

12/7/16 Oxford SGC Minutes

5:35 Members present:

Nina Cohen, Parent

John Eknoian, Parent

Molly Jo Alaimo, Teacher

Lauren Morrison, Literacy Coach/RTI

Steven Fruhwirth, Parent

Karen Sasamoto, Librarian

Jaime Vines, Teacher

Carla Bryant, Parent

Carla Inniss, Teacher

Hya Honorato, Parent

Ann Reidy, Parent

Julian Lloyd, Parent

Beth Rhine, Principal

5:36 Review the minutes from the 11/2 meeting

Parent requests change to meeting minutes to reflect a statement he made asking BSEP to make a pot of money for African American students, not the SGC body. Minutes approved.

5:39 John and Molly Jo agree to be co-representatives for PNO (Planning and Oversight). Carla Bryant and Karen agree to cover for John next week. Someone will report out at next meeting. Ardel agrees to be PAC rep with Ann. Lauren Morrison will be SGC chair. Chair approved.

5:42 Home/School compact

From Principal: BUSD wants to have a stronger focus on home school- a home/school compact. What does the school do? What does the child agree to do? What does the family agree to do? The purpose would be to help frame the vision and the direction of what we want the families and students to do. It is also a state requirement.

**By next meeting, we will look at a copy of the mission statement, and everyone gets some examples to look at from other districts as well as what's currently in the site plan.**

Parent would like to see this compact be not just a compliance issue, but could possibly be something that can be a tactic to go deeper with our own beliefs and wants to actually change the culture of the school. This document should be relevant, or else it's pointless to spend time on it.

Teacher- everyone is held accountable and streamlines an expectation. It's important to not only create it, but to also think about how to share it.

Principal: This is perhaps an opportunity to figure out what sets Oxford apart, and who we are.

Parent- Could this even be a document that helps inform our budgeting?

Teacher- We should figure out how to reach the parents who have been traditionally underrepresented

Parent suggests that a subcommittee form to take on this work. Principal suggests a first step of everyone working on it all together.

Parent- Is there anything in Ed. Code that suggests what needs to be is in this document?

Parent- what do we want this to do?

Principal- Overarching reason would be to build community. Then, it would be what staff is committed to and who we are. Vice versa, shows what families are committed to do. Finally, asking kids for their voice.

Parent-Engaging students and parents in the process seems important.

Teacher- This can be a document that holds all of us accountable, that we can touch every single parent in this community.

Parent- We are not necessarily tied to the district's timing of survey. We can have a longer process

6:05 Budget Conversation

Principal provides copies of the budget for everyone. She explains that each column represents a different funding source. Title 1 funds are based on the percentage of our population that gets free and reduced lunch. BSEP and Title 1 funds are overseen by the district. The PTA budget is also recommended by the SGC. The district funds .75 of a literacy coach and SGC funds .25. District funds .4 RTI total. We provide reading intervention for K-5. Principal feels strongly that we should keep a full time lit coach. We are spending a large chunk of the budget on a technology teachers 50% paid by BSEP, 50% by PTA. Principal feels we should look at this position every year. Parent remembers the debate in PTA several years ago was a debate between an Instructional aide and a tech teacher. This position is for 2-5 grade. The tech teacher sometimes teaches tech and the teacher is able to pull math groups from that. Could we get a full time aide to provide that same structure and support in a less expensive way? Also, a substantial part of our budget is not going to Kinder or 1st.

Parent- have we met the goal of making teachers able to take the test?

Teacher- no, because every teacher is in a different place

Teacher- we remember keeping the position because of how to incorporate chromebooks that were provided because of Google Certification

Parent- could this position become more a part of someone to support math?

Parent- we want 100% of our children to be proficient. 91% of our African American kids are not proficient in math. The strategies that are coming in 3rd grade should happen in kinder, 1st and 2nd. Let's provide computer skills in a cheaper way.

Lit Coach- there's a tech teacher leader now which can help support

Teacher- there are several google certified educators on the staff now

Principal/Teacher- we get a lot of incoming new students who are not proficient

Librarian- if we have to have a PE program, why doesn't the district pay for it?

PE- The district will not pay for PE because multiple subject credential teachers are technically certified to teach PE. Teacher mentions that students love PE and like to see a different face and style. Another teacher has mixed feelings.

Teacher- Should we bring the subject of PE up to PTA?

Parent- are BSEP funds going down?

Parent- what do instructional assistants do?

Principal- we took one of the K aides and put them into different grade levels. Classified tutoring is after school staff that are hired to work during the school day. Last year we spent about \$18,000 on this. We have about \$7000 in BSEP to decide what to do with. Beth feels like priorities for that 7,000 will be dance for 1st grade. Teachers feel like it's a bit of a mixed bag because they lose teaching time. Could diversifying the PE be done in 3-8 week cycles? It could be dance, Zumba, PE, Martial Arts , etc. The wheel could possibly work as sports K/1 in fall, dance  $\frac{2}{3}$  in fall etc.

Teacher- we must discuss budget items at one meeting, and then vote in the next

Teacher- things to think about- does dancing and martial arts meet state PE requirements?

Principal- would want staff input before making decisions

Parent- should we still have the auction? That's what will be brought up at PTA on Friday.  
Campaign for auction raised \$25,000

Parent- the campaign for Oxford was not to replace auction. It also seems like the same people have to spend a lot of time running it.

Parent- can we quickly articulate what we're thinking

- 1) Home school compact
- 2) Possible wheel for PE
- 3) Adding additional supports for math intervention in the early grades and adjusting that tech budget

7:05 Move to adjourn  
Seconded

(send to Hillary Brooks)