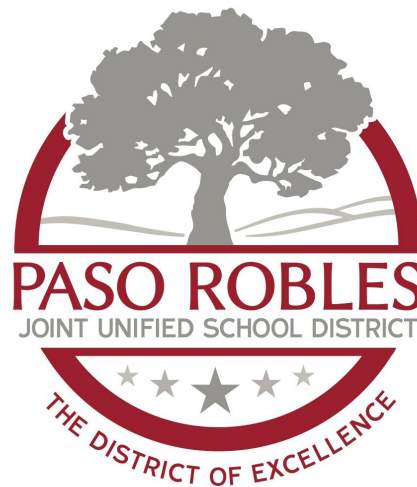


# *Programs/Location TaskForce*



# Considerations/Lenses

- Does it promote student success and achievement?
  - Superintendent Goal #4 - Focus on student core academic achievement as the District's primary mission while celebrating and supporting opportunities for enrichment, remediation and acceleration.
    - Supporting Objective - Increase reading proficiency by grade 3.
- Fiscal Recovery (Additional \$1,000,000 in reductions for 2020-2021)
- Student Retention
- Staffing Challenges
- Facilities
- District-wide Impact/Unintended Consequences
- Contractual requirements (added 1/16/20)

# Programs Task Force

## Programs:

Dual Immersion

VAPA Magnet

VAPA Program Districtwide K-12

Elementary PE Districtwide

Specialized English Learner  
Program

STEAM

GATE

Hybrid Homeschool/ Specialized  
Curriculum

K-2 Literacy

Grade Configurations

## Attendees:

PRPE Representative

1 Elementary Teacher

4 Site Principals

Superintendent

Consultant: Grant Writer

5 District Office Admin (2  
Fiscal/Facilities, 2 Ed Services, 1  
HR)

# Dual Immersion

Dual Immersion	
Info/Status	Location
<ul style="list-style-type: none"><li>● Well Established Program (20+ years)</li><li>● DI Master Plan</li><li>● DI Committees</li><li>● Prop 58</li><li>● Student Achievement Data</li><li>● Measure M Rebuild Planned</li></ul>	GB

# Dual Immersion

## Dual Immersion Program Meeting Notes

Increase  
0

Maintain  
10

Change  
0

Reduce/Eliminate  
0

### Discussion

- Master Plan is being amended this year
- More English native speakers are requesting DI than Spanish speaking students.
- Staffing has been difficult, but currently have the teachers needed. There is a state-wide shortage of bilingual teachers.

## Dual Immersion - Location

Increase  
0

Maintain  
8 (2 half votes)

Change  
(2 half votes)

Reduce/Eliminate  
0

### Discussion

- Contingent on Board acceptance of the Krum recommendation

# VAPA Magnets

VAPA Magnets	
Info/Status	Location
<ul style="list-style-type: none"><li>● TAABS Elementary<ul style="list-style-type: none"><li>○ Recent Years Program Improvements<ul style="list-style-type: none"><li>■ Dedicated Art, Music, Dance teacher for grades TK-5</li><li>■ Electives for grades 4 &amp; 5 (band, choir, art, strings, musical theater, boys choir, dance)</li></ul></li><li>○ New Facilities in Progress</li><li>○ Student Achievement Data</li></ul></li></ul>	TAABS

# VAPA Magnets

## VAPA MAGNETS Program Meeting Notes

(2 people had to step out for a while, only 8 votes)

Increase  
2

Maintain  
1

Change  
5

Reduce/Eliminate  
0

### Discussion

- Change:
  - a. fiscal staffing concerns. How do we keep the same level of support, but also make changes within current budget?
  - b. Research shows that most VAPA programs are housed at non-neighborhood schools.
  - c. Work toward bridging VAPA with academics.
- Increase:
  - a. Provide more support. Reduce overall spending but look to increase services by making no cost changes.

## VAPA MAGNETS – Location

(2 people had to step out for a while, only 8 votes)

Increase  
0

Maintain  
7

Change  
1

Reduce/Eliminate  
0

### Discussion

- Established school identity and community support.

