

GATE Advisory Council Meeting
10/8/18

6:15pm Welcome by Jen Introduced Sharon Cuseo

WHAT IS GAC?

To learn about program
To problem solve
To share ideas
To disseminate information

AGENDA

JEN To talk about GATE master plan- review of action items and to propose changes.

We started the process of master planning before the GATE COORD position opened. It consisted of teachers, admin, and a few parents who helped whittle it down.

Introduced the people who worked on the master plan: Caroline, Liz, Sharon, Jen, etc.

The master plan was passed in February of 2018. It's only been in play since then, but it was being implemented since it was originally approved.

We are going to go through the action items, and then we will discuss the proposed changes.

We are going to go through sections. (Jen asked everyone to read to themselves.) Then she asked for places where people wanted to discuss sections or items.)

6:30pm

Jen read through action items on pullouts- the history and the rationale behind them.
PULLOUTS are not best practices.

We are looking to increase and improve opportunities with push ins in class and lunch activities.
Jen read the research that supports this- flexible grouping has a high affective filter. 7 vs pullouts with a .3.

Second item- monthly meeting were changed to bi-monthly (every other) and then parent ed talks scheduled on the opposite months. This helped improve attendance. And allowed us to spend longer more focused time on each.

6:40pm

JEN We will begin discussing the changes:

KL Proposed- What is being done for gate cluster kids in class?

- LS Concerned with the push ins that takes away lunch and social time. I'd like to see time set aside for GATE kids like we set aside for ELD kids during class minutes.
- JEN We have gotten good feed-back for push ins- friends can come, heavy lifting thinking, they have options other than the playground, they don't miss the day.
- RM My daughter found it fun but was worried she was going to miss a whole day of stuff in school. She missed the push in and she didn't want to do more thinking at lunch.
- P2 I have yet to see anything done at our school for GATE students. No teacher at our school has done anything for them. I ask my granddaughter every day "How was your day? Did you learn anything different?" She always answers, "No I already knew everything."
- JEN Replied to the parent- "Kayla came to our push in at lunch."
- P3 Yeah, it was open to everyone, but that is not the point. There has to be an oversight to what is done in all GATE classrooms.
- JEN We trained principals in what to look for in GATE classrooms this summer. That will be used to inform our teaching with teachers and what to do at every site.
- AP How will we know what is happening? You need to have transparency? This is what we observed and this is what you are getting, so that we know.
- JAJ I lead a workshop on best practices a few years ago and it was open to all and I would be happy to share that again once we have more information. If you feel things aren't being done, go and talk to your teacher regarding your child's needs.
- CR We are going to need several years to get this all functioning in class. When my son did the pullout, he was jazzed. I don't think we are there yet with the push ins.
- KL/LS We are in favor of pullouts and minimum hours listed in the master plan that would be dedicated to GATE during the school day.
- KL Are there are minimum number of hours that there will placed on these activities.
- JAJ We do have a plan to do 3.
- RM We all want what is best for our kids, but at some point, that might not work on a district scale. Having activities on campus lessens the financial strain and allows us to offer to school site support and push in lessons for all kids.
- SC I appreciate your comments. Our goal is to build site capacity.
- KL Is it fair to others if one school does more than another?

SC We can send a recommendation to the board and we can send a parent consensus, but we, the district, are not going to amend what we are taking to the board.

LS I want to vote on what we send to the board. Can we do that tonight?

SC If everyone agrees on that, we can vote tonight.

LS- When do we vote?

SC After more discussion.

JEN Talked about how pullouts drain resources and how push ins allow her more one-on-one time with kids so that she can provide deeper and more useful feedback during PD.

RM Shared about Breakoutedu with ANN and I chimed in on my training this summer and how I incorporate all of those types of activities in class.

JEN Is reading upcoming events and is working with high schools students to bring escape rooms to elementary schools.

Considering supplying the Chick a Pig game for all the sites for lunch time use and if it gets crazy, we would have to have that carry over to an afterschool club. Very fun game.

On top of all these activities, our aim is to go into classes to show how to tier instruction.

An area for more PD is How do you offer enrichment and acceleration in the classroom?

CR How many GATE classes are in the district?

JEN Jen replied.

For the district recommendation, we are taking it to the board as is. If you have wording you want included, we will take that to the board as well.

AP Some discussion for separating wording: in class vs after school opportunities. They should be separate line items.

CR Why? We agreed to it? Why are we changing it?

JEN At the time we did, but as we got it going, we saw that it didn't work- referring to pull outs.

SC The research we have on it on it and which best practices will have the most impact for us.

AP Using the resources to focus for on campus stuff is a better benefit than the gate pull out and it's less stressful for gate kids. It's better to use money for morsels of learning vs a stressful day 1 time. Over time, it becomes stronger and builds learning. I would go with last year's recommendation.

AP Having to make choices is a life thing so not being able to go to all after school activities isn't the fault of the district, it's life, so maybe we do it this way this year and then adjust next year.

LS When we open it to non-gate students, it takes up the space of gate students. There is an inequity of activities. Ms. Garcia is the only GATE teacher here and the others aren't. Eventually it will be fair, but it isn't fair now.

JEN Lunch push ins help with professional development for teachers and getting to know the kids more indepth.

