San Jose Charter Academy
School Site Council Minutes #5

***Members*:**
Andres Castaneda, Lizette Amaro, Rachelle Touzard, Arturo Olivas, David Alonzo,
Erin Shiroma, Donna Hale, Krissie Tombrello, Monica Velarde, Ivonne Boomer

	March 29th, 2017

Welcome & Introductions	Mrs. Hale welcomed everyone. Sign-In Sheet was circulated for signatures. Members not in attendance were Lizette Amaro, Ivonne Boomer, Rachelle Touzard, Erin Shiroma, and Krissie Tombrello.
February 15th, 2017 Minutes Review & Approval	Per By-Laws we were unable to approve the minutes without a quorum (majority of members in attendance). Tabled until next meeting in April.
Student Achievement: Single Plan - Goal 2 Review	Mrs. Hale reviewed progress on goals in the SSP Goal #2. Goal 2: Changes were discussed under each action – 1d – members wanted clarification on what TAPPLE stood for. ## Checking for Understanding is the best way to verify that students are learning *while* the teacher is teaching. DataWORKS developed TAPPLE as an easy way to remember the six research-based components of Checking for Understanding. Using TAPPLE, teachers can get feedback from students to determine the pace of the lesson. ## (T)each first Teach before Checking for Understanding. Then, answers to questions come from the lesson, not background knowledge. This provides equal opportunity for all learners, which is extremely important for English Learners. ## (A)sk a specific question Ask a specific question about what students just learned. Don't use, "Does everyone understand?" as a question to measure student learning. For ELs, the type of question and the response is adjusted for the different English proficiency levels of the students. Effective questions are clearly phrased, reducing the possibility of student confusion and frustration. Avoid opinion-based questions, if possible. ## (P)ause, Pair-Share, and Point Give students time online casino's to process and discuss information with their partner. Wait 3-5 seconds (up to 8-10 seconds if ELs need time to translate and process) before asking for a response. This allows for longer, more thought-out responses from students, and increases participation from learners. Make sure students use complete sentences when answering.

(P)ick a random non-volunteer

To make sure everyone is learning, call on students who have not raised their hands. A drawing system using "sticks" (each stick features a student name) can be used for non-volunteer sampling to measure if everyone is learning. When teachers call on the same hand-waving volunteers all the time, they can be fooled into thinking that everyone understands the material. In addition, when a teacher only calls on volunteers, many students can go without speaking or answering any questions the entire school year. Effective teachers encourage all students to respond and explain their answers using sentence frames and the academic and content vocabulary of the lesson, rather than depending on volunteers, or answering the question for students.

(L)isten to the Response

How students respond should affect what is done next. If students have correct answers, move on and continue teaching. If students seem unsure of their response, go back and elaborate, or reteach, if necessary.

(E)ffective Feedback

Give students effective feedback for each response. English Learners need to be given feedback not only on content but also on language. Echo answers that are correct, elaborate on concepts if answers are tentative, and explain when answers are incorrect.

2c – Mrs. Hale explained that starting in the '17-'18 school year we will be administering a new EL proficiency exam that is computer based called ELPAC

- The English Language Proficiency Assessments for California (ELPAC) will be the successor to the California English Language Development Test (CELDT). The CELDT is the current required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:

    1. an initial identification of students as English learners

    2. an annual summative assessment to measure a student's progress in learning English and to identify the student's ELP level

2d – Change "Common Core" to "SBAC"

2e – May be looking at a different type of benchmarking system that is not the one

