



## NOTES

Cupertino Language Immersion Program Community Organization  
Business name also known as CLIPCO

### BOARD OF DIRECTORS

Meyerholz Elementary School, 6990 Melvin Drive San Jose, CA 95129  
Thursday, October 29, 2020 at 7:00 pm Google Hangout

---

*Attendees:* Alan Fong, Alan Li, Amy Steele, Alvin Hwang, Alvin Marquez, Chia-ching Lin, David Chen, Denise Ta, Jasmine Wu, Jenn Lashier, Jeremy Gaustad, Ken Huang, Karen Wong, Kevin Jung, Kirk Festing, Loretta Lu, Mirna Wu, Patrick Chiu, Rachel Turkal, Ray Yung, See-Eng Phan, Sophie Chiu, Tatiana Evstigneeva, Ted Fong, Yongmei Mou, Zhiyu He

#### I. Preliminary

##### A. Call to Order

Start at 7:03pm

##### B. September Meeting Minutes Approval

7 ayes, 0 nays, 1 abs

#### II. Officer Reports

##### A. President's Report

Busy month

Reached DGC 86% funding goal

- a. Welcome New Board Member – Karen Wong, Kindergarten.

##### B. Vice President's Report

###### a. Election Status

All grades have representation

K/1st/2nd/7th/8th grades need one more rep

Next year many openings, start thinking about next year

- b. Migration from Yahoo to Google class distribution lists.

Yahoo groups Dec 15th and migrate to Google groups

Try to migrate by November

##### C. Treasurer's Report

Donations still coming in from matching up to January

Collected \$60k in September

Paid for art supplies and Rosetta Stone

Tax returns were complete

Insurance renewed Nov 3rd

Patrick approved August and September 2020 Financials

##### D. Principals' Reports

*Meyerholz, Jenn Lashier*

Getting ready for Phase 2 in January

Meyerholz Townhall Thursday Nov 5th 3pm for both CLIP and neighborhood

CLC (Chinese Language Contest) Saturday Jan 23rd virtual  
*Miller, Amy Steele*

Tomorrow of Teacher Learning Day - District wide virtual learning  
Miller has two enrichment opportunities with high school students  
Miller is moving into Phase 2 for ~30 kids and also polling station  
Working with Hanover to send out next survey for hybrid model  
Spoke with Maria Jackson at Lynbrook supplemental assignment program  
Have option of going to Lynbrook if outside of the area  
Have been renewing for the past six years, renewed every two years  
Wednesday Nov 11th with Veterans  
Nov 16th Virtual Spirit Day

Budget Roadshow - presented about CUSD situation

Miller Budget: <https://vimeo.com/467984968>

<https://publicschool101.org/>

Budget roadshow slide deck in chinese:

<https://www.cusdk8.org/cms/lib/CA02218495/Centricity/ModuleInstance/1455/Public%20School%20101%20Budget%20Roadshow%20in%20Chinese.pdf>

[f](#)

#### E. Teacher's Report

**K:** We finished Kangxuan lesson 3 in our Chinese curriculum and we have begun lesson 4. Once we finish Lesson 4, students would have learned 18 out of 37 Chinese zhuyin symbols.

In English, we have been working on two sight words every week. We are continuing to work on phonics, Writer's Workshop and Reader's Workshop in our classes. We almost finish Unit 1, personal narrative, in both RW and WW. Every week, we focus on one letter to have an animal research project. In Math, we will finish Chapter 4 by the end of this week. This week we begin Science segment 1: Living Things.

**1st:** We finished reviewing zhuyin with Kangxuan and Huayu curriculums and starting lessons in Meizhou. We are learning more characters and more complex texts. For math, we are learning chapter 3 of Go Math on addition strategies. In English, we are finishing the first unit of Phonics Workshop: learning about letters, the first unit of Reader's Workshop: building good reading habits, and the first unit of narrative: small moment writing. In science, we are learning about plants and animals and special lessons on fall and Halloween. For Social Studies, we are learning about rules and communities.

**2nd: Mandarin:** We finished Meizhou Lesson 4 and students did role play. Writing: we are still working on Personal narrative writing. Students worked on five elements of a story and adding dialogue into their writing. Reading: students are learning to use picture walk, context to get the main idea and figure out some tricky words. Students enjoy using the Breakout rooms feature to meet

and talk to their peers. Social studies, we almost finish unit 2 Map skills. Students learned what map is and how to locate a place on a map.

