

District Advisory Committee Minutes

Redding School District

Shasta Union Elementary School District • Igo-Ono-Platina Union School District

District Advisory (DAC)

Thursday, September 28, 2018

3:30 – 4:30

1. Welcome

- a. Explanation of DAC vs. PAC by Robert Fellingner. The DAC discusses federal funding and is primarily made up of site council from the individual sites. The PAC's focus is specifically on LCAP and the programs and activities impacted by that document.

2. Distribute Bylaws

- a. Bylaws were distributed and discussed. Sarah Wickenheiser (Bonny View) was selected as Chair and Matthew Balch (Shasta Union) was selected as Vice Chair.
- b. Discussion developed around eligibility to hold an Officer position with the DAC if you are an employee. There was consensus that Site Council rules will be followed for
- c. Recommendation to update Section B.4.a. to read: he/she ceases to be a **resident** stakeholder of the District schools;
- d. Consensus was reached and bylaws approved

3. Categorical Funding Review

- a. Jacqueline Hanger explained the Title I & Title II funds. Title I is the spending decided on through individual Site Councils and can be used in various ways. Title II is funding for Certificated Staff Development.
4. Questions
 - a. Parent asked about creating a sheet of Title II programs that provides greater detail about what the programs are, instead of acronyms, so they are better able to speak to funding during Site Council meetings.
 - i. ACTION: a glossary is attached to the minutes
 - b. How are programs under Title I & II chosen? Teacher/Parent Surveys
5. Next PAC meeting October 18. New format. Topics will include Safety/School Climate and Capturing Kids Hearts.
6. Next DAC: February 26, 2019;
7. Adjourn

Redding School District New Millennium Partnership Glossary

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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AB	<u>Assembly Bill</u>
ADA	<u>Average Daily Attendance</u> : Total ADA is defined as the total days of student attendance divided by the total days of instruction
ADA	<u>Americans with Disabilities Act</u>
AP	<u>Accounts Payable</u>
API	<u>Academic Performance Index</u> : is the school accountability measurement under California's PSAA of 1999.
ATE	<u>Alliance for Teachers Excellence</u> : (formerly BTSA) Alliance for Teacher Excellence is an accredited California Induction Program, governed by the California Commission on Teacher Credentialing. The purpose is to provide a system of support and mentoring to help new teachers successfully transition into the teaching profession
BOE	<u>Board of Education</u>
BP	<u>Board Policy</u>
BPST	<u>Basic Phonics Skills Test</u> : Assessment tool for assessing student's decoding abilities for anyone reading below a fourth grade level
	<u>California Assessment of Student Performance and Progress</u> : Student Assessment Testing for Language Arts, Math, Science and California Spanish Assessment
CALPADS	<u>California Longitudinal Pupil Achievement Data System</u> : is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting
CBEDS	<u>California Basic Education Data System</u>

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CCSS	<u>Common Core State Standards</u> : In 2010 Senate Bill 1 established the California Academic Content Standards Commission to evaluate the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
CDE	<u>California Department of Education</u>
CDS	<u>Community Day School</u> : Redding's Community Day School is Redding Achieve
CELDT	<u>California English Language Development Test</u> : the state test of English language proficiency that LEAs in California are required to administer to newly enrolled students whose primary home language is not English and to any student who is an EL as an AA (Education Code Section 313 and Title 5, California Code of Regulations, Section 11510). CELDT results are included in the calculations for AMAOs 1 and 2.
CKH	<u>Capturing Kids Hearts</u> : Training for Administrators, Teachers, Intervention staff and Classified Management staff. Capturing Kids Hearts is a program which is designed to genuinely build a relationship and community among teachers and their students. They use the EXCEL Model which is as follows: E – Engage; X – Explore; C – Communicate; E – Empower; and L – Launch
CLRP	<u>California Reading & Literature Project</u> : TK/K – 2 nd Grade Teacher Results training and Coaching
COC	<u>Citizen's Oversight Committee</u>
COLA	<u>Cost of Living Adjustment</u> : a factor used in state funding
CTTF	<u>Code to the Future</u> : Computer Science Immersion program available at Bonny View, Manzanita, Juniper, and Sequoia. This Computer Science curriculum teaches grade specific programs such as Scratch, Lego WeDo, Lego Mindstorm, Minecraft, and Codecademy which are taught over 3 cycles. Students work on their projects in each cycle to prepare for the “EPIC Build” which will showcase their progress through each cycle

