

**ROOSEVELT
SCHOOL SITE COUNCIL MINUTES
Wednesday, October 27, 2021**

Attendance

	Name	Title		Name	Title
x	Lynda Holeva	Principal	x	Stephen Chen	Parent
	Dana DeGregorio	Teacher		Blythe Holden	Parent
x	Mara Chenik	Teacher	x	Miles Warner	Parent
x	McKenna Hawn	Teacher	x	Victor Thompson	Parent
	Gerardo Rodriguez	Classified	x	Kat Blandino	Parent

Meeting Called to Order:

Meeting was called to order at 3:21 p.m.

All members introduced themselves. Meeting was recorded.

Approval of Minutes (Lynda Holeva):

Name of Recorder submitting for review: Debbie Stern; McKenna Hawn.

Approval of minutes for May, 2021.

KB asked for clarification on wording in May minutes.

LH stated that the "button" is something to be worked on. VT volunteered to help with this.

Motion made by LH. All in favor.

Approval of minutes for September, 2021.

Motion made by LH. All in favor.

Debbie Stern, AP, is recording minutes for this meeting.

Approval of Bylaws: Lynda Holeva

PTA Report: Elizabeth Erquart

Lots going on with the PTA. October had 2 big events: movie night for 3-5 (sold out), and 11/16 for TK-2; Pier Pleasure – made over \$9000. District putting together a Diversity/Equity/Inclusion program, and there is a lot of interest – looking for someone from each school. Will lead to a variety of events to be held at individual school sites. PTA is also fighting to keep city/CREST activities back in place due to upset over these being canceled. Also looking for more green space. MC shared that at a previous school where she taught they had world flags and called it the International Café. Could also be an end of year 5th grade gift. In November, we'll also have the online auction – shorter duration than in the past. Pet calendars will be available to order then. Reflections have been collected, and how to do a celebration this year has been a point of discussion. LH asked if students can still submit entries? If it's by tomorrow, they are likely to be able to submit. Boo Baskets have been sold during October as a 5th grade fundraiser. Final drawing this Friday @ 5pm. Toy Drive in December – being researched.

ELAC Committee Report: Debbie Stern

DS shared that we now have an ELAC. Next meeting parents of English Learners will vote on the 2 ELAC reps. We are hoping to get more than 2 for more representation. The 2 now have really great ideas and are reaching out to the EL community. We share how to support our EL learners. For the next meeting, one or both parents will be able to attend and share more with what's happening with ELAC. Meetings for For EL parents- what to expect during conferences/what you can ask/handouts/Spanish translation/upcoming event/etc. JY came into the first meeting to share how we support students academically. DS shared how we support our students emotionally.

LH shared that there are 55 EL students at Roosevelt. 19 initial ELPAC tests done- not all 19 designated as EL learners. We have an even number of Arabic/Russian/Spanish speakers. 3 students speak

Chinese, 3 German, 4 Japanese, 2 Swedish, 4 Hebrew ... Becoming more and more diverse each year. This will be very useful information when we are writing our EL goal.

MW requested LH share out our statistics of English Learners and what their home languages are. We have more Spanish speakers than ever in the time DS has been here. ELAC also has a voice in building our English Learner goals. We will share what we develop today with them at the next meeting for their input.

LH wants to make a motion to approve the bi-laws.

MC flagged the time that we are going over time limits for the agenda. Extended meeting for today- not everyone can stay for the whole time. We will amend this meeting to roll into an additional meeting in Nov. if needed.

LH makes motion to approve amended bi-laws. All members present agreed.

Bi-laws have been approved and amended.

Election of Parent Co-Chair

Blythe is not present due to her schedule. Dana is chair for staff. Co-chair(parent) needed to help develop monthly agenda and help with amendments/approvals.

VT made suggestions for how to hold a fair vote.

Today we are missing 2 staff members and 1 parent.

VT stated co-chair should be voted by either the whole council or just the parents. LH stated it should be whole council. (Dana was voted chair by the whole council- we want the same for co-chair).

LH suggested she makes motion to have VT step in as temp co-chair to make next agenda until we have the full team present to vote.

BW suggested to wait until the second hour until Blythe can join.

We are not nominating yet.

VT's goal for the next meeting is to gather items for agenda from the parent side.

LH makes motion to have VT temporary co-chair to build agenda for Nov. until we can hold official vote. All members present agreed. VT is temporary co-chair until the next meeting.

Introduction of LCAP Goals & Site Plan for Student Achievement (SPSA)

LH: we are going to work together this year to build the SPSA. LH is first principal in district to try this out.

