

MINUTES

Cupertino Language Immersion Program Community Organization (CLIPCO)

BOARD OF DIRECTORS

Meyerholz Elementary School
6990 Melvin Drive San Jose, CA 95129

Thursday, January 21, 2016 at 7:00 pm, GLC, Meyerholz

I. Preliminary

- A. Call to Order - 7:08 pm
- B. Approval of December Meeting Minutes - approved

In attendance: Heather Simonovich, Julie Wann, Walter Perez, Rachel Turkal, Jon Campbell, Anna Tsai, Jean Wang, Steve Burrell, Drew Coleman, Sylvia Leong, Kathleen Ko, Yin Yin Pao, Bill Steinmetz, Marge Sung, Ann Ruckstahl, Jack Zhu, Mike Gebbie, Kuimeuy Wang, Sherman Chan

II. Reading Pilot Presentation

- A. Publisher - pilot team, Ms Chiang, Ms Tsai, Ms Chen, have been engaging in pilot for 1st ½ of year, guided reading, purchased individual leveled reading books, levels A-Z. This team presented this to the staff earlier this week, will present to MCAC next week, then at CLIP meeting a decision will be made whether or not to adopt this program.

Presenter - HK mom of kids in bilingual school, started this business, Program has Learning Objectives, uses Common Core structure for Chinese language learning, focuses on Critical Thinking, Vocabulary acquisition, Reading Standards. Does month by month assessment on students' progress so teachers will know if students are on track to attain standards by end of the school year. Follow Fountains and Tenelle concept of text complexity. Assessments tell where child is, so they are challenged at the right amount (not too much or too little), teacher knows what student needs to review. Program is being piloted at many schools in the US and Singapore, China. Teachers are piloting content, assessments are in PDFs which need to be printed, they are in the process of putting assessments online. Feedback so far that more teacher support is needed, how to draw children in, using Mini Lesson Library to show how to explain objective using a particular mentor text.

- B. CLIP Teachers - Ts found a wide range of reading levels in each classroom. Each student can now be challenged at their level. Teachers see that they need to modify their teaching method for students who stayed at the same level, they revisit questions missed. Students build confidence when reading in small group with peers at the same level, kids are more likely to take risks, this creates an effective learning environment to teach reading skills, assessments guide teachers' instruction. Students are more engaged and challenged, this is more instructive than the Mei Zhou text books. Students enjoy guided learning level reading time and gain confidence. the guided level reading provides access to all students performing below, at, and/or above grade level by providing learning materials for every reading level. Teachers find the assessment is an additional tool to guide instruction. Assessments do require a lot of time from teachers and further training, release time and IAs would be useful to help implement this program.

Questions and Answers from CLIPCO to publisher:

1. If this program is available at another school, would kids memorize materiel and repeat it at school?
- No, this would not be available at after school programs
2. Will this replace Mei Zhou? - No
3. Does this provide opportunity for flexible grouping? - yes, grouping is dynamic, kids who pass assessment, move to the next group
4. Is there a continuation through the grade levels? - This is available through 8th grade, could be implemented for upper grades

5. How often are book choices updated? - they are constantly looking for new books. books are not assigned a grade level, so there are books that are earlier letters in the alphabet that could be of interest to an older students.
6. How often are assessments done? - assessment done at start, teachers assess when they think kids are ready to move to next level.
7. Does this assessment take away from teacher's personal connection with child? Would teacher have come to the same conclusion with a one on one assessment? - This is one objective data set that helps teachers know where student is in terms of learning. All teachers in all subjects use testing and analytics to know how students are learning, what their learning needs are. This program can help teachers see clearly what a student doesn't understand yet so they can go back and reteach/cover the material again.
8. Is the program content being developed first, then the system is being created after they know if the content is useful? - Yes, they are first defining what needs to be taught, now creating online program. Data can show if, for example, kids who are in an after school program advance faster than those who are not in an after school program. Updates are easy to do because the program is in the cloud.
9. The program is taking existing books and leveling them, and more books are being added. Does Meyerholz need to continue to purchase books? - No, but they can. No old books will be taken away, but new books will be added.
10. Can parents see what level their kids are at and what books they recommend for that level? - Currently, teachers have access to this information, possibly in the future parents will be able to have access to this information.
11. Mr. Burrell mentions that the mini lessons are research based.
12. How much does this cost? Are we paying for software? - Per student, per year subscription. Teachers pay per year subscription, but all pilot schools have first 3 years of teacher subscription.
13. Will there be IA and PD support for teachers? - it will depend on the grade level, needs of kids at grade level. The school will give teachers release time to learn how to use the program.
14. Are all assessment questions multiple choice? - at this time yes, but they are looking at different assessment types that may be brought on. Pilot is helping them learn other ways to better test kids.
15. Are there no other programs in Taiwan or China that already exist to teach Mandarin? - yes, but not in the American educational style, taking into account Common Core requirements, etc.
16. Are any of the books available online? - some, not all.
17. What are we purchasing? - hard copy books (from publisher, not from this software company), and software. The company that creates the software does not sell the books.
18. Teachers, from your experience, how likely do you think it is that your colleagues will be on board with this program? How easy was it for you to use this program? - Ms Chiang - Ts will need support, need to know how to implement it, teachers will need support, release time, etc. Ms Tsai - teachers want to know how to best serve their students. If teachers think this is best for Sts, then they will embrace it.
19. Without this, what did Teachers do to teach Mandarin reading? - Classes still did reading, but didn't have this structured way to see what level students were at.
20. Kids are learning more, reading level is greatly improved.
21. How many schools will start this program next school year? - All schools in the pilot are in the process of deciding whether or not they will adapt it.

