

**Sequoia Elementary School
School Site Committee
May 5th, 2017
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. Final Approval of Self-Assessment and SPSA

Topic	Outcome	Time	Facilitator
Agenda Overview, Roles, and Community Agreements	Review agenda, goals, and norms Whip around introductions	5:00 5 min	Amanda Bloch
Approve minutes		5:05	Amanda Bloch
Self-Reflection	Goal Setting and Final Approval	5:05-5:30	Donald Bertolo
SPSA Final Approval	Quick Review of SPSA and Final Approval	5:30-5:45	Donald Bertolo
Reflections Closing	Appreciations	5:30-5:35	Amanda Bloch

•Next SSC meeting: September 13th

SSC Meeting 5/2/17

In attendance: Tracey Kelp, Stephanie Pepitone, Reka Lal, Karen Loeser, Tontra Love, Donald Bertolo, Amanda Bloch, Adrian Goldstein, Joe Hayes

1. Agenda Overview, Roles, and Community Agreements
2. Approve Minutes
3. Self-Reflection
4. SPSA Final Approval
5. Reflections Closing

1. Agenda reviewed
2. Stephanie Pepitone: move to approve minutes from April meeting
Tontra Love: seconded

Minutes approved

3. Goal setting and Final Approval. Goals last year were to:

Standard 3: Meaningful family and student engagement

Standard 2: Making leadership decisions to support student engagement.

Donald Bertolo: We really didn't do this. Maybe we can make some time at each meeting to do this. It's been hard for me to figure out how to incorporate SSC into this process; I'm new to this structure and haven't been able to figure it out. Rather, I'd like to figure out how to focus on what we're supposed to focus on. We need to look at Social and Emotional Learning (SEL) data.

Now, with Nina [Garrovillo, school psychologist] here, the process is that when parents bring a kid to an SST meeting, we consult with the Coordination of Service Team [COST] to determine how that kid can be best served. I'm asking if we can do that Standard again. It's one of our lowest standards.

For instance, "[P]rincipal will present student data quarterly." I would like to do this *monthly*. In our Positive Behavior Intervention Strategy [PBIS], we'll focus on classroom structures. I don't think we need to look at Fountas and Pinnell data – we already do this with the Instructional Leadership Team [ILT] and I see no benefit to doing it here. In the SSC, we focus on Title I dollars.

Adrian Goldstein: I'd like to know which measures you think are important. Are office referrals important to look at, for instance?

Donald Bertolo: Chronic attendance is really important. Absenteeism affects behavior, learning, etc. Also, survey data – Nina and I were discussing using data from surveys to incorporate into these routine evaluations.

Tontra Love: I'd like to be able to track the frequency with which kids are referred to the office, and for what. For instance, what things is Nina seeing these kids for?

Reka Lal: What are considered office referrals and who's tracking this now?

Donald Bertolo: Some teachers are good at writing up Universal Referral Forms (URFs) and tracking what the referral was for. Not every teacher is using them, but this data is really important for PBIS. There should be URFs used in the afterschool program as well.

Amanda Bloch: Are URFs logged into Aeries (student information system)?

DB: Yes.

Reka Lal: I'm a little concerned about URFs being entered into Aeries → "your permanent record."

DB: No, URFs go nowhere. We wouldn't be dinged for URFs. URFs would ideally be filled out for playground behavioral problems as well, but not for minor things like sending a kid to a buddy

classroom, or taking a kid aside – those would be pre-intervention measures that wouldn't show up on a URF.

SRSS Assessment: this is a way to flag kids who are struggling behaviorally, and use this for our first COST referrals. This is a District-level assessment.

DB: So anyway, I'd like to establish this as a goal for us.

The other thing I'd like is for us to continue our partnership with the ILT that we've established. I like the data that we generated, and came together on, around our fourth element of our SPSA, which was parent engagement. Then this info got taken to a staff meeting and discussed there.

Adrian Goldstein: So one good thing would be is to bring the results of that discussion back to the SSC.

DB: Right.

Donald Bertolo: I think we really need to be concerned with engaging parents. So let's focus on Priority 4 in the SPSA (Parent engagement), and review SEL data *monthly* rather than *quarterly*. I want to focus on incorporating the efforts of the ILT and SSC.

Amanda Bloch: What's the goal?

DB: To engage parents in this process. We'll have affinity forms, etc.

Amanda Bloch: What about the teachers? When do we get the teachers involved?

Tontra Love: It'll be important for these discussions to take place separately -- among staff and among parents – then come together and figure out where the overlap is.

Tracey Kelp: I'm concerned about, if we meet once a month to review student data, *plus* meeting with the ILT to address these issues, we may be setting goals for ourselves that are unattainable. I mean, w/o increasing the number of meetings...

Donald Bertolo: We can tie the ILT goals into the SSC. The ILT meets more often than SSC, and afterwards, so it can address the SSC concerns in its meetings. The agenda isn't completely district-driven; we have a chance to organize it in a way that makes sense for us.

Adrian Goldstein: A little confused. Sounds like we're trying to hear from people we're not hearing from. We're already here, and you're hearing from us. Wouldn't it be better to hear from the inclusion group, for instance, about how to hear from others we're trying to reach?

