



MEADOWS SCHOOL SITE COUNCIL (SSC) & ENGLISH LEARNER ADVISORY COUNCIL (ELAC)

September 16, 2024



AGENDA



WELCOME & INTRODUCTIONS

Bienvenida y presentaciones



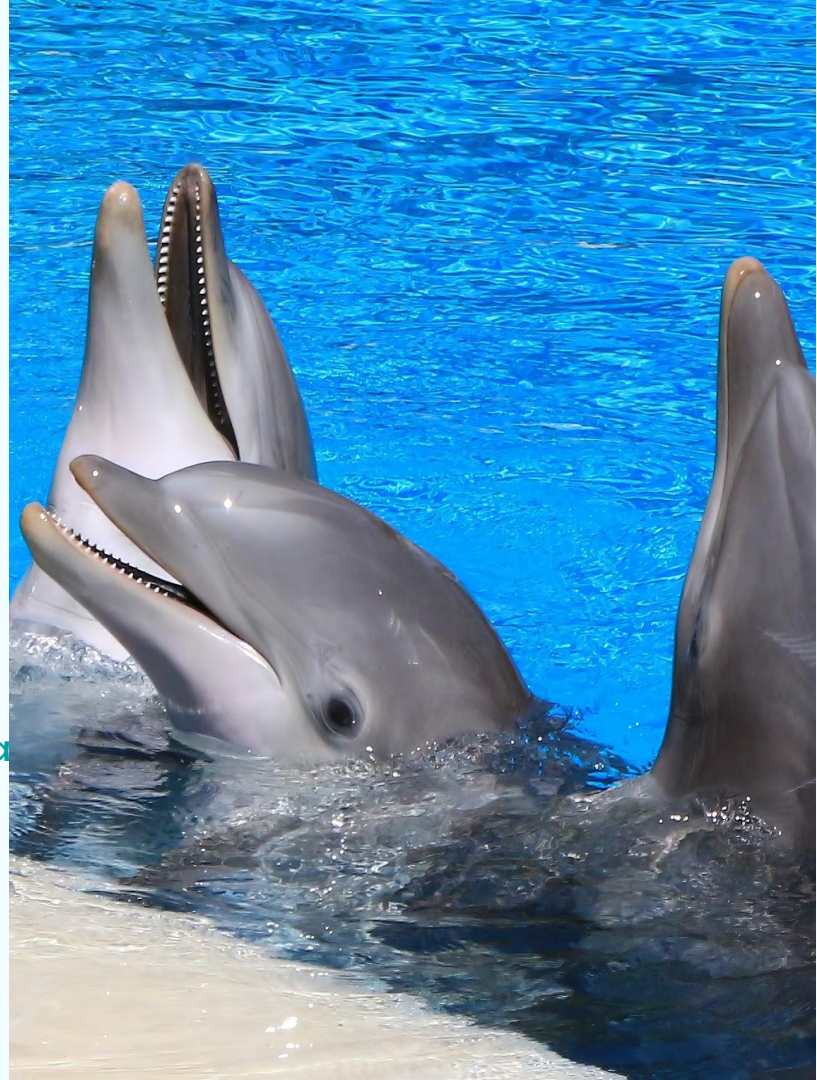
SCHOOL SITE COUNCIL

- School Plan Goals
- Bylaws
- Parent Involvement Policy
- Attendance
- Beginning of the Year (BOY) Data



ENGLISH LEARNERS ADVISORY

- Bylaws





VISION

To empower students to believe and achieve lifelong success.

MISSION

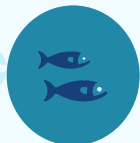
Students will be prepared for careers of the future in a personalized learning environment that fosters 21st Century Skills such as collaboration, communication, creativity, critical thinking, curiosity, and continuous improvement. In addition, students will be able to regulate emotions, set and achieve goals, show empathy for others and cultivate positive relationships. Students will be empowered to grow **socially** and **academically** to overcome adversity and achieve equitable outcomes.

