

SAN RAFAEL CITY SCHOOLS AGENDA ONLINE MINUTES

Study Session - SRCS Board of Education

October 22, 2018 4:00 PM
Central Services - Boardroom
310 Nova Albion Way
San Rafael, CA 94903

Attendance Taken at 4:03 PM:

Present:

Rachel Kertz
Greg Knell
Maika Llorens Gulati
Natu Tuatagaloa

Absent:

Linda M. Jackson

I. OPEN SESSION

Minutes:

President Knell convened the meeting to Open Session at 4:03 PM.

II. PLEDGE OF ALLEGIANCE

Minutes:

Terra Linda HS Principal Katy Dunlap led the Pledge of Allegiance.

III. PUBLIC COMMENTS on Agendized Items (Public comment on items that appear on the agenda will be taken at the time the item is addressed by the Board.)

Minutes:

None.

IV. STUDY SESSION

IV.1. (ESD/HSD): Presentation of the 2018-2019 Single Plans for Student Achievement (SPSA) for Bahia Vista, Coleman, Glenwood, Laurel Dell, San Pedro, Short, Sun Valley, Venetia Valley, Davidson, Madrone Continuation High School, San Rafael High School, and Terra Linda High School

Motion Passed: Acceptance of 2018-2019 Single Plans for Student Achievement (SPSA).
Passed with a motion by Rachel Kertz and a second by Natu Tuatagaloa.

Absent Linda M. Jackson

Yes Rachel Kertz

Yes Greg Knell

Yes Maika Llorens Gulati
Yes Natu Tuatagaloa

Minutes:

Dr. Mayra Perez introduced the Study Session and all SRCS principals who would be presenting highlights of their School Site Single Plans for Student Achievement (SPSA). Dr. Perez acknowledged every principal for their work on the plans, starting in the spring and continuing into the fall, and Education Services staff for reviewing the plans and working with principals to provide feedback for refinement. The SPSAs are developed using data and informing the LCAP to align decision making.

Bahia Vista:

Principal Cecilia Perez reported:

- In-district progress monitoring- 59% of students grew 3 or more reading levels as measured by Fountas and Pinnell; with P3 common assessment, students are making 1 year + progress.
- The goal is to help them make a year ++; growth in foundational ELA and math.
- Focusing PLC work to break down essential standards.
- Building writing stamina is a big focus this year. Writers' Consortium will be added next year. 2/3 of teachers attended the summer Writers Workshop training. Coaches are also implementing the model, including Lucy Calkins strategies.
- Implementing leadership roles for kids with a Green Team, Conflict Management Team and a social-emotional program called Soul Shoppe which has been well received.
- Focusing on parent engagement with a kick-off listening session which provided great feedback. Parents expressed interest in: more avenues to communicate with teachers- the Remind App texting system is being piloted; how to improve attendance at Charla meetings by potentially repeating the morning meetings that not everyone can attend, in the evening; more curriculum-themed parent nights - family math, social-emotional, literacy and art nights; education about the online exposure to kids - Common Sense Media.
- BV is a family-centered school community.

Terra Linda HS:

Principal Katy Dunlap TLHS shared:

- TL's greatest progress is in math with SBAC showing a 59.4 point increase in students who met or exceeded standards. TL has been part of the CALLI Consortium for math with other districts across the state, learning about developing academic conversations and communication of reasoning with students.
- A focus on student culture with strong initiatives such as Be Body Positive and Student Voice.
- TL is in its WASC year; on Feb. 3-5 they will be hosting the WASC team for an accreditation review.
- College and career readiness - graduation rate is a concern; the Dashboard is misleading; committed to reducing the EL gap.
- Regarding PD, TL is committed to the second year of instructional rounds - observing one another, followed by debrief and reflection and focusing on student observation and engagement; aligned with CALLI and in collaboration with other sites.
- Teachers are participating in Beyond Diversity training; TL committed to getting all staff trained this year.

- Regarding student engagement and climate - with the passing of TL teacher Erik Stenberg there was an opportunity for faculty to reflect on what embodied Erik's style of teaching and engagement with students and what they can use in their own daily learning - forming relationships with kids.
- Working on growing and understanding partners working with the schools to provide support for students who are in crisis - anxiety, and drug and alcohol abuse. Hosting education nights for parents in those areas.
- TL is involved in Year 4 of Parent Institute for Quality Education (PIQE); hoping to double the # of graduates in PIQE.
- Using the AVID WICOR strategies, hoping to take schoolwide.
- Freshman team meets weekly to review students who need support.

