

**Sequoia Elementary School
School Site Committee Meeting
February 13 , 2018
5-6**

Community Norms:

- Start and End on Time
- Keep students at the center of the discussion
- Assume positive intent
- Be mindful of air time
- Tell the truth (without blame or judgment)
- Work toward solutions within our possibilities

Time Keeper:

Notes:

Process Checker:

Overall Goals and Objectives:

1. Title I Vote for 2018-2019

Topic	Outcome	Time	Facilitator
Agenda Overview, Roles, and Community Agreements	Review agenda, goals, and norms	5.00 5 min	Donald Bertolo
Approve minutes	November Minutes	5:05-5:10 5 min	Amanda Bloch
LCFF Expenditures 2018-2019	LCFF Priorities: 1. Additional Day of School Psych. 2. Math Intervention with a focus on MTSS process 3. Title I Parent Monies	5:10-5:40 30 min	Donald Bertolo
Approval of Parent Engagement Policy	Needed for Approval from September	5:40-5:50	Donald Bertolo
Reflections Closing	Appreciations	5:50-5:55 5 min	Amanda Bloch

•Next SSC meeting: February 27th, 2018, 5:00

SSC Minutes 2/13/18

In attendance: Karen Loeser, Hilary Bunlert, Lina Andersen, Tontra Love, Tracey Kelp, Donald Bertolo, Kristin Nelson, Joe Hayes, Amanda Bloch

Donald Bertolo: We need to make a final vote on our SPSA and our budget by the end of the month. Propose meeting on 2/27 in place of a March mtg. Ok?

Everyone: Ok.

Donald Bertolo: Need a motion to approve the minutes from January's meeting.

Karen Loeser: Motion to approve the minutes from January's meeting.

Tracey Kelp: Second.

Tontra Love: All those in favor?

Minutes from last meeting approved

Donald Bertolo: We were supposed to approve our parent involvement policy. This is overdue. We need an official vote to approve our Title I School Parental Involvement Policy.

Kristin Nelson: I move to approve our Title I School Parental Involvement Policy for the 2017-18 school year

Hilary Bunlert: Seconded.

Tontra Love: All in favor?

Title I School Parental Involvement Policy approved unanimously.

Donald Bertolo: We need to address our Single Plan for Student Achievement (SPSA) as our guiding document as we move into next year. I'll work on it tonight, then on Thursday we'll discuss with the ILT. Timeline is short this year, so not as much opportunity for discussion, amendments, tweaking. Currently, just winnowing it down to what we need to vote on. Priority: 30% of kids who are below grade level and how to help them move up.

In the meantime, we need to vote on Local Control Funding Formula (LCFF) expenditures. Here are the proposals I've laid out today:

- School psychologist: \$24,302.00 for an additional day of Nina Garrovillo's time (includes benefits and everything).

Last year, we were at 43% Title I; this year they're projecting us to be at 46%. This means a bit more money, which we can use for: moving our LCFF kids (i.e., those who qualify: children in transition, Free and Reduced-Price Lunch-eligible (FRPL), Emerging Bilingual, etc.) into a program that'll help their needs. Nina's activities definitely qualify.

- 0.5 of a math coach: We are still in a budget crisis. Because we can't do what we wanted to do with math this year, we *can* use some of this money to buy 0.5 of a math coach. Can't buy all of it, but can use discretionary fund money to pay for what LCFF won't. LCFF will pay for \$11,494.00 of it – we need approval to use it for this purpose. (\$11,494.00 is about a third of what the total would be.)

We're getting more money, but we're able to spend it on fewer options than before. We're currently obliged to pay for more budget items than we used to be. e.g., TGDS: our previous evaluation system—we used stip subs to pull money to free up teachers to perform this evaluation. Now we don't have the stip subs, so we have to pay for this kind of thing ourselves.

Tracey Kelp: How does the coaching work? What do we get for this money?

Donald Bertolo: e.g., Kara deKernion comes for 2.5 days, works with teachers who want coaching. Leads discussions and also co-teaches with Mr. Mallory and Ms. Phoi, and works on workshop model with other teachers.

Kristin Papania pulls out kids individually to work on English Language Development (ELD) structures. Used to work with the California English Language Development Test (CELDT); now works with its replacement, the English Language Proficiency Assessments for California (ELPAC). But also leading Professional Development sessions (PDs) for teachers in ELD.

A math coach would do a similar thing, but with math teachers. Also lead Professional Learning Communities (PLCs). Before, Heather Holland was out math lead teacher. She would come out of classroom 2 days/mo. to lead these PDs, but it's not great to bring her out of class to do this.

Lina Andersen: They wouldn't provide any direct services to kids, would then?

Donald Bertolo: They could. They could also do small-group interventions. But it's more along the lines of the coaching model than the intervention model.