Typically in building a site plan for student achievement, the principal shares data that's been collected with site leadership team to determine professional development. How is it different this year? We are going to draft the goals together as a team and then take those draft goals to site leadership teams. Leadership teams revise and amend to make it fit what we are doing at the school site to make sure it aligns. It then comes back to site governance to review any revisions, then gets sent to school board for approval. Built around district LCAP goals. Student centered. LCAP goals: all graduates socially just/ready for college and careers, EL students will become proficient in English while engaging in core curriculum, and all students/families engage in safe well maintained schools that are conducive to 21st century learning.

Roosevelt site implementation plan: SIP designed by teachers with a strategic focus. Discourse across the curriculum. Has been focus for a few years now. So relevant every year. We have found we need so much work in this area that it continues to be relevant. We want students to develop evidence based arguments verbally and in their writing to support their thinking. Outcome: All students demonstrate progress overtime in developing claims, conjectures and hypotheses. For this outcome, we need best practices. Across all curricular areas, to be mindful of social justice and identity domains. (Growth mindset, different perspectives valued, equitable space with access for participation, conversational norms/behavior, etc.) Teachers providing stems and language/sentence starters/models to use in order for students to have meaningful conversations. To continue those, teachers provide differentiated resources(leveled texts/scaffolding/number sets in cgi/use open ended questions). Success indicators include: student work samples, students can justify and communicate thinking, use relevant evidence to back claims, using expert language, drawing from varieties of sources. This is what we are looking for when we talk about best practices.

How are we going to develop our SPSA goals? With data.

2021 Beginning of year Fastbridge math assessment data to develop our goals this year based on what we know:

2nd grade-

76% of students on college pathway- met or exceeded

17% were low risk- just at grade level

5 students are some risk- on the cusp of meeting grade level

1% high risk

3rd grade

60% college pathway

30% low risk

9% some risk

1% high risk

LH stated College pathway bar gets lower the higher the grade level. Assessment is adaptive. The more correct they are, the harder the questions get.

4th grade

59% at or above

28% at grade level

8% some risk

5% high risk

5th grade

57% at or exceeded

35% low risk

7% some risk

1% high risk

MW asked if these scores are typical due to circumstances with COVID the past 2 years.

LH stated it is pretty expected. We seem to be doing really well although considering we have not been in school. LH has not seen other school sites math fastbridge scores. LH can ask around and see how our scores compare.

MW wants to understand if we are getting a picture if our kids have fallen behind. LH stated there is not enough data to know that. We have formative assessments/teacher observations that can provide more information.

MC stated it seems there are students that got a lot of support at home and some that did not. The gap between kids excelling and ones that are behind grew wider. MC does not have as many step 1 kids, no 2s, and a lot of 3s. More afraid of a bigger gap than kids that lost ground as it can be harder on the teacher.

LH stated 1st is tricky because a lot of students coming from K on Zoom, was really impactful with their return to in person learning.

JY stated from data meetings with grade levels, there was talk of a bigger gap in primary grades. She has seen few students excel with distance learning as well as struggle. Some upper grades have seen more struggles with social-emotional/behaviors. Being more independent/coping. This goes for all grades.

LH states this is the first year we have done beginning of year district assessments for all grade levels. Differentiation has to be done in the classroom.

MC states there is a huge jump in math in 3rd grade coming from 2nd.

KB stated district has been claiming there has been no learning loss. She is concerned for students and teachers. We have covid relief funds we could be implementing to get students up to where they need to be. She also stated she understands what you can/cannot say to the district, but this is not jiving with our experiences. Roosevelt stepped up above and beyond during the pandemic. If this is the narrative we are not going to have the resources to support our school.

LH stated beginning of the year assessments make it difficult to determine learning loss via not having data to compare to yet. The data from last year might not have given us a most accurate picture either, having returned to campus in April and assessments being done at home. (authenticity issue).

MW: We should address this at some level for the next year that there is a need.

LH: Data for reading 2nd-5th grade

2nd:

3rd:

4th:

5th:

33 students at grade level

College pathway loses percentage points from grade to the next.

LH: Asked can we identify there was learning loss? Not sure. Is it a deep enough assessment to determine a reflection of learning loss?

SC- audio not working. Chatted question on zoom: Is there a correlation to our EL students?

LH: Not really. Looked at data for EL and sped students. Percentage was so low that were EL students that scored low. Did not seem to correlate. Many EL students are proficient in reading/writing/math except those new comers who do not speak English at all. Non English speakers we do not administer these tests to. Some upper grade students had IEPs and EL learners that understand English.