Coleman:

Principal Mike Taylor reported:

- Coleman is closing the EL achievement gap in ELA as measured by the CAASPP with a 6.5% growth in ELA and +1 in Math in all student groups.
- Writers Workshop Lab was held at the campus today for coaches and teachers who watched an expert teach a writing lesson to 2nd graders she does not know. The site is seeing more writing from students from the work done this year and last.
- EL and socio-economically disadvantaged students continue to underperform in comparison to the English only students.
- Socio-economically disadvantaged students and chronic absenteeism rates are connected. Efforts have been increased to reach out to families, asking how the site can support these families and help get their students to school. In response to President Knell's question about whether there is a geographic component, Mr. Taylor noted there are pockets here and there such as in Brett Harte and Lincoln areas.
- To work toward College and Career ready, academic interventions are increasing to support students as early as K.
- Professional development focus on writing to teach skills to students to learn to write with power, passion and voice.
- Building student engagement for attendance through usage of common language and actions. Focus on attendance this year with Cooperation Adventures and pairing with parent education nights.

Glenwood:

Principal Jason Richardson reported:

- Students are doing well with approximately 3/4 having met/exceeded standards in ELA and Math.
- Improvements have been made with EL students but the gap is not shrinking.
- Students with disabilities have decreasing scores.
- Staff is taking a school-wide approach to support all students; taking collective responsibility.
- Need to revise systems to provide designated EL support for students.
- SEAL was added for 2nd and 3rd grade this year.
- There is a great level of school spirit and pride with the Positive Eagle program.

Laurel Dell:

Principal Pepe Gonzalez reported:

- He credited the LD faculty and staff for seamlessly moving the school to the new temporary location this summer; ready for students on the first day.
- Staff working to get students engaged at their new site with activities, making their student experience a positive one no matter where their school is; making sure they are staying consistent.
- All TK-3 teachers are SEAL trained.
- He reviewed data points where EL students are still not achieving standards proficiency; math continues to increase steadily.
- He reviewed the demographic shift at LD with the white student group growing smaller.

San Pedro:

Principal Mimi Melodia reviewed:

- CAASPP scores went up in ELA and Math, and grades 2-5 have made on average a growth of a year or more in reading as measured by Fountas and Pinnell (F&P).
- Greatest needs: most 3-5 graders are not meeting standards in ELA or math; all grade levels ended the year below grade level in reading on F&P.
- For the last 3 years the year has ended with an Instructional Leadership Team (ILT) retreat to look at data and experiences to determine focus areas and goals for the next year.
- Essential question for this year is how can we deepen the understanding of closing the achievement gap? Strategies: teacher shared agreements for EL and math; Lucy Calkins Units of Study (writing units) are consistency used at all grade levels; strengthening the relationships with student and families; shared understanding of student experiences; making students feel physically and emotionally safe- create a trauma-sensitive school environment.

Short:

Principal Vanessa Flynn reported:

- The majority of students grew 3 levels as measured by F&P.
- On the CAASPP, 3rd grade students and students with disabilities made progress.
- Needs: increase students who are meeting standards in both ELA and Math by 15%; focus on acceleration - keeping rigorous teaching for those students.
- Focus on student experiences at school - keeping it a joyful and safe place for students - safe community-based classrooms and positive school climate.
- College /career: accelerating learning in reading and math, and increasing how often progress monitoring of students is done to be responsive; analyzing assessments and taking steps to accelerate learning.
- Regarding PD: everyone is a learner and engaged in a working with a coach and getting through a cycle to see how practice changes.
- For climate and culture PBIS is being fine-tuned - responding to student needs; parent engagement using the Toolbox curriculum; also holding workshops for parents around the common language in Toolbox that is used in school and can be used at home.

Sun Valley

Principal Julie Harris reviewed:

- SBAC data over the last 3 years reflects SV in the high category, made significant growth in grades 3-5, and is now stabilizing. When looking at cohort data we are seeing the work that

is being done in aligning systems, and the work in ELA with coaches and PLCs.

- ELs are increasing significantly also.
- 3rd grade on the SBAC this year and the year before is presenting lower but is showing they are making the growth by 5th grade.
- Greatest need is to close the gap for ELs, a significant student group at the school - using a comprehensive writing program with students writing a checklist to see themselves are writers- reading and writing are linked; teachers seeing teaching in action is an important strategy; SEAL PD and math PD; early academic intervention goal is getting to students early and fast wherever they are measuring; coaching is important; social-emotional curriculum to build common language throughout the school and with parents - to be respectful, responsible and a learner.