MOTTO

Preparing Every Child for the Future



MEADOWS CORE VALUES



WE ARE AN INCLUSIVE COMMUNITY OF KINDNESS

- Everyone belongs here regardless of race, religion, language, intellectual **and social skill** ability, gender, gender identity or sexual preference.
- We learn and grow because of our differences.
- We take care of each other with patience and understanding.
- We speak up for each other.
- We treat each other with kindness, even when it is hard.
- We embrace our humanity and treat ourselves with kindness and grace.



WE CHALLENGE OURSELVES TO GROW

- We strive to be the best version of ourselves through continuous improvement and self-reflection.
- We view challenges as learning opportunities.
- We view failure as a temporary and actionable part of the learning process.
- We accept no one is perfect, including ourselves.
- We celebrate each other's wins.



WE ARE PROBLEM SOLVERS

- We recognize we have the power to solve our own problems.
- We take initiative in attempting to solve a problem.
- We seek help when we have used all of our tools/ideas and still can't solve a problem.
- We share our tools for problem solving with others.
- We recognize there is more than one way to solve a problem.
- We refrain from shame and blame.
- We aim to be proactive to prevent problems.



SCHOOL SITE COUNCIL

Consejo Escolar

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SCHOOL SITE COUNCIL BYLAWS



- ★ Purpose/roles responsibilities
- ★ Membership/elections
- ★ Officers/DAC representation
- ★ Operations
 - Minimum 4 meetings
 - Location = school & Zoom

- ★ Propósito o rol de las responsabilidades
- ★ Membresías o elecciones
- ★ Directores o representantes del Comité asesor del distrito (DAC, por sus siglas en inglés)
- ★ Operación
 - Mínimo 4 reuniones
 - Ubicación = la escuela (agregar zoom)



SSC ROLES & RESPONSIBILITIES



★ The purpose of the SSC shall be to:

- Develop and recommend a School Plan for Student Achievement (SPSA).
- Annually review the SPSA with the principal, classroom teachers, other school personnel, and parents and periodically assess the effectiveness of such programs.
- Carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

★ El propósito del comité escolar es:

- Desarrollar y recomendar un Plan individual para el rendimiento estudiantil (SPSA, por sus siglas en inglés).
- Repasar anualmente el SPSA con la directora, los maestros, otro trabajadores de la escuela y padres. Además de evaluar periódicamente la efectividad de dichos programas.
- Llevar a cabo todos los deberes y responsabilidades asignados en el Código de Educación del Estado de California.



Annual Title I Meeting Purpose

The Elementary and Secondary Act (ESSA) requires that each Title I funded school hold an Annual Meeting for Parents for the purpose of:

- Informing you of your school's participation in Title I
- Explaining the requirements of Title I
- Explaining your rights as parents to be involved.
- What is a Title I school?

- 40% or higher with free/reduced lunch qualifies for Title I
- Meadows is 69.9% free/reduced lunch

La Ley Cada Estudiante Triunfa (ESSA, por sus siglas en inglés) requiere que cada escuela que reciba fondos Título I lleve a cabo una reunión anual para los padres con el propósito de:

- *Informar sobre la participación de su escuela en el Título I.*
- *Explicar los requisitos del Título I.*
- *Explicar sus derechos como padres involucrados.*
- *¿Qué es una escuela Título I?*
 - *Califica para Título I si cuenta con un 40% o más de almuerzo gratuito o de costo reducido*
 - *Meadows es una escuela con un 69.9% de almuerzo gratuito o de costo reducido*



Title I Schools...

- Receive Federal Funds to support low income students to support math and reading for identified students. *Reciben fondos federales para apoyar el aprendizaje de matemáticas y lectura de los estudiantes de bajos recursos.*
- 1% of budget is set aside for parent involvement. *Reservan 1% del presupuesto para la participación de los padres.*
- 10% of budget is designated for professional development. *Designan 10% del presupuesto para desarrollo profesional.*
- Each school has a School Site Council & submits a Single Plan For Student Achievement (SPSA) annually. *Cada escuela tiene un Consejo Escolar y entregan anualmente un Plan individual para el rendimiento estudiantil.*
- A School-Parent Compact is located in the FMSD Parent Handbook. *El acuerdo entre padres y la escuela se encuentra en el Manual para padres de FMSD.*
- What is our current budget? *¿Cuál es nuestro presupuesto actual?*
 - **\$23,461 (-\$1,235)** in A budget (general fund)
 - **\$112,196 (-\$24,816)** in Title I, LCFF Supplemental & LCFF Concentration

2023-2024 School Goals in the SPSA/ Metas

LEA Goal 1: Achievement for All: With equity at the core, FMSD will increase of success for all students while addressing learning gaps.

