SITE COUNCIL TRAINING
AGENDA

Formation/Orientation Meeting
October 26, 2017

Purpose of the Meeting: Ms. Falke went over the purpose of our meeting.
* Purpose of School Site Council
* Election of Officers
* Review School Site Council Bylaws
* Review Title I Parent Involvement Policy
* Review School-Student-Parent Compact
* Review School Site Plan, Assessment Data, and School Goals
* Review and Approve revised Title I Budget

1. Welcome
   * Roll (Sign-in)
   * Introduction of new members and returning members: Ms. Falke, Mrs. Priester (guest), Mr. Ochoa, Mrs. Miranda, Mrs. McDaniel, Mrs. Lopez, Mrs. Hidalgo, Mr. Swisher, and Mrs. Montano all introduced themselves.
   * A quorum was established at 4:15 pm.
   - Mr. Swisher motioned to replace Ms. String (who is unable to attend) with Mr. Ochoa, alternate member. Mrs. Falke motioned to approve. All agreed.

2. Purpose of the School Site Council Ms. Falke went through our binder and gave us an overview of each of the following.
   * SSC Composition
   * SSC Membership
   * SSC Responsibilities
   * Roles of the SSC Members

3. Procedure for Electing Officers: Elections took place for each of the following and the following members were elected for each officer.
   - Chairperson: Mrs. Hidalgo nominated Mr. Swisher and Mr. Ochoa seconded.
   - Vice-Chairperson: Ms. Falke nominated Mrs. McDaniel and Mrs. Miranda seconded.
   - Secretary: Mrs. Miranda nominated Mrs. Hidalgo and Mrs. Montano seconded it.
   Chairperson: Mr. Swisher
Vice Chairperson: Mrs. McDaniel
Secretary: Mrs. Hidalgo

- Parliamentarian: Mrs. Hidalgo nominated Mrs. Montano and Mr. Swisher seconded.
  A ballot was created.

4. Review School Site Council Bylaws: Ms. Falke motioned to postpone approval of bylaws. Mrs. McDaniel seconded and all approved.

5. Title I Presentation: Ms. Falke presented a powerpoint presentation on Title 1 to the members.

6. Review School-Student-Parent Compact
   * Ms. Falke talked about the parent, teacher, student tripod. Mrs. Priester suggested to revise the last bullet on student pledge to include social media. Under the Parent pledge, an amendment was suggested to include social media.

7. Review School Site Plan and Assessment Data
   - Ms. Falke went over our revised mission and vision statement.
   - Nishimoto will focus on a Balanced Literacy Instruction. Professional Development is being given to the teachers on Guided Reading. WFTB is a writing program that we are implementing as well as strong EL strategies.
     * School Vision/Mission Statement
     * Discuss School Data and Conclusions
       - Discuss School Goals and Planned Improvements On page 45 we have our new goals and plans for this year. Increase achievement in ELA, Math, ELD, have a safety plan, and improve parent involvement and technology. All money has to be supported by the site plan.
       - Assessment Data: Ms. Falke went over the 5X5 and the goal is to be in green or blue. We are currently in yellow in ELA. This is based on our scores and our growth. Our goal is to show growth and to move up. In Math we are doing better than ELA. This plan was presented by Mrs. Guzman to the district.

8. Review and Approve revised Title I Budget:
Mrs. Falke presented our adjusted Title I Budget: We have 150,008, 3310 allocated for parent ed. Our Carryover is $24,466 giving us a total of 177,784 to spend on Title I.

- The largest chunk which is $48,269 goes to support teacher Mrs. Otstot. $25,000 is allocated for teacher sub to be used for observations, etc.
- $30,000 is allocated for teacher extra time to be used for trainings, etc.
- Summary: The total amount allocated is $177,784.

* Mr. Ochoa motioned to approve the School Site Budget. Mrs. Miranda seconded it. All approved.

10. Ms. Falke motioned to add 5 minutes to agenda. Ms. Falke is asking that $4,000 out of the $7,000 technology reimbursement monies be used towards PBIS. And the remainder to be used for extra books and referenced. Mr. Ochoa motioned to approve the funding of PBIS. Mrs. Miranda seconded and all approved.