Venetia Valley K-8:

Principal Juan Rodriguez reported:

- Progress made with the balanced literacy program - a growth projection to closing the gap in grades 3-5; looking at overall groups and sub-groups, the data is pretty much the same.
- Greatest needs - underperforming ELs; still trying to recruit and retain bilingual teachers; need strategic plan with teacher leadership and parent feedback.
- Seeking to meet the needs of the whole child with coaching, partnerships, bringing in experts and PD.

Davidson Middle School:

Principal Bob Marcucci highlighted:

- Incremental progress made in all student groups but seeing a flat growth over the last few years; still have a lot of work to do.
- Great progress in parent engagement with over 300 parents attending DELAC meetings; agendas developed by a team of parents working with him and community liaisons.
- Progress with master schedule to get as much out of it as they can; enrichment to provide intervention.
- Looking at data for students to see how they can move the needle.
- For student engagement, Capturing Kids Hearts and lunchtime clubs are being implemented.
- Site needs: the gap that exists for EL, students with disability, and socio-economically disadvantaged students.
- Working on extended ELA classes to find ways in the schedule to provide targeted interventions; looking at the right teacher and the right programs.
- Regarding PD, developing instructional coaches model; site focus this year is on academic discourse - student talk and better writing; working on PLCs and working with coaches to look at data; focus on awareness of staff; Tier 1/2/3 focus - more student study team meetings.
- School climate: working on relational capacity between teachers and students; working with Marin Youth Court to invigorate Restorative Justice for best practices. Having more Peer Courts is a focus.

Madrone HS:

Principal Paul Tuohy highlighted:

- Progress has been made with credit recovery classes; able to give students what they need.

- Teachers collaborating with each other to formulate cross-curricular projects; last year time was built into the schedule and this year each teacher is taking turns to be facilitator of the meetings.
- Greatest needs: test scores don't work for continuation schools; scores not reflective of student abilities. Staff need to figure out other ways to show their student's abilities.
- Working on incentives for students to improve attendance with strategies such as off-campus lunch passes, certificates for exemplary attendance, and/or extra credit.
- College/career readiness: rigorous instruction, held to high expectations; 8-period schedule offered so students can earn the credits they need; outside-of-school opportunities to get credits; COM relationship with classes on campus; COM support to seniors.
- He has been part of the California Principals' Support Network with Dr. Tom Many; bringing teachers with him to this professional development this year.
- Student engagement/climate: providing a high standard of structure around student behavior expectations- using student voice for student leadership.

San Rafael High School:

Principal Glenn Dennis highlighted:

- Lots happened last year with WASC review, completion of the stadium and college readiness work - teachers working to build out the CANVAS system to house student work. All students are required to upload ELA artifacts into CANVAS; the vision is to have it happen across disciplines so students can develop full portfolios.
- Teaching and learning with the Common Core and NGSS framework.
- LCAP Dashboard identified areas of concern: gap between EL and other students. EL progress is low; did see 34 student reclassified last year, hoping to see more next year.
- Graduation rate is at a medium 86%, but doesn't show the drop-out rate which is 14%. The Adult Education program should make a big change in the number of students who do not drop out. Eighteen students are concurrently enrolled in adult education and SRHS.
- Action/goals: Working with Envision Learning partners to develop a learning profile; list of skills and rubrics around the skills; also collaboration with newcomer adult education program and ensuring graduation of all students.
- Professional development with a focus on AVID- specifically around school-wide student organization; materials/time and organizing thinking to support learning; continuing partnership with Phyllis Goldsmith of UCBHSSP - supporting ELD in SDAIE courses.
- School climate with Side by Side (formerly Sunny Hills) You Thrive program for at-risk youth- 10 week sessions to build their skills and assets, lower suspension rates, increase attendance and grades.
- Link Crew is growing to improve school climate and reduce hate incidents in the school.
- Focus on Social Justice; training with the ADL for an anti-bully, positive school culture, training also for parents.

President Knell called for a break at 5:10 PM.

Public Session was reconvened at 5:25 PM to vote for acceptance of the SPSAs presented.

V. ADJOURNMENT: 4:59 P.M.

Minutes:

There being no further business, President Knell adjourned the meeting at 5:26 PM.

President

Superintendent