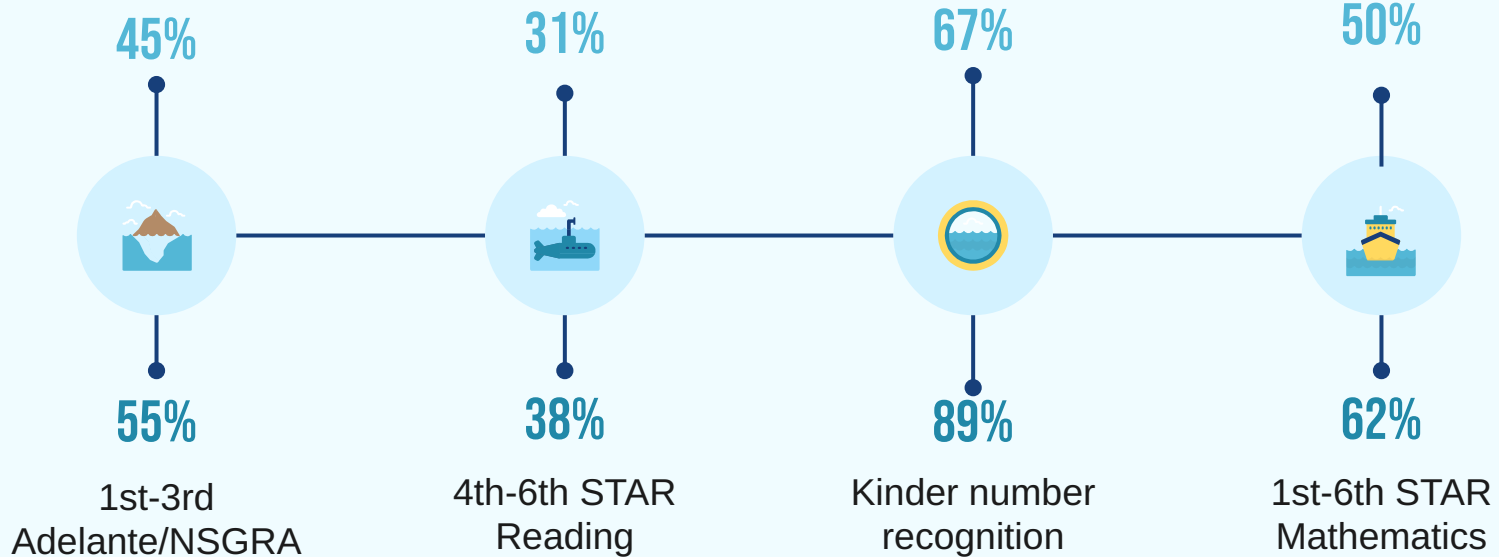
- By June of 2025, the distance from standard for ALL 3rd-6th students on **CAASPP will increase by 11.6 points** from 21.6 points below standard to 10 points below standard to move from "low" to "medium" rating in **English Language Arts**.
- By June of 2025, the distance from standard for All 3rd-6th students on **CAASPP will increase by 13.5 points** from 33.5 points below standard to 25 points below standard to move from "low" to "medium" rating in **Mathematics**.
- By June of 2025, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% from a 61.6 point to a 58.5 point gap in English Language Arts.
- By June of 2025, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% from an 80.2 point to a 76.2 point gap in Mathematics.
- By June of 2025, the percent of English Learners making progress towards English Language Proficiency will increase by 13.3% from 37.7% to 50% based on the ELPAC.
- By March of 2025, the percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 9% from 51% to 60% on **Next Step Guided Reading Assessment**.
- By March of 2025, the percentage of Spanish Dual Language Immersion students in grades K-3 meeting or exceeding standard in reading will increase by 18% from 32% to 50% on **Adelante Running Record in Spanish**.
- By March of 2025, the percentage of students in grade 4-6 meeting or exceeding standard in reading will increase by 11% from 34% to 45% on STAR Reading.

