

**Point Loma Cluster Schools Foundation
Board Meeting Minutes
May 7, 2012**

Meeting called to order at 4:37pm

Agenda vote moot, quorum not met.

Finance Report (Marvin Estrin)

We have sufficient funds for the current year; but need to develop a sustainable plan to cover basic costs: ConnectEd, P.O. Box, and insurance.

*Available Fund Balance: \$823
Current balance: \$3,500
Pending: \$100 from Cabrillo
\$1,800 for insurance
 \$914 for Directors & Officers Insurance
 \$887 for General Liability Insurance
\$1,000 for revision of bylaws*

Long-term sustainability. Creating a sole-function

Arielle: What is our whole operating budget? \$3,000

Melinda: What about grant prospects.

Matt: Eblast sponsors brought in about \$1,000-\$2,000 last year. We didn't market it that much this year and last year they pretty much came to us.

Cluster Fund Raising

Marvin: So the idea would be to raise \$3,000 or so, but then having a secondary fundraising part that will find projects that will reach all students as they matriculate. Like when the OB Town Council gave us \$500 for science.

Melinda: Who wants to head up this fundraising portion of the board?

Arielle: Heather Harris organized something called Lomapalooza: Dad bands from various school sites coming together to get the bands together to raise money for the entire cluster. It happens at Humphrey's.

Matt: We need someone to head this venture.

Arielle: I will find someone for this position; I won't take the position, but I will find someone.

Fundraising Ideas: *Community wide 5K, Lomapalooza benefit*

We probably need to elect a fundraising person - separate from the marketing position - to develop a plan that will not conflict with the individual cluster schools' plans MOTION NEEDED

2. PLCSF Board Composition

The bylaws are being revised to reflect the representation of the principal, 1 teacher and 2 parents from each school. Uncertain was if this change affected the existing membership of students and area superintendent(s). Recommendation: clarify this; as well as offering the opportunity for "community

members" to be able to serve on the board. If approved, should these positions be voting or nonvoting?
MOTION NEEDED

Member: Is there anyone in the community, a ground-swell of members that want to serve on the board. How much of a contribution will they have?

Kevin (VP PLHS): Perhaps having high school students from PL ASB would be a good addition.

Matt: Maybe adding four non-voting members from the high school. The members have to be approved by the board. Any community at-large members would need to be approved.

Melinda: We'd have to do it by silent ballot.

Nestor: Would it be better to have someone from Procopio here to share these ideas with to see whether or not they are possible or any revisions would be necessary?

Matt: They are in the process of finishing our by-laws now, and so should we have them finish so we can see the draft.

3. Cluster / School Reports

Dana Middle School (Diane Ryan)

To the teachers in the room, thank you for all of the work you do.

Diane provided a snap shot of current Dana students. ELA, Math, and Science.

The feeder schools are doing a very good job, you're getting them ready for middle school and high school and beyond.

We are a school in Program Improvement. Its serious business and we take it seriously, but it doesn't affect how we run things.

**See handouts 'CST Percent Proficient Report' and 'California STAR and CAHSEE Proficiency Scores'

Sabrina: What year are you in PI? Kind of new to the idea.

Diane: We are in Year 2 of PI. When NCLB was created, it was expected that all students be proficient 100% by 2014. 2014 is rapidly approaching the bar continues to raise. With the loss of human resources and monetary resources...

...side conversation: Loss of teachers, increase in expectations, year 2 of program improvement

When we talk about our elementary schools, we know less about them than we know about Dana or Correia or the high school.

Diane's presentation:

Purpose – teaching the whole child, **Passion** – Musical theater, art, LOGO pilot for 21st Century learning, Flipped classroom: the idea is that a traditional lesson is out the door, practice is emphasized. Homework is redefined; it's a link to EdModo where the kids are responding to a question from the teacher. Con Academy. It's a major shift in defining the way the kids see the classroom and the way the teachers view lesson plans and homework. **Persistence** – API 851, keep moving forward, professional development. PD is all student driven/centered. Common Assessment.

Questions:

Matt: So, can we identify those students who are below basic and who is responsible for that child's proficiency?

Diane: We all do that, Data Director is very effective on identifying our kids who aren't performing at basic or proficient. We know their names. We'd go talk to the math teacher. It does fall on the shoulders on the content area person.

Arielle: In our professional learning communities, we are bringing that data to our meetings and are brainstorming about how to look at each of those children and their progress. It's very effective, we get to know those kids and talk about what to do to help them.

Sabrina: How many kids are in each English Language Arts class per teacher? And from those students, more academically fragile students would be the responsibility of that teacher? Also, the LOGO (computers being taken home) is there a way to track how much time they spend on the computer?

Diane: One teacher has about 33 students, with 0-6 academically fragile students. It's hard to say. The ELA classes are two hour blocks. In math, it's likely the case. We do log the time spent on the computers taken home.

Matt: As an outsider, I don't know how many kids start at basic at any school in the cluster. How do we have some kind of collaborative metric to identify what is working? I think Data Director is a neat tool, but we're just touching the tip of what we can do as a cluster to see what we're doing.

Arielle: I know where my kids are by year-end, and I know how they're moving forward.

Matt: How do we in the community know how this works? If we're really going to move them up, we're going to have to know who they are and where they are in their academics. How will the average stakeholder know where the kids start out?

Diane: We're doing the work already. We all sit down at the beginning of the year and going over each kid by kid.

4. Strategic Areas of Focus

With the district budgetary challenges and plans, much of our foundation discussion this year has focused on survival mode concerns. Understandably, we have not made as much progress in our strategic areas as desired. With the school year end rapidly approaching, this would be a good time for the respective chairs to give a brief status report and pending plans.

