan is as kids are transitioning from Elementary to Middle School, and Middle School to High School.
- Free and Reduced kids clearly do not feel connected. There are financial barriers.
- Transitions are critical. We used to never ask parents how their child's transition is going? PSD is developing a family survey to explore this area. We will survey families this year, in February. In future years the survey will be earlier, November.

Conversation Hybrid Funding/Program Offering

- Hybrid funding model has been recommended by DAC that would establish a core set of minimum standards, products, and services that each site will be required to provide. Sites would then have discretion to add above and beyond the minimum requirements using SBB. (e.g. expected SEL or elementary music offerings.)
 - PSD transitioned from an FDB model to a SBB model a few years ago. SBB = transparent and amount of money needed to educate any age child is the same. Not sure we've ever done a thorough job of validating assumption that it takes the same money to educate every child. We should consider having a standard menu of the services every school offers. Social emotional support is the biggest challenge at Elementary. There are many ways you can satisfy that, and the problem is trying to make all schools do it the same. It may look very different but meet the same need.
 - SBB requires us to engage our school community to provide the programs they deem important. Want to make sure we don't lose the autonomy to be able to do that.
 - How do we measure effectiveness of programs or supports? One school may need 3 counselors but another school doesn't.
 - Family engagement survey will give us what variability there is across the system. We believe the information we get back will be actionable, tweak our practices, and ask again. We are excited about what we're going to see.

Closing

Next meeting: February 20, 2019

Adjourned

2018-2019 Meeting Dates:

- August 22, 2018
- September 19, 2018
- October 17, 2018
- November 14, 2018
- December 19, 2018
- January 16, 2019
- February 20, 2019
- March 2019 (BOE)
- April 17, 2019
- May 22, 2019

DAC Members

- Lani Williams (DAB)
- Tommi Sue Cox (Elementary Administrator)
- Melissa Wagner (Secondary Administrator)
- Cheri Kieseker (Charter School Representative)
- Christine Sanchez (PSD Teacher)
- Jodi Hansen (Gifted & Talented)
- Christa Keivan (Parent Representative – Elementary School)
- Staci Nouri (Early Childhood)
- Richard Teck (Parent Representative – Middle School)
- Shannon McGinnis (Business Representative)
- Candace Martin-O'Connor (Early Childhood Staff)
- Katie Skelton (Classified Representative)
- TBD (Instructional Para-Professional)
- TBD (English Language Learners)
- TBD (Parent Representative – High School)
- TBD (Diversity)
- Anna Murphy (Integrated Services)

Ex Officio Members:

- Robert Beauchamp (District Administrator)
- Susan Gutowsky (BoE Liaison)
- Claudia Menendez (Parent Engagement Liaison)