Meta 1 del Distrito: Logros para todos: basándose en equidad, FMSD incrementará el éxito de todos los estudiantes mientras se abordan las brechas de aprendizaje.

- *Para junio de 2025, la distancia del estándar incrementará 11.6 puntos para TODOS los estudiantes de 3ro-6to en el CAASPP; pasará de 21.6 debajo del estándar a 10 debajo del estándar para subir de clasificación de "bajo" a "medio" en Artes del Idioma Inglés.*
- *Para junio de 2025, la distancia del estándar incrementará 13.5 puntos del estándar para TODOS los estudiantes de 3ro-6to en el CAASPP; pasará de 33.5 puntos debajo del estándar a 25 puntos por debajo del estándar en matemáticas para subir de clasificación de "bajo" a "medio" en Matemáticas.*

2023-2024 SUMMARY DATA

MEETING STANDARD AT BOY



MEETING STANDARD AT EOY

CAASPP ELA/LITERACY-WHOLE SCHOOL

2023

SCHOOL	RANK	% MET/ EXCEEDED
Ramblewood	1	52%
Shirakawa	2	43%
Hellyer	3	42%
Meadows	4	40%
Stonegate	5	39%
Franklin	6	35%
Windmill	7	34%
McKinley	8	28%
Dahl	9	27%
Kennedy	10	26%
Lairon	11	20%
Los Arboles		20%
Santee		20%

2024

SCHOOL	RANK	% MET/ EXCEEDED
Ramblewood	1	50%
Hellyer	2	46%
Los Arboles	3	40%
Meadows	4	38%
Stonegate	5	38%
Windmill	6	35%
Franklin	7	33%
Shirakawa	8	30%
Kennedy	9	28%
Dahl	10	23%
Lairon	11	19%
McKinley		19%
Santee	12	16%

2024 CAASPP ELA/LITERACY-3RD GRADE

SCHOOL	RANK	% MET/ EXCEEDED	% MET/ EXCEEDED ELI	% MET/ EXCEEDED SDLI
Ramblewood	1	48%		
Hellyer	2	41%		
Shirakawa				
Los Arboles	3	40%		
Kennedy	4	32%		
Franklin	5	30%		
Windmill				
Meadows	6	26%	39%	4%
Stonegate	7	25%		
Dahl	8	20%		
McKinley				
Santee	9	12%		

CAASPP MATH-WHOLE SCHOOL

2023

SCHOOL	RANK	% MET/ EXCEEDED
Ramblewood	1	51%
Hellyer	2	37%
Windmill	3	36%
Shirakawa	4	35%
Meadows	5	34%
Franklin	6	30%
Stonegate		30%
McKinley	7	28%
Los Arboles	8	25%
Dahl	9	22%
Kennedy	10	18%
Santee	11	9%
Lairon	12	8%

2024

SCHOOL	RANK	% MET/ EXCEEDED
Ramblewood	1	48%
Los Arboles		48%
Hellyer	2	38%
Meadows	3	36%
Shirakawa		36%
Windmill	4	34%
Stonegate	5	33%
Franklin	6	28%
McKinley	7	19%
Kennedy	8	18%
Dahl	9	17%
Lairon	10	9%
Santee	11	8%

CAASPP MATH-3RD GRADE

2024

SCHOOL	RANK	% MET/ EXCEEDED	% MET/ EXCEEDED ELI	% MET/ EXCEEDED SDI
Los Arboles	1	49%		
Ramblewood	2	47%		
Shirakawa	3	44%		
Windmill	4	42%		
Stonegate	5	37%		
Hellyer	6	36%		
Franklin	7	35%		
Meadows	8	26%	41%	7%
Kennedy	9	23%		
McKinley		23%		
Dahl	10	17%		
Santee	11	7%		

2024-2025 School Goals in the SPSA/ Metas

LEA Goal 2: Positive School Environment, Climate, and Culture: Support the physical, mental and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