Engaging & Inspiring Learning Environment (Nestor Suarez)

Cabrillo school plans - Update on the monthly planning meetings that have been held this year about the future of the school

- German language school grant, \$30,000/year grant through the Department of Defense.
- They were asked to take it to a certificated program. We are hopeful that we will get the grant; we are still in the running for the grant and should get
- Working on a partnership with ARCO (a floating dry-dock); thinking about putting together a Cabrillo consortium.
- These monthly meetings have been wonderful and we have a great group coming together to discuss marketing the school.
- This committee is constantly asking what Cabrillo is doing to keep it innovative.
- A rotary group came recently to paint, chip, plant a garden, and
- Cabrillo has been established as a GATE nurturing site; which helps to keep us all crisp and on-board.

Marvin: So with the German, is the idea that there will be a German class at Dana for the kids who matriculate?

Nestor: That's the idea and we hope to talk with Diane Ryan soon.

Ruth: Dewey is also part of this grant, and we are looking at Mandarin as our language.

Melinda: Why aren't we looking for a continuum of language, like Mandarin, like Dewey.

Arielle: That's the beauty of it, each school site is different. What works at one site may not work at another.

Nestor: The idea for me when we were writing this grant was that the fourth graders would be receiving a certificate of language comprehension at the end of fourth grade. We didn't think beyond that, because we're a K-4 school.

Robin: This grant relates to the percentage of military students at Cabrillo and Dewey, which are far greater than other schools in the cluster. When we get to Dana, the percentage is less, as is from other schools.

Nestor: We're offering enrichment, not immersion. They aren't taking German in each subject level.

Matt: This language alignment needs to be a discussion we have. Who is the gate-keeper of our ten schools that is going after these grants or looking for grants for these subjects?

Nestor: The DoD grant is exclusive to us, because of our students being the majority military.

Mandarin Chinese program strand update (Jim Boydston, Barnard parent)

Jim:

- We won't have any teachers from HanBahn next year, Eddie just returned from Taiwan and established a new partnership with a Taiwan Normal School there. We are getting four interns from there next year.
- We are joining four other consortiums that have backing from the state. We'll have national standards that we'll be able to reference in the future. Our curriculum is smoothing out.
- We got the school district to look at things differently for our FTEs for students, because we have 79 incoming Kinders, and if we'd stick to the district's guidelines we'd only have two K teachers. Now we'll have three.
- Nothing is official, all they've said is that they want to excess the property. Right now, all we're focused on in the future is making as non-disruptive an environment as possible.
- They want to move us into Bayview Terrace, but they haven't done anything yet. No on PB middle. Bayview Terrace is one of the largest elementary school sites in the district, so there'd be room to grow.

Margaret: I think it's exciting what Barnard is doing with Mandarin, but we've had an influx of students from the Barnard boundary. We need to look at all of the schools in our cluster, so I heard someone say, but we need to see how what one school does affects the others in the cluster.

Next year, it's going to not just be about Ocean Beach getting all of the Barnard students, it'll be about all the schools being impacted by that change.

I have kids who can't get to school because of no car, tardy, parents can't get their kids to school because they have no car and they're coming from Phil's BBQ, which is in Barnard's attendance zone.

Melinda: We do need to look at the overall school population as well. What may be best for some in the population may not be best for all.

So, I'm hearing that the board needs to be concerned with what's happening at all of our schools and what programs we are selecting that may impact the rest of the cluster.

Matt: Portfolio schools, as a concept is working well here. We may need some reengineering of this, because if Barnard really closes (it could end up as a charter and we'll redistrict again) it will affect all of us here in the cluster, not just OB. If there is a re-drawing of the boundaries, there will be a conversation about "what side of the street do you live on?"
We need a more cohesive cluster.

5. Navy Liaison Relationship with Pt. Loma Cluster Schools - Robin Williamson

We are pleased to collaborate with the schools and work with everyone here.

Melinda: We see the Military impact, what about DoD impact?

Robin: Federal survey cards should indicate the contractor as a "Civilian contractor".

Melinda: For accuracy sake, we may be missing a chunk of our military numbers.

Open comment:

Margo: Parent connect for parents, they may not have the know-how or the insight to access these data sources.

Matt: Toolkit awareness and raising the subject for our parents.

Diane: We offer parent tech nights to help parents with the tools to help their students. We've also created Student Connect so students can go online to see their progress.

Melinda: Looks like we have some work to do to on streamlining our cluster.

Matt: Scott Barnett will be holding a news conference on Thursday regarding the budget. Just an FYI, he asked me to pass along the information.

Items Tabled until June's meeting:

Correia – Patty Ladd

English Language Arts – Detracking Success –Correia and Pt. Loma High School

Staff-wide teaching certifications: GATE; Kaplan icons

At some schools, all teachers are GATE certified. Which schools? Has this continued given staffing modifications?

Teachers of the Year – retention

Is there any interest in seeking the exemption of district Teachers of the Year finalists / nominees for a reasonable period of time (maybe 5 years?) from termination based upon seniority? What are the procedures for a teacher to be nominated? Should we seek exemption for other teaching positions of responsibility (department heads)? MOTION NEEDED

What schools will look like after budget cuts; Support Staff/ Services – nursing, libraries, counseling

At our last meeting, financial hardships were noted; and principals were asked to present at a future meeting what their schools would look like given the directed budgetary cuts.

SSC feedback desired on their school needs to improve student achievement

Recommendation: each school's SSC discuss and provide feedback (for the June 4th cluster meeting) on their respective school needs to improve student achievement. Perhaps these needs can be incorporated into a cluster-wide fundraising plan.