

Park Elementary School School Site Council (SSC)

Monday, November 6, 2017

3:30 p.m. – 4:30 p.m.

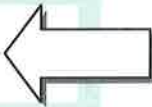
Room F26

AGENDA

- Welcome
- Call to Order
- Introduce New Members & Alternate
 - Maria Lopez, Jennifer Orona, Sunni Sui and Eddie Santana
- Approval of Agenda and Minutes from 9/11/17 (5)
- Principal's Report (5-10)
- ELAC Report (5)
- Expenditures Update (10)
- Safety Committee Vote (5)
- Data review for SPSA goals, start thinking about goals.
- Adjournment
 - Next SSC Meeting-Monday, December 4, 2017 (SPSA Goals)
 - SSC Training @ Marengo West District Office Monday, December 18, 2017, 8-11am

Legal Requirements

(Check topics to be covered at *this* meeting.)



	1	Training
	2	Parent Involvement Policy
	3	Uniform Compliant Procedures
	4	Parent Education Opportunities
	5	Consolidated Programs Overview
	6	Home-School Compact
	7	Assessment/Curriculum/Program Effectiveness
✓	8	Safety Plan
✓	9	SPSA Development
✓	10	SPSA Budget
	11	SPSA Review/Approval
	12	Needs Assessment

SSC November 7, 2017

17-18 Site Allocation	
Allocation	\$226,904.00
Salaries	-\$74,237.00
PD	-\$7,800.00
Technology	-\$78,440.14
Supplies	-\$3,879.84
Parent Involvement	-\$5,834.00
Instructional - Math	-\$12,856.57
Instructional - ELA	-\$25,650.25
PTRs	-\$17,000.00
Total	\$1,206.20

Instructional specialist & special proj. assistant. %

Powerful Choices consultants
4 full days
2 2hr. PDS.

headphones, HP computers for lab, iPads (K-3), Epson projectors

special projects office, readers workshop bins, backpacks, supplies. [\$2,000.00 reserve]

PTR translation hours
Fingerprinting @ 21 parents, 7 more requests

Dreambox site licence & Scholastic Math magazine to requested grades
Starfall, The Reading Writing Strategies books, Readers workshop class library books. [\$3,000.00 reserve]

CHORE, Imagine learning afterschool, Acellus afterschool, Dash & Dot afterschool, sub coverage for pull-out & consultant days
planning training

+ add 5 days at close of year for 18-19 planning with leadership for instructional specialist.

Table 1

SBAC ELA - All Students/Subgroups - Percent Exceeded Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	24.10%	40.50%	15.80%	19.50%	9.40%	2.90%	
2017	30.10%	43.70%	23.00%	25.20%	5.60%	6.70%	
Gain/Loss							(looking for +)
+/-	6.00%	3.20%	7.20%	5.70%	-3.80%	3.80%	EL only drop, slightly. Gains overall and with Hispanic significant. Gains with SED are on target with our goal of 5%.

Table 2

SBAC ELA - All Students/Subgroups - Percent Met Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	34.60%	36.60%	33.60%	33.30%	23.50%	14.30%	
2017	31.50%	31.00%	29.80%	28.80%	23.60%	16.70%	
Gain/Loss							(looking for +)
+/-	-3.10%	-5.60%	-3.80%	-4.50%	0.10%	2.40%	

Table 3

SBAC ELA - All Students/Subgroups - Percent Nearly Met Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	22.90%	14.50%	26.60%	24.10%	24.70%	25.70%	
2017	19.40%	14.80%	22.30%	23.10%	32.60%	23.30%	
Gain/Loss							(looking for -)
+/-	-3.50%	0.30%	-4.30%	-1.00%	7.90%	-2.40%	

Table 4

SBAC ELA - All Students/Subgroups - Percent Not Met Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	18.50%	8.40%	24.00%	23.00%	42.40%	57.10%	
2017	19.00%	10.60%	24.90%	22.80%	38.20%	53.30%	
Gain/Loss							(looking for -)
+/-	0.50%	2.20%	0.90%	-0.20%	-4.20%	-3.80%	

MET/EXCEED/ET 2.90% -2.40% 3.40% 1.20% -3.70% 5.20% We need to hold our goal of a 5% gain in proficient testing.

Table 1

SBAC Math - All Students/Subgroups - Percent Exceeded Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	25.80%	51.40%	14.10%	21.70%	18.80%	5.70%	
2017	28.40%	54.10%	13.80%	24.00%	18.90%	13.30%	
Gain/Loss							(looking for +)
+/-	2.60%	2.70%	-0.30%	2.30%	0.10%	7.60%	

Table 2

SBAC Math - All Students/Subgroups - Percent Met Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	24.50%	27.50%	22.00%	20.60%	18.80%	2.80%	
2017	24.90%	26.70%	22.80%	22.50%	16.80%	3.30%	
Gain/Loss							(looking for +)
+/-	0.40%	-0.80%	0.80%	1.90%	-2.00%	0.50%	

Table 3

SBAC Math - All Students/Subgroups - Percent Nearly Met Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	26.20%	18.30%	28.50%	29.60%	28.1	22.90%	
2017	22.80%	12.30%	27.20%	24.60%	16.80%	30.00%	
Gain/Loss							(looking for -)
+/-	-3.40%	-6.00%	-1.30%	-5.00%	-2793.20%	7.10%	

Table 4

SBAC Math - All Students/Subgroups - Percent Not Met Standard Overall

Year	Overall	Asian	Hispanic	SED	EL	SWD	Comments
2016	23.50%	2.80%	35.40%	28.20%	34.40%	68.60%	
2017	23.90%	6.80%	36.20%	29.00%	47.40%	53.30%	
Gain/Loss							(looking for -)
+/-	0.40%	4.00%	0.80%	0.80%	13.00%	-15.30%	

MET/EXCEED 3.00%

1.90%

0.50%

4.20%

-1.90%

8.10%

We need to hold our goal of a 5% gain in proficient testing.