	we currently use. 2e – AMAO's – Mrs. Hale discussed that when No Child Left Behind came to be there was a requirement to monitor the progress of our EL and Redesignated students based on certain criteria. Not that NCLB is no longer in effect and has moved to the Every School Succeeds Act the AMAO requirement does not exist. We are waiting to see what requirements there will be for monitoring EL/Redesignated students in the future. She also mentioned that in the past we have done very well with meeting our AMAO objectives. 3 – parent & community participation – Mr. Alonzo stated that he has heard good things about how SJCA has been making a concerted effort to get material/information/updates out to EL parents in languages other than English and believes it is helping those parents. 4e – "Catapult Benchmarks" – will be changing to a different benchmarking system due to effectiveness and cost comparison. 5c – EL Master Plan – Mrs. Hale explained that we have been using the WCUSD EL Master Plan in past years but need to develop our own plan now that we are our own district and will be looking to develop for next school year. Allowable Activities Section – 2c – Mrs. Hale discussed the monitoring of redesignated students and the process of doing it at 60 days, 1 year, and 2 years after redesignation. 4c – PESA classes for parents are in English and Spanish Only due to the company not having any other language available.
Student Achievement: LCAP	**Goal 1. Expand staff & student access to technology.** • PDs for teachers on topics: Tips and tricks to effectively navigate through Laptop, Google, iPads. • PDs on how to incorporate 2 to 1 iPads into daily instruction to meet grade level standards. • PD on how use Keyboarding without Tears with a 2 to 1 iPad ratio. • Making a Leadership Role for Jr. Academy students to help maintain iPad in the computer lab. Students change the orientation, the background colors, change settings so unable to connect to internet, add, and delete apps making it a challenge for other students to complete their work. They can also completely shut down iPads at the end of the day. Rebooting helps. • Thank you for adding a guest account for parents to access our WiFi =D. Helps when trouble shooting for the use of our school apps. • Teacher PD: How to manage and offer solutions to Teachers regarding student's constant exposure to technology and screen time. • Student training/workshops: Training that empower kids to best practices on how to navigate the digital world and self-identify issues with social media to prevent cyber bullying. This could be done through The Leader In Me, but with a focus on digital world responsibility. **Goal 2: SJCA will provide all staff with a great work climate, attractive**

compensation package, continuous professional development in an effort to retain high qualified staff.

- Survey staff to build their own Tech PDs.
- Quarterly surveys to measure Net Promoter Score (a proxy for gauging the overall satisfaction with a schools school climate, employee engagement and loyalty to the school). Companies use this measurement to gauge their employees level of engagement and commitment to the company.
- An anonymous suggestion box or online feedback form. Anonymity flushes out more true sentiments because there is not fear of repercussions. These suggestions would go the Admin and would be shared with the employee base with responses from admin to reinforce a high level of transparency.

Goal 3: Moving students to proficiency through effective delivery of the CA state standards.

None Noted

Goal 4: Students will score above the State average on the CA State Test.

None Noted

Goal 5: Increase parent participation through effect. Communication, workshops and activities.
- To increase parent participation perhaps we can asked the parents to participate in a survey three times a year instead of the current once a year survey.
- Perhaps have the parents fill out the survey immediately after the parent conference meetings.
- Another option is for them to do the survey and their child would receive a free dress day. It would be a great incentive to obtain full participation.
- The return of "Curriculum Nights" but instead make it Technology Night school wide. 30 - 45 min Grade level workshop. Possibly have each room do a workshop on each of the following topics: SFA program, StMath, Lexia, Achieve, ConnectED, growth mindset and LIM.
- Parents could start out in the cafeteria like with BTSN get updates on school data or PTO info. then breakout into the workshop rooms.
- Parent Workshops: Workshops for parents on dealing with their kids in the digital world. Example: Screening the documentary "Screenagers" which discusses the dangers of kids and too much screen time and how to navigate this new digital world with our kids.
- Tech Talks: Hosting talks between parents and students around technology (ipads, smartphones, social media, etc.) The good, the bad and the ugly of technology.

Goal 6: Maintain school culture that supports the socio-emotional needs of students.

	• Growth mindset and LIM workshop above falls in this category too. • Human Relations Workshops: Host workshops for parents and students around human relations, specifically about cultural inclusion, poverty, kids with disabilities and LGBTQ. • Committee for Cultural Consciousness (CCC) Support the committee's goal to encourage and support a greater understanding and appreciation of cultural diversity for our children, our school and our community. • Student Clubs (K-5th) - Open student club opportunities and leaderships roles (ASB for K-5th) that allow students to put into practice the skills they are gaining through the "Leader In Me" curriculum in a formal club setting.
	Next Meeting is May 31st, 2017. Final Meeting of the Year

Topics for Next Meeting:

- **Dashboard**
- **'17 – '18 School Calendar**
- **Additional Safety Steps**