- By June 2025, the percentage of students in grades 3-6 who respond favorably to the questions around **sense of belonging** will increase by 6% from 69% to 75% as measured by the LCAP student survey.
- By June of 2025, the percentage of students who are **chronically absent** will decrease by 2.1% from 18.1% to 16% as measured by the California School Dashboard.
- By June of 2025, the percentage of **English Learners** who are **chronically absent** will decrease by 3.1% from 21.1% to 18% as measured by the California School Dashboard (20% is the cutoff between high and very high).
- By June of 2025, the percentage of **Hispanic Students** who are **chronically absent** will decrease by 3.8% from 21.8% to 18% as measured by the California School Dashboard (20% is the cutoff between high and very high).
- By June of 2025, the percentage of **students socioeconomically disadvantaged** who are **chronically absent** will decrease by 2.8% from 20.8% to 18% as measured by the California School Dashboard (20% is the cutoff between high and very high).
- By June of 2025, the percentage of **students with disabilities** who are **chronically absent** will decrease by 5.5% from 25.5% to 20% as measured by the California School Dashboard (20% is the cutoff between high and very high).

Meta 2 del distrito: Ambiente escolar positivo, Clima, y cultura: Apoyar el bienestar físico, mental y social de los estudiantes y del personal al establecer sistemas y crear un ambiente seguro, cordial e inclusivo que permita a los estudiantes participar en el aprendizaje y en la comunidad escolar.

- Para junio de 2025, el porcentaje de los estudiantes en 3ro-6to que respondan favorablemente a las preguntas sobre la **sensación de pertenencia** aumentará un 6%, pasará de un 69% a un 75% de acuerdo a la encuesta LCAP.
- Para junio de 2025, el porcentaje de los estudiantes que están **crónicamente ausentes** disminuirá un 2.1%, pasará de un 18.1% a 16% de acuerdo a la encuesta LCAP.

A dolphin is shown in mid-leap, its body arched as it moves from the bottom left towards the center. The background is a soft, out-of-focus sunset with warm orange and yellow tones. The entire scene is framed by light blue, organic, wavy borders on the left and right sides.

RESTORATIVE PRACTICES

What are the expected responses when we are confronted with unexpected behaviors?

The aim of restorative practices is to **develop community** and to manage conflict and tensions by repairing harm and building relationships.



You can't repair something you never built.



2023

Chronic Absenteeism

All Students

State



Orange

18.1% chronically absent

Increased 1% ⬆

-\$26,051

ATTENDANCE

- ★ SLEEP EARLY
- ★ WAKE UP EARLY
- ★ EAT BREAKFAST
- ★ GET TO SCHOOL ON TIME



GOAL:
98% ADA

MEADOWS AVERAGE DAILY ATTENDANCE						
GRADE	PROGRAM	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
		15 DAYS				
K	ELI	95.86%				
	SDLI	95.28%				
1ST	ELI	94.44%				
	SDLI	97.68%				
2ND	ELI	96.17%				
	SDLI	97.04%				
3RD	ELI	96.08%				
	SDLI	98.23%				
4TH	ELI	96.38%				
	SDLI	97.38%				
5TH	ELI	94.49%				
6TH	ELI	97.60%				

2024-2025 School Goals in the SPSA/ *Metas*

escolares

LEA Goal 3: Family and Community Engagement - FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

- By June 2025, the percentage of parents with favorable responses to the questions around parent engagement will increase by 3% from 94% to 97% based on the Winter LCAP Family Surveys.
- By June 2025, the percentage of parents with favorable responses to the questions around outcomes will increase by 5% from 87% to 92% based on the Winter LCAP Family Surveys.

Meta 3 del distrito: Participación familiar y comunitaria - FMSD tendrá participación por parte de los padres de familia/tutores y de los miembros de la comunidad para el apoyo de resultados académicos para todos los estudiantes.