DB: Right. I want to consult with the inclusion committee in order to do that. I don't feel confident in my own ability to do that outreach or conduct those discussions. Maybe we'll find out it isn't SEL, maybe it's race and equity that we need to address.

Tontra Love: I'm envisioning the SSC getting the data on inclusion in order to inform our discussions of goals, SEL data, etc. Rather than all these discussions taking place simultaneously on different levels, coordinate one into the other.

Donald Bertolo: We'll be doing a coordinated agenda.

Adrian Goldstein: So how about at the beginning of the year, laying out the dates of all the meetings and the issues to be addressed at each one?

DB: Yes. The SSC President will be doing that...

4. SPSA review <see handout>

Donald Bertolo: Does anyone see anything that needs amended here?

Tracey Kelp: What about the Parent University idea?

DB: Not happening yet. We need more support, and the parent engagement community has written a lot of grants. To utilize that, we need to incorporate what they want into the Parent University, and then other staff come in and run a lot of that program for us. It's easier for us that way, so we'll wait until that's sorted out.

Tracey Kelp: Motion to adopt the SPSA as amended

Kristin Nelson: seconded

Passed: SPSA adopted

5. Appreciations:

- Amanda for able chairing and lemonade spritzers
- Joe for notes
- Adrian for commitment, engagement, insightful questions and comments

Meeting adjourned at 5:59pm.

This is the last SSC meeting of the school year.



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Our Students Our Plan Our Budget

Principal-To-SSC
Budget Engagement

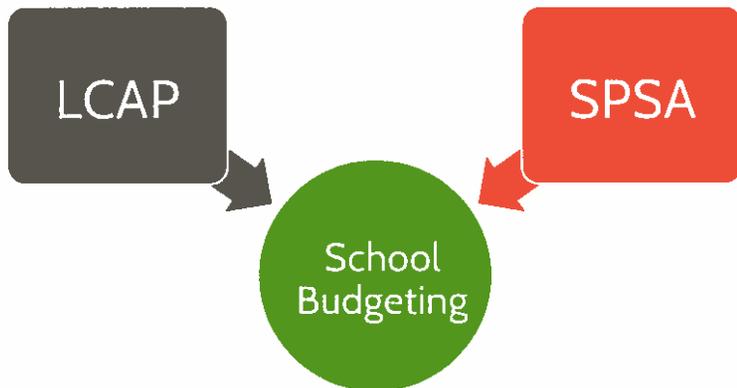
TODAY'S AGENDA



- #1** What drives our budgeting?
 - Local Control Accountability Plan (LCAP)
 - Single Plan for Student Achievement (SPSA)
- #2** What types of resources do we have for decision making?
 - LCFF Base
 - LCFF Supplemental & Concentration
 - Title I
- #3** Where do we spend ALL of our resources?
 - Staff Salaries & Benefits
 - Services & Operating Costs
 - Books & Supplies
- #4** How much money do we get?
 - Approximately 2.5 million dollars annually, dependent on student enrollment
- #5** How do we spend our targeted LCFF and Title I resources?
 - Align our budget to our SPSA "Big Rocks" to meet learning needs of our students
- #6** Feedback/Input
 - Discussion & Reflection

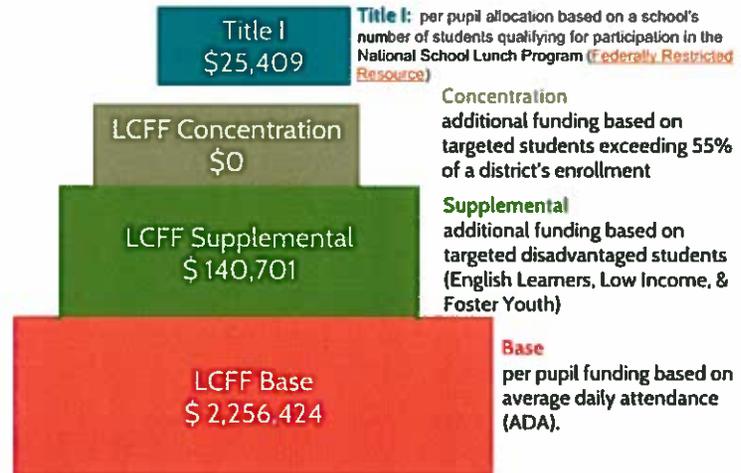
WHAT DRIVES OUR SCHOOL BUDGETING?

Our Budgeting Decisions are Based on Two Core Documents Developed with Community Input



#1 What Drives Our Budgeting?

HOW IS FUNDING STRUCTURED

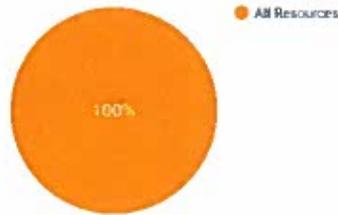


#2 What Types of Targeted Resources Do We Have?

HOW MUCH MONEY COMES TO OUR SCHOOL?