9. Public Input

10. Next Meeting – November 30, 2017 4pm

11. Adjournment: Mr. Swisher motioned to adjourn meeting. Ms. Falke seconded and all agreed. Meeting was adjourned at 5:10pm.
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<thead>
<tr>
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<td>Maria Montano</td>
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<td>Alfredo Moreno</td>
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<td>Veronica Hidalgo</td>
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<td>Teacher</td>
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<tr>
<td>Patrick Swisher</td>
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<td>Elva Miranda</td>
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<td>Sandra Lopez</td>
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<td>Jesse Ochoa</td>
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<td>Julie McDaniel</td>
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<td>Liz Mares</td>
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<td>Other, Para-Professional</td>
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<tr>
<td>Erin Falke</td>
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Thursday, October 26, 2017
<table>
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<tr>
<th>Expenses</th>
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<th>Title I Parent ED</th>
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<tr>
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Technology Reimbursement Spending Plan

Planned Use of Funds to Improve Student Achievement

Describe the planned use of funds to improve student’s achievement. The description should state specifically how the expenditure would develop, expand, or improve each program. (Similar to Title One) The descriptions should provide sufficient detail to explain the budget line and include budget amounts. Examples of acceptable descriptions include:

- Supplemental books or instructional materials
- Field Trips
- Professional and curriculum development
- PLC Time
- Library books
- Library furniture to improve learning environment
- PBIS

Non-Allowable Expense: Facilities, Custodial, Office, Student Chromebooks or expenditures that do not increase student achievement.

<table>
<thead>
<tr>
<th>Site: Nishimoto</th>
<th>Total Amount</th>
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<tr>
<td></td>
<td>$7,884.00</td>
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1. PBIS Funding - $4,000.00

We are just getting started developing our year 1 PBIS program and would like to have some money set aside for banners, classroom posters, etc... that will support our PBIS work. This would help make our school wide behavior expectations more visible for students and staff.

2. Supplemental books or instructional materials - $3,884.00

We will use this to purchase additional library books and/or non-fiction Guided Reading books to support our 4th-6th graders.
3. What is the planned timeframe for all expenditures? (Must be spent by June 2019) Have you discussed this with your SSC and date approved.

Spending plan was approved at SSC on 10/26/17
We plan to spend this money by 6/2019
What is "No Child Left Behind\"?

Agenda

Parental involvement

Parent-School compact

Single plan for student achievement (SPSA)

School accountability report card (SARC)

About the I

Every Student Succeeds Act (ESSA) of 2015

No Child Left Behind (NCLB) Act of 2001

Welcome and introductions

Emi Fakae

Nishimato

Parent Meeting

Title I Annual
What is “Every Student Succeeds Act”? (Continued)

- The law maintains the annual testing requirement for English Language Arts and Math in grades 3rd-8th and 11th, and grade-span testing in Science. It also maintains subgroup reporting and a 95 percent testing requirement.
- ESSA is an improvement over the expired No Child Left Behind Act, shifting more authority to states and limiting federal mandates while maintaining a shared framework for K-12 accountability.

What is Title I?

- Title I is the largest federal assistance program for our nation’s schools.
- The goal of Title I is a higher quality of education for every child.
- The program serves millions of children in elementary and secondary schools each year. Nishimoto is a Title I school.

How Title I Works?

- The federal government provides funding to states each year for Title I.
- The California Department of Education sends the money to the District.
- The school district identifies eligible schools and provides Title I funds.
- Nishimoto implements a Title I Schoolwide Program.

Title I Schoolwide Program

What is the purpose of the program?
- Improve the academic performance of low-achieving students and all other students in the school by working to improve the entire educational program.

Who is served?
- All students in the school are served as funds are used to upgrade the entire educational program.
Parent's Rights

- Be involved and request regular meetings to expression your opinions and concerns
- Be provided information on your child's level of achievement on assessments in reading/language arts, mathematics, science and site assessments
- Request and receive information on the qualifications of your child's teacher

School Accountability Report Card

The Elementary and Secondary Education Act School Public Accountability Report (SARC) provides parents and the community with the following information:

- Demographic data;
- School safety and climate for learning information;
- Academic data;
- Graduation rates;
- Class sizes;
- Teacher and staff information;
- Curriculum and instruction descriptions; and
- Postsecondary preparation information.

SARC is available at the school office or online at:

Single Plan for Student Achievement

Every school site must create a Single Plan for Student Achievement (SPSA) in conjunction with their School Site Council (SSC) and School Leadership team. The SPSA covers the following goals:

Goal 1: Achievement

District: Measures utilized will include an ELA academic growth performance for all students as assessed by the California Assessment.

- Increase Academic Achievement in English Language Arts Instructional Program.

Goal 2: Learning

District: Measures utilized will include an N-ED academic growth performance for all students as assessed by the California Assessment.

- Increase Academic Achievement in Mathematics.

Goal 3: Equity

District: Measures utilized will include an ELA learner progress score of (medium-high gain) performance for all EL and non-EL students as measured by the California Assessment.

- Increase Academic Achievement in English Language Development Instructional Program.

Social, Emotional and Physical Environment

District: Measures utilized will include an ELA learner progress score of (medium-high gain) performance for all students as measured by the California Assessment, and will increase the school climate survey's total scores each year.

