

**Hamilton School**  
**School Site Council**  
Meeting #2 Minutes  
Monday, February 03, 2020  
3:00pm Hamilton Library

Purpose: To evaluate the school's progress toward meeting goals to raise student achievement and develop a needs assessment based on this evaluation; to advise the principal and staff on the school's program for English learners; to evaluate the school's progress toward meeting goals to raise student achievement for all students, including English Learners; to monitor the implementation of the school plan; and to make revisions to the school plan.

I. Welcome

- a. Establish quorum (Six SSC members must be present to conduct an SSC Meeting.)
- b. Public Comments  
None

Mariah Benitez- Parent

Candelaria Serrano- Parent

Lorena Avila- Parent

Lupe Hernandez- Teacher

Jennifer Pitkin- Principal

Judy Johnson- Learning Director

Julee Pires- Teacher

Gloria Avila Godinez- Parent

II. Approval of Minutes from Previous SSC Meeting

Judy Johnson made a motion to approve the minutes from the previous SSC meeting. Lupe Hernandez Seconded the motion. Approval was unanimous.

III. Approval of School Site Parent Involvement Policy

Mariah Benitez made a motion to approve the parent involvement policy. Julee Pires Seconded the motion. Approval was unanimous.

IV. Approval of School Family Compact

Lupe Hernandez made a motion to approve the School Family Compact. Mariah Benitez Seconded the motion. Approval was unanimous.

V. Discuss the school site's services to EL students

- a. How students are identified

Mrs. Pitkin explain how students are identified as an English Learner by the Home Language Survey that is completed when the student is enrolled in school. If any language other than English is noted on the survey, the student is classified as an English Learner (EL).

- b. ELPAC and LAS testing and EL/FEP status

Mrs. Pitkin reviewed the tests administered to English Language Learners and the different statuses. The English Language Proficiency Assessment for California (ELPAC) is a summative assessment given to students in grades TK through twelfth grade whose home language is not English. The ELPAC determines the progress level of students who need to improve their skills in listening, speaking, reading, and writing in English. The Language Assessment Scales (LAS) is an initial English Language assessment used to measure English learners' academic English proficiency administered in Spanish. Students are designated as FEP after their first ELP administration are permanently exited and will not take any further ELP nor receive LEP test accommodations. English Language Learners are students who are unable to communicate fluently or learn effectively in English, who often come from non-English speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- c. Reclassification procedure  
Students must score an overall 4 on the ELPAC and meet the other district requirements as described: Students in first grade must also earn 85% or higher on ELA Benchmark. Students in second grade must earn 85% on ELA Benchmark and score of 7 or higher on ELA Writing. Students in third grade must earn a score of 7 or higher on District ELA Performance Task or SBAC Interim Performance Task. Students in grades 4-8 must earn a Standard Nearly Met or above on the CAASPP ELA.
- d. Services available for English Learners  
All English learners receive 30-45 minute designated ELD on a daily basis using the EL Achieve Systematic Approach. Integrated English Language Development is provided across all content areas throughout the day. Students receive daily guided reading instruction for 30 minutes. Title III Tutoring is provided in two cycles: 9/30/19-12/30/19 and 1/23/20-3/13/20. Primary students in Kindergarten-2<sup>nd</sup> grade use an interactive reading program, Raz Kids. Students in third grade and special needs population receive ELBI instruction. After school tutoring for students will also be offered from 2/4/20-3/27/20 to targeted students with a credentialed teacher. Migrant Saturday Academies are offered from 1/25/20-3/14/20 focused on math, STEM, journalism, robotics, and speech and debate.

VI. Evaluate Progress Toward Meeting School Goal #1: *All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.*

a. Needs Assessment: Academic Achievement

1. Review the California School Dashboard Academic Indicators (ELA, Math, English Learner Progress).

- i. Review Areas of Progress (All Students & Student groups where dashboard indicators are Blue, Green, or Yellow).

Mrs. Pitkin explained the meaning of each dashboard indicator and what each color meant. Mrs. Pitkin also explained that the goal is to get to zero and explained how far Hamilton is from meeting standard. Chronic Absenteeism and Suspension are in the green. ELA is orange (24 points below standard) and Math is yellow (41.2 points below standard).