Donald Bertolo: OK, so the third thing we need to vote on is:

- Title I Parent Money (supplies).

Tontra Love: We can use Title I money for supplies, even if they go to benefit all students?

Donald Bertolo: Yes.

Donald Bertolo: If we're finished discussing, we can move on to the proposals

1) School Psychologist

Tracey Kelp: Motion to use the \$24,302.00 for the additional day of the school psychologist.

Kristin Nelson: Second.

Amanda Bloch: All in favor?

Approved unanimously: \$24,302.00 will be used to purchase an additional day/week of the school psychologist's time.

2) 0.5 TSA

Lina Andersen: I move to use the \$11,494.00 for the 0.5 math coach.

Hilary Bunlert: Seconded.

Amanda Bloch: All in favor?

Approved unanimously: \$24,302.00 will be used to purchase an additional 0.5 of a math coach.

3) Title I Parent Money

Amanda Bloch: Move that we allocate \$880.00 of Title I Parent Money for supplies.

Karen Loeser: Seconded.

Tontra Love: All in favor?

Approved unanimously: \$880.00 of Title I Parent Money will be used to purchase supplies.

Ok, next let's look at preliminary SRSS School-Wide data <see LCFF Expenditures handout>:

Red: 6% down to 4% (26 kids → 16 kids)

Yellow: 18% down to 17% (78 kids → 74 kids)

Green: 77% up to 79% (336 kids → 345 kids)

Amanda Bloch: Has there been conversation about the check-in/check-out process that we discussed at last meeting? How is that going?

Donald Bertolo: Tomorrow we'll also discuss how the check-in/check-out system has worked.

Kristin Nelson: So it's in place now?

Donald Bertolo: Yes, but not universally. Not all the staff are up and running with it, and lots of kids have been out sick lately. But even so far, we're noticing fewer behavioral problems among the kids in that yellow group.

Donald Bertolo: Also some preliminary data on SRI (amazing growth from 3rd to 5th, indicating success in what we've done with TK, K, 1, 2), SRSS (student risk screening scale).

Tontra Love: When I was looking at my kids, the issue that comes up more and more is anxiety.

Amanda Bloch: How manifesting? Tantrums?

Tontra Love: Kids panicking. Nail-biting, worriedness.

Donald Bertolo: The lit on mindfulness, meditation is really encouraging.

Tontra Love: Yes, we do a ton of mindfulness in this class.

Kristin Nelson: Peaceful Piggies?

Donald Bertolo: Yep.

Tontra Love: I feel like I do that a lot, and I do that even more with this group. But still a lot of anxiety.

Kristin Nelson: Kindness.

Donald Bertolo: Making the world a better place.

Next meeting: Feb. 27th, 5:00 pm.

Title I School Parental Involvement Policy 2017-2018

Sequoia has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy will be distributed through the website and notifications of the policy will be in the newsletter, with written copies available upon request from the school office. The policy describes the means for carrying out the following Title I Parental Involvement requirements.

Involvement of Parents in the Title I Program

Sequoia agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 - Inform parents of their school's participation in the Title I Program.
 - Explain the requirements of the Title 1 Program.
 - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 - The parents' right to participate in the development of the District's Title 1 Plan.
 - Plan is reviewed annually at fall meetings.
- Offer a flexible number of meetings for parents. Meetings occur during the school day, in the evening and on the weekends.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- Provides parents of Title I students with timely information about Title I programs. Information will be shared via the school newsletter, on the website and via hard copies in the office.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This information is shared at Back to School Night.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Conferences are held at times mutually agreed-upon by parents and teachers.

School-Parent Compact

Sequoia has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Sequoia engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - How to monitor their child's progress

This information is reviewed at Back to School Night and one-one one during fall conferences.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. This information is provided at Back to School Night and one-on-one during conferences.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. This is accomplished through ongoing professional development.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Support is coordinated through the after school program, the School Site Committee and classroom teachers.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Information is disseminated through the school newsletter, via the school website, through classroom teachers and at School Site Committee meetings.
- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Information in the school newsletter is regularly translated into the languages represented at Sequoia.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by parent input and agreement at fall 2017 meetings.

This policy was adopted by the Sequoia School Site Council on 9/12/17 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before December 11, 2017. It will be made available to the local community on or before December 11, 2017. Sequoia's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



Principal's Signature

9-12-17

Date

LCFF Expenditures

School Psychologist: \$24,302.00

.5 TSA: \$11,494.00

Title I Parent Money (Supplies): \$880.00 (copy paper, copies, intervention information, parent education supplies)

Preliminary SRSS School-Wide Data:

Red: 6% down to 4% (26 kiddos to 16 kiddos)

Yellow: 18% down to 17% (78 kiddos to 74 kiddos)

Green: 77% up to 79% (336 kiddos to 345 kiddos)