English: In Reading, we are wrapping up our first unit on Meeting Characters and Learning Lessons. Students studied characters, discovered life lessons in their books, and began comparing and contrasting books. Students also shared their opinions about the books they were reading and recommended books to their peers.

We are finishing the first writing unit, Small Moments. Students learned strategies to bring their stories to life (adding action, dialogue, thinking, and feeling), set goals for themselves, and continued writing and revising.

In Math, we finished Chapter 2 about Numbers to 1,000. We worked on place value, writing different forms of numbers, modeling, and grouping. We also started Chapter 3 about basic facts and relationships.

In Science, we finished topic 1, Earth's Water and Land and will start talking about Matter in topic 2.

### **3rd: Reading**

RW Lesson 13: Tackling Complex Texts Takes Grit: Took a Reading Grit Test to see how much grit we have as readers, e.g. reading more than what's required, challenging ourselves with harder texts, exploring different genres that are not usually our style. Set goals to work towards. Video username: chuah Password: chuah

### **Writing**

Writer's Workshop Lesson 10: Storytellers Develop the Heart of the Story: Identified the heart of the story (the most important part) and worked to slow down the action by adding dialogue and details.

WW Lesson 10.5: Internal Story: Added thoughts and feelings to bring out the internal story of the main character

### **SEL**

Project Cornerstone Session 2: Parent volunteers read the book Giraffes Can't Dance and led a discussion about changing an "I can't" attitude into an "I can" attitude using personal power

### **Math and Science**

Lesson 4.4: Distributive Property: Used the Distributive Property of Multiplication to split up a multiplication problem into two smaller, easier problems, then added up the products to find the final answer. E.g.  $7 \times 6 = (5 + 2) \times 6 = (5 \times 6) + (2 \times 6) = 30 + 12 = 42$

Lesson 4.5: Multiply with 7: Used Commutative Property, Distributive Property, and facts we know to multiply.

Took the Chapter 4 Multiplication Facts and Strategies mid-chapter quiz.

Lesson 4.6: Associative Property of Multiplication: when the grouping of the factors is changed, the product is the same, e.g.  $2 \times (3 \times 4) = (2 \times 3) \times 4$

Created an experiment to answer the question, "What happens to the amount of water over time in a wet paper towel?" and conducted the experiment at home

if possible. Read about the pros and cons of some roofing materials to think about which materials are good choices for roofs..

Mandarin:

SEL: We have finished Unit 1 of Step SEL curriculum for 3rd grade. Students have learned specific ways to be good listeners and how to use self-talk to manage their emotions in stressful situations. They also learned to be assertive and to make a plan to be a better learner.

Reading: We have been reading fictions this trimester and we focused on practicing a few reading skills during the last four weeks: 1. Retelling and summarizing; 2. Identifying story elements; 3. Telling what the main characters did in the story according to the change of setting; 4. Inferring characters' feelings, opinions, and personality based on what they say and what they do. 5. Identifying the theme of stories and using simple language to talk about it.

Writing: Personal narrative is the genre that we are learning and will continue till the end of the first trimester. We have learned a lot of writing techniques to enhance writing to meet the requirements of the writing rubrics.

Social Studies: we have been learning the different geographical features and describing them with our own words in Mandarin. Then we will identify these landforms in our local region, California. Last but not least, in this unit, we will trace the ways in which people have used the resources in their region and modified the physical environment, in the lens of water and land. The big idea of this unit is that people depend on and influence natural systems.

**4th: English:** Finishing up Narrative Unit 1 Reader's Workshop Post assessment, Writer's Unit 1 Post assessment, finishing up Chapter 2 Go Math. Finishing up Science Elevate Topic 1 quiz.

Chinese:

- MeiZhou Chinese- Lesson 2: A poem and story about apples
- First CLIP Art class
- Social Studies-Unit 1 lesson 3: How are the areas of California different?

**5th: English:**

- a. Math: We have finished and assessed go Math lesson 1 and 2.
- b. Reading: We have finished Up The Ladder Fiction Units as per the district recommendations. We are midway through the Nonfiction Unit.
- c. Writing: We have finished the Narrative Writing Unit and we are midway through our Informational Writing Unit.
- d. Science: We are now in lesson 3 of the first unit on matter.