III. Officer Reports

- A. President's Report
 1. Meeting Minutes - tabled for now.
- B. Treasurer's Report - all tax donation receipts. Miller were sent through USPS, Meyerholz were sent through blue folder. Corporate contributions have come in. As a non-profit entity, they are working with an accountant. There are 2 volunteers to replace the treasurers, they need to be trained so they know what they need to do as treasurer.
- C. Principals' Reports -

Mr. Burell - started 3rd quarter, 2nd semester this week. Middle school math assessment, done by same company that does assessments in May. Testing next week, staff will be trained on protocol on Staff Development Day on 2/5/16. In CLIP program, STAMP test for 8th graders on 2/9, will look at proficiency and give HS ideas of what their level is if they continue with Chinese. 4 days of testing, reading, writing, listening and speaking. On March 5 1:30-4 pm, mock test for Chinese SAT; Registration needs to be in by January 10-24. Students get feedback immediately. Chinese culture club - wood sliding game, later will learn calligraphy. CLC just wrapped up at Miller. Foreign Language clubs will showcase their language to whole school, including Chinese (also Spanish, Japanese, and French). 180 ipads for Miller students.

Mr. Coleman - pilot presentation in progress now, encourages conversations on this. Many questions will be answered by next month, so we know what the status is of this program. Hopes to move forward on this. Writers workshop - training last week. District has been working with this program for 2 years. Funding secured to take a team of 6 teachers (CLIP and neighborhood) to the Teacher's College training at Columbia University, this is competitive and difficult to get in, but because CUSD has been in training, it is likely that we will be accepted. Not implementing homework club this year because of so many other activities going on this year - \$5000 line item that is free to spend on other professional development - CLIPCO will vote on whether or not to use that money to send 4 more CLIP teachers to the writer's workshop this summer (which will cost around \$4500). 100 new ipads for Meyerholz, will go to 3rd, 4th and 5th grades. There will be a mix of MacBooks and Ipads for upper grades. March 4 - parent education night on bullying. ASEP next year - some changes will be made because of AB1575 - fees cannot be charged for extracurricular activity. One direction is donation basis, another direction is non-profit (similar to other after school programs that are currently offered after school at Meyerholz). Currently, ASEP is associated with CLIPCO which is associated with Meyerholz, is covered by school insurance, etc. CLIP tours - have been successful, attributable to the parents who have volunteered. 182 kids and nearly 300 parents have toured this year.

IV. Committee Reports

A. Community Outreach Committees

1. CLIP High School Support (Andy) - 4 topics: 1. CLIPCO survey - recommend that CLIPCO read the comments that parents had to get an idea of what they are thinking. 472 completed surveys. Community wants whatever they can get for HS students. Highest response was continuation of CLIP in HS, also choices past AP Chinese. 2. 8th graders this year can go to Lynbrook next year (40 of 55 kids that this applies to currently are in CLIP). 3. FUHSD Administration was not telling board about CLIP, that it was at least a partial solution to the demographic issue. 4. Community Advisory Committee - it appears that CLIPCO may be able to be on this committee. Board has an idea of strength of CLIPCO and understands that open enrollment proponents like CLIP proposal, this may work in our favor. Where to go from here? - continue existing resolution for future years to allow 8th graders to go to Lynbrook. And push for Mandarin support for CLIP students at Lynbrook, including CLIP and/or after school programs. 8th grade families have until 2/12 to apply for open enrollment. Working with district to see what Mandarin proposal will look like.

B. Cultural Enrichment Committees

1. CLIP Art (Marge, Kathleen) - teacher resources center of CUSD received Chinese 18 artifacts from Asian Art Museum in SF, are currently at Miller. Some art was presented.
2. Graduation Celebration Committee (Sylvia) - tasting party on 1/23. \$16 for adults and teens, \$ 7-12 years, 18-19 dishes to try.

V. Old Business

VI. New Business

- A. ASEP Structure - tabled until next month
- B. Writer's Workshop Conference - with the caveat the funding is for up to 4 CLIP Mandarin-only teachers to attend the June 20-24, 2016 summer workshop at Columbia

University Teachers College, that teachers who attend the conference share their knowledge with other teachers and have an action plan on how they will apply what they learned to their teaching. Also that there be a good faith effort to continue Homework Club in future years.

- VII. Public Address
- VIII. ADJOURNMENT - 10:00