

Red Bluff Union Elementary School District

District Advisory Committee (DAC ) Minutes

February 8, 2018

**Introductions**

**Present:** Sukh Klein (Parent), Hannah Moore (Instructional Coach), Chris Daley (Teacher), Jeff Johnson (Classified Unit President), Michelle Moore (CBO), Jamie Hickok (Teacher), Suzanne Adkins (Principal), Greg Robinson (District Tech Support), Cliff Curry (Superintendent) and Claudia Salvestrin (Assistant Superintendent/Interim Special Ed. Director).

**Differentiated Assistance:** A power point detailing Differentiated Assistance (DA) was presented. The presentation highlighted overview of LCAP and the LCFF Dashboard, five by five grids, eligibility for DA, types of support, LEA (Local Education Agency) dashboard status, growth and areas to improve as it relates to equity groups, and assumptions for ratings. There was discussion about one process presented by the County Office of Education (COE) to support the LEA and interest from the DAC.

**Status of Implementation:** The DAC reviewed data and a summary of the LCAP. The summary of the LCAP was reviewed and the status of implementation of actions/services was provided. At this time, the district is implementing the actions/services outlined. The challenge has been finding time to develop professional capacity for the implementation of systems/processes such as effective collaboration (also known as Data Team/Professional Learning Communities), MTSS (Multi-Tier Support Systems) and SST (Student Study Team). Other actions/services have begun, like identification of GATE (Gifted And Talented Education) site coordinators and current screening for GATE, yet need to further evolve to impact instruction and a model so GATE students are challenged and demonstrate growth.

The team then reviewed data from fall to winter for all sites in the areas of reading and math. Observations and questions included:

- Vista Math Data from fall to winter showed a growth of 2% for 6<sup>th</sup> grade and 15%-20% for grades 7 and 8
  - 6<sup>th</sup>-8<sup>th</sup> represent a new “band” in CCSS (Common Core State Standards)
  - No specialized or departmentalization occur in 6<sup>th</sup>, like 7<sup>th</sup> and 8<sup>th</sup>, with the exception of a pair of 6<sup>th</sup> grade teachers
  - Are our 8<sup>th</sup> graders ready in math when they enter 9<sup>th</sup> grade?  
Discussion about transition from middle to high school, placement of our students, process/communication

- Middle to high school transition challenges were discussed including the course recommendations from middle school vs placement/recommendation from the high school, process and communication
  - Can we empower parents to challenge or request specific courses for students?
- Are there opportunities for our students to take more competitive /higher level classes?
- Scores for 2<sup>nd</sup> grade are flat across the district in reading more so than math in the fall and then increase on winter reports
  - Students don't have as much experience in the fall on Chromebooks which may contribute to this. Do we get students on Chromebooks in 1<sup>st</sup> grade?
  - Only 20% of students exiting 1<sup>st</sup> grade last year were reading at grade level expectation, perhaps why we see reading lower than math
  - Do students in 1<sup>st</sup> grade have opportunities to use AR (Accelerated Reader)? This would provide experiences on the Chromebook, testing in reading and students like AR
- What is the vision for the instructional coach model in our district?
  - Recognition of the challenge for teachers to be vulnerable or difficulty to share lack of confidence in what to do or their own skills
- The Bidwell 4<sup>th</sup> grade team data is very strong, why?
  - Evidence of the team co-planning, creating assessments, discussing proficiency, etc. A model in our district of effective collaboration
- More time is needed
  - Part of this is staff learning how to better manage time and prioritize how time is used
- Use of time during collaboration (PE release time)
  - Does and/or how do these times vary at sites?
  - The time needs to be used effectively
  - Discussions need to move beyond data and to instructional strategies
  - The time created to collaborate during the school day is appreciated

**Traveling Cafes-** the first traveling café was hosted at Vista. The café is a listening event where the Superintendent and district department heads attend a staff meeting at every site. Classified staff is invited to attend these staff meetings. During the café, we listen and record what is said. This information will be shared back to sites/district. This information will be shared with DAC.

Next DAC meeting will be March 29, 2018