F. MCAC Report

Discussed CLIP separate campus - no final recommendation

Discussed another survey

One teacher reported 100% participation on teacher-parent conference

Advisory committee consisting of parents, teachers, administrators  
The Meyerholz CLIP Advisory Committee (MCAC) is a Curriculum Advisory Committee made up of teachers, administrators, staff, and parents. Its purpose is to advise CLIPCO on Meyerholz curriculum and budget matters. This is different from the Citizens Advisory Committee (CAC) that advised the CUSD Board on facility use changes to assist with district budget challenges.

### III. Public Address (non-agenda)

None

### IV. New Business

#### A. DGC Results (Michelle, Alan, Ted)

##### a. Final Numbers

81% participation and 86% funding goal

##### b. Thoughts on the Shortfall

Matching may help offset shortfall

Deficit can be covered by reserves

Meyerholz Rm 26 (2nd Grade) winner

Miller 8th grade winner

Plan for classroom parties will begin in Jan

T-shirt distribution still in discussion

CLIPCO used to getting 96%-100% funding goal

Most likely shortfall due to COVID and no paper flyers

More streamline with online form

Still provide paper info with online form

Two big issues: distance learning and school closures

##### c. Rep Follow-ups

Higher number of follow ups this year

Several parents are not on email list, might have unsubscribe before

Some companies have higher company match in summer

Follow up with personal emails and WeChat both work

##### d. Open Items left to do this year.

#### B. Citizens Advisory Committee report to the CUSD Board (Alan)

##### a. Discussion of Recommendations for CLIP

2013 LCFF - budget issues started

2018 started the first Citizens Advisory Committee to discuss structural budget deficit. This was followed in 2020 with the formation of a second Citizens Advisory Committee that made proposals to the CUSD Board at their last meeting.

Board Guidelines:

1) All alternative school programs continue (Faria, McAuliffe, Murdock-Portal, CLIP)

2) Elementary CLIP program shall have its own school campus

430 students is a little small, so consider to expand to four kindergarten classes

<https://www.cusdk8.org/Page/8760>

Measure O, parcel tax and 25 for 25 failed

Advantages of combined site:

- 1) Middle school course electives, sports and music programs
- 2) Racial and cultural diversity

Advantages of having own site:

- 1) Focus on CLIP objectives and priorities - CLIP Teacher work environment, Mandarin Language Immersion/Curriculum
  - 2) More consistent alignment across the campus for Target Language - Mandarin speaking librarian, Mandarin school signage, Mandarin speaking front office staff etc.
  - 3) Alignment of principal to dedicate time to advance CLIP priorities
  - 4) Possibility for expansion (add k) and growth, onsite Mandarin cuperdoodle?
  - 5) Alignment of CLIP and parent volunteers with same unity of purpose for CLIP priorities and increased participation with shared goals and programs
- Discussion of CLIPCO's relationship with the School Board's Listening Session last year in a packed Miller gym, also CLIPCO's past involvement with community outreach events addressing budget issues and school site topics extending back to 2018.
  - CLIPCO President recommended that CLIPCO Board Members should feel free to write letters to the board and express their free speech however they want, just not put forward their position as a CLIPCO position. As there was no dissention in the earlier discussion about remaining neutral on the Citizen's Advisory Committee's proposals, the CLIPCO President suggested that there appears to be board consensus that CLIPCO should remain neutral when discussing the school site proposals. No official vote was taken.
  - The Meyerholz Principals will organize additional community outreach activities with the Meyerholz and CLIP communities to build awareness of underlying budget issues and share information about the district's plans. Jenn Lashier said that she plans to bring ChiaChing Lin's discussion of advantages to CLIP having its own site to her Tuesday Admin Talks to educate the CLIP community. Although the upcoming Tuesday may be too soon.
  - CLIPCO considered working with MCAC to create an official CLIPCO survey to gather opinions from all CLIP parents, but the school district asked for CLIPCO to let the district lead the communications and perform their own outreach activities.

## V. ADJOURNMENT

Adjourned at 9:42pm

Upcoming Board meeting – Thursday November 19<sup>th</sup>, 2020