Discussion got a bit heated so hard to take notes but there are two camps. One is for pullouts and one is against pullouts in favor of pushins at lunch.

RM This is all on Jen. There is only so much she can do. And if the vote doesn't go through we might not even have her.

More heated discussion

SC Let's vote. If you are in favor of the wording as it is. LS Parent wrote it on the board. A second parent wrote another item in question- separate the 1 action item into 2 separate items- one for in class activities, one for after school enrichment.

As written by LS parent on board which stated:

including, but not limited to: *(1) pull-out (grades 4-8) per year, push in activities, lunchtime enrichment activities, afterschool enrichment opportunities, and family nights.*

8 in favor of said language

23 not in favor of said language

0 did not raise their hands

3.1.E- provide District wide grade level enrichment events for GATE students during school hours including but not limited to push in activities and lunchtime activities

3.1.E.a- provide District wide enrichment opportunities for GATE students and/or families outside school hours including after school activities and family night.

In favor of second set of wording

23 in favor of splitting the action items

0 against

13 did not vote

Meeting adjourned at 7:40pm after two heated votes.

Break to transition to next meeting for ABC 's

7:40pm

Sharon Cuseo introduction and bio for what she's done in our district. She mentioned lots of things about secondary that I have lived and seen.

Pressure starts early for students to perform at a very high level because of where they are going to go to college, etc.

We want to make sure we can meet their needs but at the same time we are aware of their emotional state and their well-being. They can't do it themselves.

Some kids can take 5 AP classes, some kids do it because of pals and some kids can't. We have to monitor their behavior and see what the symptoms are and recognize panic attacks, etc.

A good chunk of our GIFTED students do go through the anxiety.

Advanced Placement classes are an opportunity for students to take college classes on campus that nationally certified. This is why colleges like them so much. Every school has a different grading structure, so nationally certified levels the playing field. And they like standardized tests. We are moving away from this, but college boards still like these are the standards. Courses and GPA's and the ACT and the SAT are what you need for CA colleges.

ACT measures achievement vs the SAT which measures potential. The SAT is closer to GATE type tests.

Our job is to have as many opportunities available for students and teach them how to play to their strengths.

We completely support the arts and we also have to support our technology. We have 3 academies: medical, engineering, and business academies- looking for other strengths other than in the arts and servicing the other half of our gifted kids.

In 8th grade, they meet with their counselor to have a plan on what they want to do and that's when they start considering their path.

The academies count toward the A-G requirements.

It's not college or career- it college and career readiness. We want them to have internships and see what the job is like so they can make those changes earlier in their career vs at the end of college.

TYPES of writing: EWRC- 11th/12th- college writing. AND Higher college class like A. P. literature class. Doesn't have the same vocational piece as the one previously mentioned.

CR- it would be good to counsel students in the academies to highlight what academies they took so that is shows off what they did.

UC/CSU- have requirement that fit A-G. That means each subject has a letter and you need so many units of each one to have your courses that are required to take to get into college.

TO get into a US/CSU school, you must complete all A-G, have a 3.0 and take SAT. (What score is needed wasn't addressed).

UC has also written courses that will count towards A-G credits in the career/ technical writing field within the content area. This allows for integration vs a straight literature classes and services more kids. There are courses like that that are in every pathway.

Our next step to offer these courses.

CSF- middle and high school- honor society

At HS- CSF is more aligned with national standards. Most of the time the students don't know they qualify- they don't think of it as a big deal, but it is a good thing to put on their application.

In HS, there is a service component during 10-12th and it affects whether you will be a seal bearer.

9th grade doesn't count because not all high schools to have 9th.

FACSA- major financial aid form

You can use last year's taxes instead of waiting for this year's and a button on your taxes will transfer information to the FACSA form. Lots of awards and scholarships won't let you be eligible unless they fill out the form, so you want to do that form.

And if you have it on file, it's very easy to access and send where it is needed.

DBQ- Document based question which is tied to AP courses. It allows for looking at authentic documents, comparing, setting the context, and then making an analysis. It requires reading a lot of original sources during the test and then analyzing them on the spot.

Independent Learning Academies

These are for students who want to accelerate not who are behind. You work 4 days at home and 1 day in a school and meet with a teacher to go over work. Every 22 days, you complete a new course and it counts as full time attendance. Often, we see dual enrollment.

ILA for core classes and then they do 2 courses at the high school for their electives and have to be on track. It is not a credit recovery program.

PE is taken 2 years. If student passes the state assessment- B FIT test in 9th grade, then only need 2 years of PE. If they do not pass, they keep taking PE.

PE in the summer is ok to prep for test. It also clears space in their schedule for another class as a 9th grader. An extra elective can be done this way or with 0 period.

2 years of languages, but 3 are recommended. Focus on their strengths and their major.

ERWC college prep course- can help all students.

Exit exam has been discontinued in the CA for about of 4years.

Junior Olympic level athletes can omit PE.

Dance and sports team counts as PE.

JEN- Talking about high school AP /GATE students with counselors. We counsel kids not to load up on AP classes- Read book- Living with Intensity.

You don't have to be the perfect AP student to get into college.

SC- Good to know.

AP classes are usually reserved for 10-12th grades and the first course is usually AP European history, but some 9th go down that path. We try not to lead them there too early.

TALK adjourned 8:20pm.