JY added we have several new students to Roosevelt that have come from inconsistent schooling backgrounds that could be apart of this data.

LH states we got a lot of new enrollment from other districts this year. We are learning where they are academically, which is reflected in the data.

Early Reading and math K/1

- Most of our students for early reading were at low risk.
- Early math 1st- low risk
- Majority of students are confident to be on the right track
- Early reading 1st- 12 students at some risk
- 7 students high risk

Kat asked if this includes LLI reading intervention students.

LH: high risk are tier 2-3 students who receive LLI.

JY: Fastbridge assessment is a screener for that

Kat: How many students in LLI?

JY: About 2-5 students per class. Varies depending on the data.

LH: each class has different number of students receiveing intervention services

Data meetings important to have with teachers so those students can be identified right away.

LH: Reading comprehension test- 2nd

61% college pathway

22 students at grade level

Combination of 12 students who are tier 2 and tier 3

LH: These intervention groups are fluid. Once a student has demonstrated skills, they move on after the cycle is complete.

JY: Cycles of assessments for the district. Next cycle is in Jan. End of Jan will have data meetings for which students who might qualify.

LH: F&P data

Tells us students that are high risk by grade level for reading fluency

1st grade

33% high risk

6% approaching grade level

2nd grade

7% high risk

4% approaching grade level

3rd grade

4% high risk

15% approaching grade level

LH: We have work to do in reading comprehension/fluency.

4th and 5th numbers seem a lot more reasonable.

4th

9% high risk

5% approaching grade level

5th grade

4% high risk

20% approaching grade level

LH: Writing goals where the needs are of our students.

Activity in staff meeting last week- what our teachers are noticing about their students/what expectations need to be adjusted/ how can we support them

Some info we found: Students are more anxious. Huge need for daily consistent structure and routine-thriving. More anxiety if teacher is subbed out, for example. Need time to grow social skills (all across K-5). Support in collaboration skills for small group work.

LH: teacher observation summary: teachers are prioritizing the social/emotional growth of students/collaborative schools/school readiness skills. Creating spaces to provide opportunities for talk/exploring concepts. Attention spans and stamina are very short-frequent breaks.

It is more important to develop SEL side, since students have more needs in that area due to the pandemic. We are slowing down the pace which we move through instruction to address these needs.

LH: 5 minute break. Currently 5:04pm. Will return at 5:09. Expressed importance of taking our time through the agenda-might not get to everything today.

LH: Going through what goals look like and how to write them. Then check in to arrange extra meeting in Nov. if needed.

The data we have, continuing to collect data (benchmark assessments happening now). Additional data for us when we are finishing writing goals. Might not get it in time. If not, we do look at that data and amend our SPSA to have goals be more reflective of student needs.

Roosevelt SPSA goal #1 in ELA/Math:

What are areas of need regarding verbal/writing discourse across the curriculum? Is there a need for a reading goal? Need for a math goal?

PDs: TC writing and UCLA cgi trainings

Student support: writing and math interventions(3-5th), and LLI small group instruction and support. (1-5th).

Based on data and site implementation plan where do we want to focus our academic goal? Do we want more than 1 goal this year? Typically we only have 1 but we might want to have 2 this year. Something to think about and discuss

Goal #2: focus on EL students: What core curriculum areas do these students need support in? (ex: academic vocab/ English discourse). Where can we be most effective with this goal? Are there areas of social/emotional support? ELPAC parents will help with input on this at the next meeting. Do we need buddies for new comer students/those who do not speak English? Any needs adjusting to new school/grade/communicaty/country. Can we have an academic and social emotional goal? Yes. Not limited to 1 goal per LCAP goal.

Goal #3: Safe well maintained facilites and culturally responsive. Social emotional needs in the classroom and at recess.(peer conflict/resolution, coping skills, etc.) As well as wants/needs of parents engaging with our school community? (school communication, events, parent outreach/workshops, etc.) How can we determine what those needs are for parents?

LH: family engagement is really high right now. Grasping for anything they can do to feel connected to the school community.

LH: Movie night and pier pleasure was very emotional and powerful seeing those connections being made again.

When looking at creating a secondary goal, what are some things we want to use as a measure? (Attendance to events, amount of parent volunteers on committees, etc.)

KB: Very conscious of what teachers have been through. How is that being addressed? That has an effect on everything. What is the support there?