# VAPA Districtwide K-5

VAPA Districtwide K-5	
Info/Status	Location
<ul style="list-style-type: none"><li>● Elementary (LCAP)<ul style="list-style-type: none"><li>○ Art 4th-5th (. 6 &amp; .4 FTE)</li><li>○ General Music TK-4 ( 3 FTE)</li><li>○ Band/Choir/Theater (grade 5)</li></ul></li></ul>	All Elementary Schools



# VAPA Districtwide K-5

## VAPA District Wide/Elementary Program Notes

(2 people had to step out for a while, only 8 votes)

Increase  
0

Maintain  
2

Change  
0

Reduce/Eliminate  
11 (Reduce)

### Discussion

- 30-minute Prep - TK-3 88% said it is important to them in the PRPE survey & is needed for collaboration
- Concern expressed over how the PRPE survey was worded
- VAPA is one day a week of prep for K-3 teachers
- 2 FTE of music teachers is the cost of TK-3 for 5 sites
- Elementary teachers would not mind providing their own art instruction
- Music would be more difficult for teachers to teach (in comparison to PE & Art)
- Teachers feel that VAPA and PE are valuable in the program and do not want to get rid of them.
- A non-district employed stakeholder should be in the room
- Primary focus on literacy - teaching kids how to read

# VAPA Districtwide 6-12

VAPA Districtwide 6-12	
Info/Status	Location
<ul style="list-style-type: none"> <li>● Middle School <ul style="list-style-type: none"> <li>○ Band, Choir, Dance, Theater, Art, VAPA Wheel</li> </ul> </li> </ul>	Both Middle Schools
<ul style="list-style-type: none"> <li>● High School <ul style="list-style-type: none"> <li>○ Band, Jazz Band, History of Jazz, Choir, Dance, Theater, Art, Ceramics, Visual Arts, StageCraft</li> </ul> </li> </ul>	PRHS

VAPA District Wide/Secondary Program Notes			
Increase 0	Maintain 13	Change 0	Reduce/Eliminate 0
<p>Discussion:</p> <ul style="list-style-type: none"> <li>● Reduced 1 FTE in 18-19 school year</li> </ul>			

# Elementary PE District Wide

## Elementary PE Districtwide

Info/Status

Location

- Elementary
  - 35 Minutes 3x's a week grades TK- 5
  - 1 Elementary Dance/PE teacher - TAABS (Title)
  - 1 PE/Fitness Teacher - services 5 sites (LCAP)
  - 2 PE Teachers - services 5 sites (each teacher has 3 sites)
  - 7 PE para educators (6 general fund and 1 LCAP)

All  
Elementary  
Schools

# Elementary PE District Wide

## ELEMENTARY PE DISTRICT WIDE Program Notes

Increase  
0

Maintain  
2

Change  
.5

Reduce/Eliminate  
10.5

### Discussion

- 30-minute Prep - TK-3 88% said it is important to them in the PRPE survey & is needed for collaboration
- Concern expressed over how the PRPE survey was worded
- PE is currently 3 days a week of prep for K-3 teachers
- Concern over time on task for core
- Scheduling / PE challenges
- Correct staffing- appropriate - safety & health
- Mandated minutes (PE)
- Look at fitness data over time
- Individual PE teachers
- Currently classroom teachers support if not enough paras (solution)
- What is more important? VAPA or PE / ask teachers and parents

# Specialized English Learner Programs

Specialized English Learner Programs	
Info/Status	Location
<ul style="list-style-type: none"> <li>• Dual Immersion</li> <li>• Middle School Class                             <ul style="list-style-type: none"> <li>◦ 6-8 Newcomer Data: 26 students (25 FMS, 1 LMS)</li> </ul> </li> <li>• High School Newcomer Class                             <ul style="list-style-type: none"> <li>◦ 9-12 Newcomer Data: 33 students</li> </ul> </li> <li>• 2nd-5th Newcomer Data: 40 students</li> <li>• Consider Adding Elementary Newcomer Class</li> </ul>	GB FMS  PRHS

Specialized EL Programs Program Notes (2 people had to step out for a while, only 8 votes)			
Increase 7	Maintain 1	Change 0	Reduce/Eliminate 0
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Increase: Consider a newcomer elementary class and possibly have them transition out at semester if meeting goals to make room for other students who move into the area.</li> <li>• Maintain: PRPE Concern over fiscal impact of adding a newcomer class.</li> </ul>			

# STEAM

<b>STEAM</b> <b>(Science, Technology, Engineering, Arts, &amp; Mathematics)</b>	
Info/Status	Location
(No Current Funding) <ul style="list-style-type: none"><li>• Site STEAM Nights (site lead and supported)</li><li>• STEAM Rooms Included in Original Facilities Master Plan</li></ul>	All Elementary Schools

<b>STEAM Program Notes</b> <b>(Science, Technology, Engineering, Arts, &amp; Mathematics)</b>
<b>Discussion</b> <ul style="list-style-type: none"><li>• Premature to discuss - Will be dependent upon the core curriculum adopted</li><li>• STEAM components are included in the core</li></ul>