Sequoia Elementers serves 441 students. 47 students are English Learners, 176 students receive Free/Reduced Lunch.

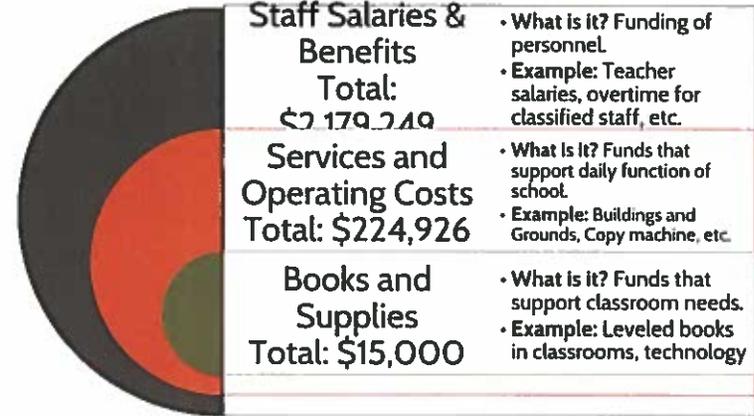
Total Budget: \$2,541,214



#4 How Much Money Do We Get?

WHERE DO WE SPEND ALL OF OUR RESOURCES?

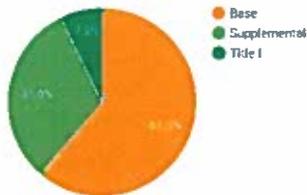
We Spend Our Resources in Three Primary Areas



#3 Where Do We Spend Our Resources?

WHAT TYPES OF Targeted RESOURCES DO WE HAVE to SERVE OUR STUDENTS with EQUITY in MIND?

2017-18 Targeted Resources by Type
Total Resources for Decision Making: \$1M



#4 How Much Money Do We Get?

HOW DO WE ALIGN Targeted RESOURCES TO OUR SPSA PRIORITIES "BIG ROCKS"?

2017-18 Expenses Aligned to SPSA Goals

Big Rock/Priority	Strategy/Practice	Aligned Resource and Amount
Implementation of key components of Balanced Literacy aligned to CCSS while decreasing the achievement and learning gap.	Form reading intervention/acceleration groups based on F&P Data.	.5 ELA Coach Inclusion Teacher RSP Teacher
	Engage PD in Reader's and Writer's Workshop in a cycle of continuous improvement based on grade level data.	.5 ELA Coach Inclusion Teacher
	Intervention push-in support.	STIP Sub Resource Teacher Inclusion Teacher

#5 How Do We Spend Our Resources?

HOW DO WE ALIGN Targeted RESOURCES TO OUR SPSA PRIORITIES "BIG ROCKS"?

2017-18 Expenses Aligned to SPSA Goals

Big Rock/Priority	Strategy/Practice	Aligned Resource and Amount
Through establishment of PBIS structures and implementation of ToolBox Curriculum, Sequoia will continue to develop social and emotional structural supports as well.	PD for all staff, enrichment, noon supervisors will all continue to be trained in ToolBox and PBIS.	PBIS Team, ToolBox Conference, PD for ToolBox
	Teachers will refer students to the school psychologist to run social groups and social and emotional groups based on the individual needs of students.	Title 1 Money

#5 How Do We Spend Our Resources?

HOW DO WE ALIGN Targeted RESOURCES TO OUR SPSA PRIORITIES "BIG ROCKS"?

2017-18 Expenses Aligned to SPSA Goals

Big Rock/Priority	Strategy/Practice	Aligned Resource and Amount
During Math PLCs teachers will develop and analyze intervention and acceleration strategies for struggling students.	Teachers will analyze ST Math data and CEUO data to set intervention goals.	.5 Math Coach ST Math Tech Teacher
	Develop targeted math intervention groups using Assessing Math Content	.5 Math Coach Assessing Math Content Curriculum Grant
	Teachers will analyze student misconceptions and partial understandings to develop interventions for ELL and SpED	Classroom Instructor .5 Math Coach Assessing Math Content Curriculum Grant

#5 How Do We Spend Our Resources?

HOW DO WE ALIGN Targeted RESOURCES TO OUR SPSA PRIORITIES "BIG ROCKS"?

2017-18 Expenses Aligned to SPSA Goals

Big Rock/Priority	Strategy/Practice	Aligned Resource and Amount
Sequoia staff will work regularly to engage with parents focusing on equity and academic content.	Affinity Group forums to determine the needs and wants of our families of color.	Principal Title 1 Parent Money
	TK-K will conduct "kinderviews" with students and families in May. Will also include a pre-orientation to focus on kinder	Classroom Teachers Principal
	All staff will be trained in the PTHV Project Model in order to conduct home visits.	Staff PTHV Grant

#5 How Do We Spend Our Resources?

INPUT & FEEDBACK- Trios

- *How are we making budget decisions with equity in mind, with what we have?*
- *What evidence are we looking for to monitor progress towards our goals (so we know our dollars are applied to closing achievement gaps for our target students)?*
- *How can we learn more about effective or promising practices to support our "Big Rocks"?*

#6 Feedback/Input