Goal 1: English Language Arts

Annual Evaluation of Single Plan for Student Achievement (SPSA)

SPSA Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

Description of Goals and Objectives 2016-17	Expenditure (include funding source)
Scaffold language acquisition for English Learners through the continued implementation of GLAD strategies connected to listening, speaking, reading and writing ELA/ELD standards and extending this instructional strategy to science and social studies standards as evidenced by student work, walk-throughs, observations, and increased proficiency 5% on local and state assessments.	General Funds Title I: - Materials ~ \$ 1,550.00 - Technology ~\$ 10,915.00 - PD and Collaboration ~\$ 1,000.00 - Extra Duty ~ \$ 3,450.00
Complete school wide implementation plan of Reader's Workshop as evidenced by student work, walk-throughs, observations, and increased proficiency 5% with reading and writing standards on local and state assessments.	Title I: - Materials ~ \$ 16,500.00 - Technology ~\$ 10,915.00 - PD and Collaboration ~\$ 8,400.00 - Extra Duty ~\$ 3450.00
Monitor the acquisition of Reading and Writing foundational skills with target subgroups (Under Performing, English Learners, Hispanics, Socioeconomically Disadvantaged), providing in class scaffolds and research based intervention to support learning, increasing proficiency by 5% as evidenced by program assessments, standards based local and state assessments and data analysis.	Title I: - Materials ~ \$ 3,950.00 - Technology ~\$ 10,915.00 - PD and Collaboration ~\$ 8,400.00 - Extra Duty ~\$ 3,450.00
Implement Park Empowering Parents (PEP) to build capacity of target subgroup families (Under Performing, English Learners, Hispanics, Socioeconomically Disadvantaged) by providing parent workshops focused on English Language Arts increasing participation by 10% as evidenced by attendance sign in sheets, feedback, and evaluations.	General Funds Title I: - Materials ~ \$ 750.00 - PD and Collaboration ~\$ 1,265.00 - Extra Duty ~\$ 1,500.00 (See Goal 3: Parent and Community Involvement for Actions)

Data Analysis – Significant Findings

DATA ANALYSIS:

SBAC Achievement Level Report:

Overall, 50.6% of Hispanic students did not meet grade level standards, compared with 22.9% of Asian students, demonstrating a 27.7% gap in English Language Arts student achievement. This gap is down 8.3% compared with 2014-15 reporting.

Overall, 57.8% of Socio-Economically Disadvantaged did not meet grade level standards, compared with 31.9% of Non-Socio-Economically Disadvantaged students, demonstrating a 25.9% gap in English Language Arts student achievement.

Overall, 67.1% of English Learners did not meet grade level standards, compared with 42.6% of English only students, demonstrating a 24.5% gap in English Language Arts student achievement. This gap at 13.8 % is slightly less

Goal 2: Mathematics

Annual Evaluation of Single Plan for Student Achievement (SPSA)

SPSA Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

Description of Goals and Objectives 2016-17	Expenditure (include funding source)
Increase student performance by 5% in problem solving and modeling data by scaffolding instruction with researched based teaching models, strategies and supplemental supports as measured by student work, walk-throughs, and local and state assessment results.	Title I - Materials ~\$ 3,375.00 - Technology ~\$ 5,690.00 - Professional Development & Collaboration ~\$ 2,500.00 - Extra Duty ~\$ 5,200.00
Increase understanding of foundational math concepts, procedures, and strategies for target subgroup (Hispanics) through targeted support services and/or materials in Mathematics as measured by student work, progress monitoring, and a 5% increased proficiency on local and state assessments.	Title I - Materials ~\$ 3,375.00 - Technology ~\$ 5,690.00 - Professional Development and Collaboration ~\$ 2,500.00 - Extra Duty ~\$ 5,200.00
Implement Park Empowering Parents (PEP) to build capacity of target subgroup families (Under Performing, English Learners, Hispanics, Socioeconomically Disadvantaged) by providing parent workshops focused on Mathematics increasing participation by 10% as evidenced by attendance sign in sheets, feedback, and evaluations.	Title I: - Materials ~\$ 750.00 - Professional Development and Collaboration ~ \$ 700.00 - Extra Duty ~\$ 1,500.00 See Goal 3: Parent and Community Involvement for Actions

Data Analysis – Significant Findings

SBAC Achievement Report scores indicate that:

- Overall, 49.7% of all students did not meet grade level standards in Mathematics.
- Hispanics demonstrate a 44% gap in overall student achievement in Mathematics when compared to our Asian subgroup, with only 36.1% of Hispanics meeting or exceeding standards. This equates to 63.9% of Hispanics not meeting grade level standards.
- Socioeconomically Disadvantaged students show a 19.4% overall performance gap in Mathematics when compared to our non-Socioeconomically Disadvantaged Students, with 57.7% of Socioeconomically Disadvantaged students not meeting grade level standards.
- English Learners demonstrate a slight achievement gap when compared to English Only (EO) students and 41.4% gap when compared to Redesignated Fluent English Proficient (RFEP) students
- Overall males show a 18.3% gap in student achievement when compared to females

Claims Report scores indicate that overall, including significant subgroups (specifically Hispanics and Socioeconomically Disadvantaged), showed that the math needs lie in Concepts and Procedures and Problem Solving/Data Analysis

Intervention SBAC Score Report indicates that :

- 66% of students in 3 or more target subgroups did not meet grade level standards for Mathematics
- 84% of student in 2 target subgroup did not meet grade level standards for Mathematics
- 66% of students in 1 target subgroup did not meet grade level standards for Mathematics