- Improves Student Engagement in Schools: Grades 1, 3, 5, 8, 10.

Goal Achievement Parent Involvement

District: Measures utilized will include an increase in the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Log-ins, and Title I Parent Meetings at all schools.

- Improve Parent Involvement Programs meeting as an essential component of our educational progress.

Goal Assessment and Improvement Technology

District: Measures utilized will include an increase in total student device usage of 1 hour a day for each school year.

- Increase and improve technology

SPSA's are available at the School office and District office.

Title I Programs Provide Supplemental Support

- Additional teachers and paraprofessionals;
- Additional training for school staff;
- Extra time for instruction (Before and/or After School Programs);
- Parental Involvement Activities; and/or
- A variety of supplemental teaching methods and materials.
Title I funds

- Nishimoto generates approximately $150,000 through Title I to pay for programs and services for our students.
- Title I funds pay for the following programs and services:
  - Response to Intervention Teacher (50%)
  - Professional Development for Teachers
  - Books and Supplies
  - Parent Education

Who Decides How Funds Are Used?

- Every school has an School Site Council (SSC) composed of:
  - Parents
  - Principal
  - Teachers
  - Other staff that works at the school
  - Students (at Middle and High School)
- The SSC determines how to use Title I funds.

Parent-School Compact

- It is the school's responsibility to provide high quality curriculum and instruction
- It is the parents' responsibility to support their children's learning
- It is the student's responsibility to be respectful, responsible, and ready to learn.
- See handout for parent-school compact

Your Involvement is Key to Your Child's Success!

- You are your child's first teacher.
- You have the ability to influence your child's education more than any teacher or school.
- You know your child best:
  - Share information about your child's interests and abilities with teachers; and
  - Ask to see progress reports on your child and the school.
Get to Know Your School & Communicate with Teachers

- Attend school events
- Visit the classroom
- Volunteer at the school
- Join parents’ organizations
- Keep teachers informed
- Attend special parent training sessions

- Attend parent-teacher conferences
- Be prepared for the meetings
- Consider whether you have met your responsibilities as stated in the Parent-School Compact

Questions

Thank you for attending!

WE BELIEVE
MADERAUNIFIED
Academic Indicator

★ DISTANCE FROM LEVEL 3 (DF3)

- The Distance from Level 3 is the California State Board of Education approved measure for the academic indicator. In order to calculate the DF3, each student's summative assessment scale score is compared to the lowest possible scale score to achieve level 3 which is Standard Met. Keep in mind that the lowest possible scale score for level 3 varies by subject and grade level.
  
  "DF3 Formula: [student's scale score] minus [lowest possible scale score to achieve level 3]"

★ STATUS and CHANGE

- Status:
  
  "Sum of All Grades 3 through 6 Students' Distance from Level 3 on the 2016 Smarter Balanced Summative Assessments [divided by] Total Number of 2016 Grades 3 through 6 Smarter Balanced Summative Assessment Test Takers"

- Change:
  
  "Current Status [minus] Prior Year Status"
How did your school do on the ELA Academic Indicator?

★ 2016-17 RESULTS (in-house calculation)

- Status: -53.73
- Change: +7.5
- Overall Color: YELLOW
- EL: ORANGE (+8.4)
- SED: YELLOW (+7.0)
- SWD: RED (-7.4)
2016-17 Smarter Balanced Summative Assessment ELA Results

How did your school perform in ELA on the 2016-17 state test?

Cohorts
3rd ---> 4th
Had an increase of

4th ---> 5th
Had an increase of

5th ---> 6th
Had an increase of

**Met/Exceeded totals may be off by a percentage point due to rounding.**
## 2016-17 Smarter Balanced Summative Assessment by Claim Area

![Chart showing performance levels for English Language Arts claim areas]

### Claim Areas for English Language Arts

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<thead>
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<th>Performance Levels</th>
<th>Below Standard</th>
<th>Near Standard</th>
<th>Above Standard</th>
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<tr>
<td>G. 3</td>
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<td>7%</td>
<td>8%</td>
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<tr>
<td>G. 4</td>
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<td>G. 5</td>
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<td>G. 11</td>
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<td>-</td>
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<tr>
<td>ALL</td>
<td>11%</td>
<td>41%</td>
<td>49%</td>
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### Claim Areas

- **Reading (R)**
  - 80%
  - 60%
  - 40%
  - 20%
  - 0%

- **Writing (W)**
  - 51%
  - 49%
  - 45%
  - 43%
  - 31%

- **Listening (L)**
  - 63%
  - 51%
  - 53%
  - 31%
  - 6%

- **Research & Inquiry (R/I)**
  - 55%
  - 49%
  - 51%
  - 39%
  - 5%

### How did your school perform in each of the ELA claim areas?
What accounts for these results in ELA?

**Talking Points**
- Guided Reading in grades K-2nd is a strength; 3rd grade is progressing in the area of guided reading; 4th-6th grade is currently undergoing training.
- We welcomed a 4th-6th grade SDC class. (2016-2017)
- Thinking Maps and Write From the Beginning
- Began the transition from “doing a PLC” to “becoming a PLC
- PLC time was allocated.
- CFAs
- To increase the growth and continue to grow with our EL students deployment for designated ELD has been implemented 1s-6th grade with Kinder coming on board in the second semester.
  - ELD lessons are written to the ELD standard.
  - Deployment classes are fluid
How did your school do on the Math Academic Indicator?