LH: Last staff meeting we opened it up to getting a temperature of how staff was feeling/stress levels. It was great to see that we are all not alone with how exhausted we are feeling. First step was identifying how staff is feeling. Will be working with site leadership team how we can help support teachers with alleviating anything we can take off their plates. A lot of feelings are due to coming back to campus for the first time in almost 2 years- we are adjusting.

KB: Are there ways we can be of value in ensuring there are funds allocated to the good of the whole school? Can funds be going towards teachers?

LH: With the site plan for student achievement, not sure we can write a goal that supports staff. It's about student achievement. Not to say we need to be thinking about what resources we can use to help our staff not feel overwhelmed/exhausted. LH offered teachers an opportunity to have a half day sub out to plan and have extended time to come together/build community. Very important to get that done- mixed feelings across staff about it.

LH shared goal samples from other school sites.

LH shared previous goals written by herself from 2019 and 2020 school years. Not well developed/measurable.

KB: Something to note- students have become more technology efficient. We can adapt that to prevent cyberbullying.

LH: Survey with cyberbullying to see how much is actually going on

LH: Writing SMART goals- new transition this year. Creating goals directly relevant to student needs and reflect data.

What is a SMART goal?

Strategic and specific

Measurable

Attainable

Relevant

Time bound

What is not a SMART goal?

Previous examples LH showed- example: Not saying how a goal will be measured. How are we going to know a goal is achieved?

LH: If we write goals the correct way, then next year SPSA will write itself by the end of June. Will be looking at end of year assessment and goals to see if we had achieved. If not, how come? We can start already writing our goals for next year to some extent. The only info. we won't have is the CAASSP results.

SC: We should have something obtainable by the end of the school year and something to measure that by. Will be have performance metrics throughout the year telling us we are on track to meeting those goals? Not just having 1-2 assessments throughout the year.

LH: When we develop goals, what are we determining as those success indicators? Assessment windows where we go back and re-assess students in the winter and then we assess again in the spring and again at the end of the year.

JY: Example: Fastbridge for reading and math- 1 in Sept. and 1 in Jan. Last one in March. Interim assessments for 3-5th for reading and math. Happening right now (oct) next one in Feb. No end of the year- CAASSP instead.

SC: As long as there's a way for us to assess how progress is being made and time to adjust/additional attention where needed.

LH: We can always amend our goals even after they are approved based on check in's with progress. Progress check in January after Fastbridge results come in.- depending what goals we write.

LH: Budget information:

Stretch grant: \$95,000- more than ever before.

Includes:

Professional Development

TC contract, UCLA Cgi, Data meeting subs, F&P assessment subs and student services (writing intervention).

Balance of \$6,000 left. At this point there is no reason to create any more contracts at this point in time. What resources can we provide to use additional balances on?

KB: What is stretch grant?

LH: Ed foundation provides these to each school site depending on number of students and what your school is contracting for in partnerships for professional development. In addition to providing PS art, instructional assistant time- they keep our school afloat.

LH: Site leadership team fund: funded by district. \$20,000 this year to partner with UCLA.

In our stretch grant we had to make up a balance due.

Formula funds money: provided by district every year. Pays for facilities and running the school. \$40,000 Covers SPED department IEP sub out days as well.

LH: writing Roosevelt goals. It's 6:00 now. Can we schedule additional meeting in Nov. to come together and write draft goals?

Any questions you can email until our next meeting. Please cc everyone on the committee.

MW: Concerned if teachers are able to be engaged and show up for a second meeting. They are the ones who understand more what all of this entails involving the data. We don't want to exhaust them. Can we ensure they will be able show up for another meeting? (Dana abset, Mara left early, McKenna only teacher here).

LH: Teachers know we will have extra meeting in November. We need them to help us write the goals. Encouraged parents to ask teachers questions at our meetings. Teachers can possibly draft ideas down for next meeting when goals are discussed.

MW: Goals are not addressing critical thinking. Is it all going to be number based? It seems to be more valuable in the digital age than specific skills. Hopes we don't lose sight of that.

LH: Figuring out a measure that has student voice in it. How can we measure that critical thinking is going on?

Once goals are created, all activities we would identify to support that goal will be happening next time. SPSA from last year has example activities that match the support of the goal.

Small Group Work for 2021-2022 SPSA Goals/Share- will be worked on at next meeting

Next SSC meeting is Thursday, 11/18/21.

LH will be sending out an email to the committee to find another date to meet before the 18th.

Adjournment: Meeting adjourned at 6:13p.m.