- ii. Review Areas of Need (All Students & Student groups where dashboard indicators are Orange or Red).

Mrs. Pitkin explained that in ELA, Hamilton is in the Orange and it's an area of need. She also explained that although in Math, Hamilton is in the Yellow, the student scores are lower but improving. So, both ELA and Math are areas of need.

b. Needs Assessment: English Learners

2. Review the California School Dashboard English Learner Progress Indicator

Our school population has 24.1% English learners. 46.4% making progress towards English language proficiency (84 Students).

VII. Report on implementation/effectiveness of the following areas of the School Plan Goal #1: *All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.*

- a. Plan Implementation Goal #1 (Areas of Strength): Students are receiving instruction using state adopted materials, district supplied materials and supplemental resources. During instruction, teachers use their observation checklists to monitor student understanding, through success criteria and formative assessment. Teachers are able to determine if whole class re-teach or small group re-teach is needed. All teachers are consistently doing guided reading groups with students, in class. Students in grades K-2 have access to Raz-Kids Plus and utilize it on a daily basis in the classroom. Students in grade 3, have daily EBLI Instruction for 30 minutes a day. All students have use of our Tumble books reading resources, Destiny, IXL and Mentoring Minds, as supplemental resources.

The majority of students are showing improvement and moving levels, through the use of the programs. Students will begin after-school tutoring beginning this week. All student assessment data is analyzed and next steps in instruction are determined. Information is shared with parents through progress reports, RTPs, yellow cards, ParentVue and/or our Remind app.

- b. Plan Implementation Goal #1 (Areas of Need) There is a need to provide more differentiated instruction, including small group instruction, at all grade levels. There is a need to continue interventions using supplemental resources, to help foster understanding in meeting the standards, for students who are identified as needing such interventions. We will continue to integrate English Learner strategies across content areas, so that our ELs have an opportunity to practice more frequently, what they have learned during their English Language Development (ELD) block of instruction.

VIII. Report on implementation/effectiveness of the following areas of the School Plan Goal #2: *The school will, support, and retain qualified teachers, support staff, and administrators.* (Report on professional development activities at the school site.)

- a. Plan Implementation Goal #2 (Areas of Strength): Hamilton continues to implement, review/analyze State and District by-weekly assessment results (CAR's, Chapter/Topic Tests, Unit Tests, Math CSA's, ELA and Math benchmarks, Science Benchmarks and Tests, ELPAC, LAS, SBAC Results, IAB's, Projects, and Performance Tasks in ELA and Math. Assessment data is regularly used to monitor student growth, needs, and next steps. Teachers have a weekly collaboration time on Wednesday's from 1:30pm-3:30pm, which is utilized for teachers, admin and district support staff to be reflective of instructional practices, and find ways to address standards and concepts, to meet the needs of all students. Teachers have multiple and various professional development opportunities, provided by the district support staff, school site admin team and colleagues. As well, teachers are provided individual and grade level opportunities to attend PD through outside educational instructors and agencies.
- b. Plan Implementation Goal #2 (Areas of Need): Site leadership and teachers will continue to collaborate each week and use data from these assessments to: Monitor the learning of all students (including English Learners, Migrant students, Special Education students) and their progress toward meeting standards. Site leadership will monitor all student subgroups learning and progress toward meeting standards, identify and group students for intervention, plan instruction and intervention. This information will also be used to target specific professional development and classroom coaching/support.
- c. Plan Revisions
  - 1. Based on the review of student achievement and implementation of the School Plan, discuss program revisions or budget changes that will be made to the school plan or budget. The school plan was updated with new Baseline/Actual Outcome data for ELA, English learner progress, and math based on the 2019 California School Dashboard. The Expected Outcomes for each of these indicators was also updated using the new baseline to set expected outcome targets.
  - 2. Approve Program Changes / Revisions to School Plan  
Julee Pires made a motion to approve the above changes to the school plan (or to continue to implement the plan as written). The motion was seconded by Mariah Benitez.

IX. No Additional Items

X. Adjournment