2016-17 RESULTS (in-house calculation)

- Status: -53.42
- Change: +19.5
- Overall Color: YELLOW
- EL: YELLOW (+15.7)
- SED: YELLOW (+18.7)
- SWD: RED (-17.2)
2016-17 Smarter Balanced Summative Assessment Math Results

How did your school perform in Math on the 2016-17 state test?

Cohorts

3rd --> 4th
Had an increase of 1%

4th --> 5th
Had an increase of 4%

5th --> 6th
Had an increase of 29%

Table above shows the percent of students who met or exceeded the standard in Mathematics.

**Met/Exceeded totals may be off by a percentage point due to rounding.**
2016-17 Smarter Balanced Summative Assessment by Claim Area

Claim Areas for Mathematics

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<thead>
<tr>
<th>Performance Levels</th>
<th>Below Standard</th>
<th>Near Standard</th>
<th>Above Standard</th>
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<tbody>
<tr>
<td><strong>Claim Areas</strong></td>
<td><strong>% Above and Near Standard</strong></td>
<td><strong>G. 3</strong></td>
<td><strong>G. 4</strong></td>
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<td>50%</td>
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<td>55%</td>
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<tr>
<td>Communicating Reasoning (CR)</td>
<td>60%</td>
<td>55%</td>
<td>50%</td>
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How did your school perform in each of the Math claim areas?
What accounts for these results in Math?

➤ Talking Points
  ○ Technology was embedded into math lessons
  ○ There was a focus on math fluency
  ○ Tenmarks, MobyMax, Prodigy,
  ○ The 6th grade team used an online common formative assessment. It was administered three times during the school year.
  ○ We welcomed a 4th-6th grade SDC class. (2016-2017)
  ○ Thinking Maps
  ○ Began the transition from “doing a PLC” to “becoming a PLC
  ○ PLC time was allocated.
  ○ CFAs
What will be done to ensure improvements are made?

Professional Learning Communities
- Time
- Cycles of Inquiry
- Data Driven

Balanced Literacy
- Guided Reading
- Write From the Beginning

ELD Standards
- Deep dive into standards

Math
- Math Fluency
- Technology
- IABs

Needs:
- Funds for a part time RtI Reading Intervention
- District PD for continued support with district initiatives
- District PD on ELD standards--- we need a deeper understanding
Explain why you and your leadership chose this as the top priority initiative. Share your results from the SWOT Analysis.

<table>
<thead>
<tr>
<th>SITE INITIATIVE</th>
<th>SWOT ANALYSIS</th>
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<tbody>
<tr>
<td><strong>Balanced Literacy</strong></td>
<td><strong>Strengths (Internal)</strong></td>
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<td>~Professional Development</td>
<td>- TSA's- RtI</td>
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<td>- K-3 Guided Reading</td>
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<td>- Support Staff</td>
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</table>
**External Opportunities (O) - List 2 or 3**
1. Technology
2. Outside PD
3. Permanent Subs

**External Threats (T) - List 2 or 3**
1. Uninterrupted Planning Time
2. Plan B’s/Lack of Subs
3. Extra Curricular/Scheduling/Time

**Internal Strengths (S) - List 2 or 3**
1. WFTB
2. K-3 Guided Reading
3. TSA’s with RTI
4. Support Staff

**S/O** (Strategies that use strengths to maximize opportunities.)
- Teacher observations/peer observations
- Collaboration
- Utilize support staff to support

**S/T** (Strategies that use strengths to minimize threats.)
- K-3 Guided Reading to protect extra curriculum/scheduling

**Internal Weaknesses (W) - List 2 or 3**
1. Standards (knowledge): need to know vs. nice to know
2. Guided Reading 4-6
3. Authentic Writing and Speaking across curriculum

**W/O** (Strategies that minimize weaknesses by taking advantage of opportunities.)
- Outside PD to support weakness

**W/T** (Strategies that minimize weaknesses and avoid threats.)
- Having uninterrupted planning time will allow for more focused time on standards; Permanent Subs makes fewer Plan B’s
- Allocate time for COI, planning, collaborating