# GATE

## Gifted and Talented Education

### Info/Status

### Location

(Reduced Funding: LCAP)

- Elementary
  - Recent Years Expansion (No longer fully supported)
    - Cluster Model
    - Assessment based on Screening (1st) and nominations grades 1-7 (CoGAT)
    - Use of Depth and Complexity Icons/Prompts
    - 30 teachers went through a 4 part GATE certification program & differentiating PD
    - 31 teachers have attended the California Association for the Gifted Conference in the last three years
    - 12 teachers to attend California Association for the Gifted Conference in 2020
- Middle School GATE/Honors Classes
  - GATE ELA & History (6-8)
  - Compacted Math (grade 7)
  - Algebra 1 (grade 8)
  - District & field trip opportunities
- High School Honors/AP/Dual Enrollment Classes
  - 25 Dual Enrolled Courses
  - 19 AP Courses

All  
Elementary  
Schools

Both Middle  
Schools

PRHS

# GATE

## GATE Program Notes

Increase  
2

Maintain  
0

Change  
11

Reduce/Eliminate  
0

### Discussion:

- Paying for training for AP/ Honors teachers
- Scale up upper elementary
- K-3 focus on supporting advanced readers
- Look at alternate funding sources
- Criteria for Middle School GATE: multiple criteria ( CogAT, specific academic ability, CAASPP, MAP, teacher recommendation, parent input)
- Difference between honors and GATE (honors is a high school term that specifically is tied to weighted GPA)



# Hybrid Homeschool/Specialized Curriculum

## Hybrid Homeschool/Specialized Curriculum

Info/Status	Location
(No Current Funding) <ul style="list-style-type: none"> <li>• Proposal for Expanded Program</li> <li>• Proposal for Core Knowledge or Similar Curriculum</li> <li>• Proposal for Increased Facility and Staffing</li> </ul>	Current Program at PRISC

## Hybrid Homeschool/Specialized Curriculum Program Notes

Increase 0	Maintain 0	Change 10	Reduce/Eliminate 0
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### Discussion

- Look to bring in families who are looking for alternative programs such as Inspire, Trivium, and Classical Academy
- Changes would need to be contingent on a process including:
  - Considering changes in curriculum/training
  - Offerings to promote socialization
  - Job description changes to include activities such as field trips
- Funding is a challenge

# K-2 Literacy

K-2 Literacy	
Info/Status	Location
<ul style="list-style-type: none"> <li>• Current K-5 Intervention/ELD Staffing               <ul style="list-style-type: none"> <li>○ .5 Teacher at 1 School (LCAP)</li> <li>○ 1 Teacher at 4 Schools (LCAP/Site Title 1)</li> <li>○ 2 Teachers at 1 School (LCAP/Site Title 1/District Title 1)</li> </ul> </li> <li>• K-2 Early Literacy Task Force</li> <li>• K-2 Literacy Professional Development (2019-2020)</li> <li>• Proposal for Increased K-2 Literacy Intervention (LCAP)</li> </ul>	KK VP,WP,PB,G B TAABS

K-2 Literacy Program Notes			
Increase 11	Maintain 0	Change 1	Reduce/Eliminate 0

## Discussion:

- The task force has met one time and will continue throughout the 2019-2020 school year.
- K-2 PD from Dr Mary Howard
- Increase Literacy -
- Tutoring Funding - Low Performing Student Block Grant (Sites make the decision how to use after school tutoring based on the needs of the sites.)

# Grade Configuration

Grade Configuration	
Info/Status	Location
<ul style="list-style-type: none"><li>● Current K-5 Intervention/ELD Staffing<ul style="list-style-type: none"><li>○ .5 Teacher at 1 School (LCAP)</li><li>○ 1 Teacher at 4 Schools (LCAP/Site Title 1)</li><li>○ 2 Teachers at 1 School (LCAP/Site Title 1/District Title 1)</li></ul></li><li>● K-2 Early Literacy Task Force</li><li>● K-2 Literacy Professional Development (2019-2020)</li><li>● Proposal for Increased K-2 Literacy Intervention (LCAP)</li></ul>	<div>K-5</div> <div>K-6</div> <div>K-8</div> <div>7-8</div>

Grade Configuration Notes
Attendees agreed to continue to look into different options
<p>Discussion:</p> <ul style="list-style-type: none"><li>● K-8 Model District-wide or at select elementary schools</li><li>● K-6 Model - Georgia Brown</li><li>● Input from parents and teachers needed</li><li>● Social emotional needs/concerns regarding: TK sharing campus with grade 6 or grade 6 sharing campus with grade 8</li></ul>

# *Programs/Location TaskForce*