- *Para Junio de 2025, el porcentaje de los padres que respondan favorablemente a las preguntas sobre la participación de los padres aumentará un 3%, pasará de un 94% a un 97% de acuerdo a encuesta familiar del LCAP.*
- *Para Junio de 2025, el porcentaje de los padres que respondan favorablemente a las preguntas sobre resultados aumentará un 5%, pasará de un 87% a un 92% de acuerdo a encuesta familiar del LCAP.*

Title I School-Level Parental Involvement Policy Meadows Elementary School

Meadows has developed a written Title I parental involvement policy with input from Title I parents. The policy was developed through parent input during School Site Council Meetings. The policy will be distributed to the parents of Title I students through our parent communication platform. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Meadows, the following practices will have been established:

- **The school will convene annually to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.** The first annual parent meeting of every year, the Principal will review the Title I requirements and funding priorities. The principal will inform parents of the requirements and the rights of parents to be involved in the process.
- **The school will offer periodic meetings for all governance groups such as School Site Council and English Learner Advisory Committee.** Title I parents will be invited to attend all governance meetings and participate in input sessions at additional principal parent meetings.
- **The school will involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**** Through Principal Parent Meetings and School Site Council, parents will be encouraged to provide input in the planning, review, and improvement of the school's Title I programs and parental involvement policy. The school provides parents of Title I students with timely information about Title I programs.
- **The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.** During Back to School Night, teachers review the school curriculum and assessments used. During ELAC meetings, the ELPAC assessment is discussed with parents. Additional assessments are discussed and reviewed in School Site Council meetings such as state and local assessments.

PARENT INVOLVEMENT

School Site Council (SSC)

Responsible for writing and monitoring the Single Plan for Student Achievement
Must be comprised of equal parts - school staff & Parents/community
Need to elect DAC Representative

Magdalena Moore	Principal	
Rosalie Yu (1)	Teacher	
Kristina Lochmann (2)	Teacher	
Erin Cardona (1)	Teacher	
Donnell Fassler (1) <i>DAC Representative</i>	Classified Staff	
Paula Lara (2)	Parent	Child in 6th
Lucia Hernandez (1)	Parent	Child in 1st
Nadia Romero (1) <i>DAC Representative</i>	Parent	Child in 4th
Jessica Lopez (1)	Parent	Children in 2nd & 4th
Veronica Rizo (2)	Parent	Children in 3rd SDI & 5th

*For SSC each member can serve for 2 years based on bylaws. Year Number is indicated in ()
DAC Representative*

English Learner Advisory Committee (ELAC)

Advises School Site Council on Programs for English Learners
Minimum of 5 parents with 49% or more representing ELs

Lucia Munoz	RFEP	Child in 6th
Paula Lara <i>DELAC Representative</i>	RFEP	Child in 6th
Nadia Romero	EL	Child in 4th
Diana Garcia	EL	Child in 4th
Annette Cruz	EL	Child in 4th

For ELAC, there are no term limits. Our membership needs equal or greater numbers of EL parents as our EL population.



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ENGLISH LEARNER ADVISORY COMMITTEE

Comité Asesor de Aprendizices del
Idioma Inglés



ENGLISH LEARNER ADVISORY COMMITTEE BYLAWS



- **Purpose/roles responsibilities**
 - **Membership/elections**
 - **Officers/DELAC representation**
 - **Operations**
 - **Minimum 3 Meetings**
- *Propósito/responsabilidades del rol*
 - *Membresía/elecciones*
 - *Directores o representantes del Comité asesor del distrito (DAC, por sus siglas en inglés)*
 - *Mínimo 3 reuniones*





ENGLISH LEARNER ADVISORY COMMITTEE ROLES & RESPONSIBILITIES

- ★ Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA)
- ★ Advise the principal and staff on the school's program for English Learners
- ★ Assist in the development of Schools
 - Needs Assessment
 - Language Census Report
 - Efforts to make parents aware of the importance of regular school attendance
- ★ Aconsejar al Consejo escolar (SSC) sobre el Plan individual para el rendimiento estudiantil (SPSA)
- ★ Aconsejar a la directora y al personal de la escuela para los Aprendices del Idioma Inglés
- ★ Apoyar en el desarrollo de las escuelas
 - Evaluación de necesidades
 - Reporte del censo de lenguaje
 - Esforzarse para crear conciencia sobre la importancia de la asistencia a la escuela.





3

SCHOOL UPDATES

Actualizaciones escolar





THANK YOU FOR COMING

Gracias por venir