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DAC	<u>District Advisory Committee</u> : advises district administration regarding the development of the Local Control and Accountability Plan (LCAP) and the budgets that support the plan
Dashboard	<u>California School Dashboard</u> : The Dashboard contains reports that display the performance of (LEAs) local educational agencies, schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement
DELAC	<u>District English Learner Advisory Committee</u>
DOE	<u>Department of Education</u>
DSA	<u>Division of State Architecture</u> : required to sign off on the safety and construction soundness of all structures children will be engaged with at public school sites
Ed Tech	<u>Education Technology</u> : A teacher on Special Assignment as Technology Coach for the district. This teacher supports the classroom teachers with technology questions, troubleshooting problems and builds district assessments for student testing
EL	<u>English learner</u> : A student with a primary language other than English who is not yet proficient in English.
ELD	<u>English Language Development</u>
FCMAT	<u>Fiscal Crisis and Management Team</u> : mission is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services
FPM	<u>Federal Program Monitoring</u> : CDE monitoring is accomplished in part through the Federal Program Monitoring (FPM) process which is comprised of an onsite or an online review. The FPM process ensures that LEAs meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility.

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IEP	<u>Individualized Education Plan</u> : The written plan and program of special education instruction, supports and services children need to make progress and succeed in school. Each program is designed to meet a child's exact needs
LCAP	<u>Local Control Accountability Plan</u> : A three year plan, updated annually, which describes the district's key goals for students, the specific actions (with expenditures) the district will take to achieve those goals as well as the 8 State priorities, and the metrics used to measure the progress of those actions
LCFF	<u>Local Control Funding Formula</u> : enacted in 2013–14, it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams
LEA	<u>Local Educational Agency</u> is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. For Title III Accountability, LEAs include school districts, county offices of education, direct-funded charter schools, and consortium leads
LIST	<u>Leadership Improvement Science Teams</u> : Teams from each school meeting to review and collaborate on their school site systems and analyze them to determine next steps for improvement

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LISTO	<u>Spanish Dual Immersion Program:</u> Spanish Dual Immersion program at Sycamore School for grades TK/K, 1 st & 2 nd . Each year another grade will be added up to 5 th grade. Dual Immersion teaches school subjects in both English and Spanish. The model used is a 90/10 program which is designed to submerge children in Spanish during most of the day during the early years. AS the program progresses, the portion of the day taught in English increases, thus ensuring that students are bilingual when they leave 5 th grade
NEU	<u>No Excuses University:</u> This endeavor helps to build a bridge for all students to attend college as it begins promoting a comprehensive college readiness model starting in pre-kindergarten
NGSS	<u>Next Generation Science Standards:</u> The Next Generation Science Standards are K-12 science content standards. Standards set the expectations for what students should know and be able to do and to prepare them for college, careers, and citizenship
PAC	<u>Parent Advisory Committee:</u>
PBIS	<u>Positive Behavioral Interventions and Supports:</u> Training for site principal and team to review processes at the site level. They collaborate about Tier I – Processes: Team, Improvement Cycle and Data; Tier II – Positive Classroom Management; and Tier III - Interventions
PFT	<u>Physical Fitness test:</u> The State Board of Education designated the FITNESSGRAM as the Physical Fitness Test for students in California public schools. The PFT is a comprehensive, health-related physical fitness assessment, which is to assist students in establishing lifetime habits of regular physical activity
ProAct	<u>Professional Assault Crisis Training:</u> Training for teachers and support staff using a student-centered, non-restraint culture that teaches skills that allow them to engage with students in positive ways

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SARB	<u>School Accountability Review Board</u> : composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources
SARC	<u>School Accountability Report Card</u> : All schools produce a School Accountability Report Card each year that provides details about their students, teachers, facilities, financial resources, and educational programs
SELPA	<u>Special Education Local Plan Area</u>
SIPPS	<u>Systematic Instruction in Phonological Awareness, Phonics, and Sight Words</u> : SIPPS offers a systematic approach to decoding that supports students in grades K, 1 st & 2 nd grade developing reading fluency and comprehension skills. It helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension
TK	<u>Transitional Kindergarten</u> : Transitional Kindergarten is a bridge between preschool and Kindergarten for children turning 5 years old between September 1 and December 2. It gives young learners a head start and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social needs