



C.E. Dingle Elementary School

School Site Council (SSC) Minutes February Part 2

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| Meeting Date Fecha de la Reunión: February 27, 2024 | Meeting Location Ubicación de la Reunión: Library |
| Starting Time Hora de Inicio: 4:30 PM | Ending Time Tiempo de Finalización: 5:44 PM |

Participantes: Elected SSC Council Members. All staff, parents and members of the public are invited. Participantes: Miembros electos del Consejo del SSC. Todo el personal, padres y miembros del público están invitados.

| Item/Time Limit Artículo / Límite de Tiempo | Actions Requested Acciones Solicitadas | Person Responsible Persona Responsable | Comments/Parent Advice Comentarios / Consejos de los Padres |
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| 1. Call to Order /llamar al orden (1 minute) | None | Chair | |
| 2. Roll Call/ Acto de tomar lista (1 minute) | None | Chair | Present: <ul style="list-style-type: none"> ● Laura Valencia ● Andrea Nolasco ● Sarah Monley ● Irene Difuntorum ● Faustino Ruiz Jr ● Brenda Rojas-Flores |

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE/ LA AGENDA DEBE SER PUBLICADA 72 HORAS ANTES DE LA FECHA DE LA REUNIÓN

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| | | | <ul style="list-style-type: none"> • Juana Hernandez • Gilberto (Tito) De la Torre |
| 3. Additions/Changes to Agenda / Cambios adicionales a la agenda (1 min.) | | Chair | <p>Sarah asked SSC if we could send an email regarding the PLC agenda item. Everyone will review the email and offer feedback.</p> <p>Discussion: WJUSD does not have to recreate the tracking wheel. Is there one that Solution Tree can provide?</p> <p>Action item: SSC members will text or email Sarah Monley if they are willing to be copied on the BOT email.</p> |
| 4. Reading and Approval of Minutes/ Lectura y Aprobación de los Minutos (5 min.) | February Minutes | | <p>Moved for approval by Tito de la Torre</p> <p>Seconded by Ms. Difuntorum</p> |
| 5. Reports of Officers/Committees/ Informes de Oficiales / Comités (10 min.) | *Not Applicable | Chair | <p>Sarah Monley provided a report from the 2/26/24 LCAP committee meeting. She explained that yesterday's conversation was focused on the questions participants had regarding LCAP goals 1 and 2 mid-year metrics. These data were provided by Christina Lambie's Directors through January 31, 2024. The annual review data will be available in April. At the March committee meeting members will continue to review goal 2 and complete review of goal 3 and 4 metrics.</p> <p>Sarah reiterated that the LCAP goals will not change. The four goals were adopted for three years in 2021 and were renewed by the Board of Trustees in June 2023.</p> <p>What can change are the LCAP actions and the LCAP metrics measured and tracked under each goal. This is a very exciting area of opportunity for SSC to explain to the District which data we need to better meet needs and fund programming at the site level.</p> |
| 6. Public Comment/ Comentario Público | | Chair | n/a |

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| (5 min.) | | | |
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***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person. * Bajo la Ley de Reuniones Abiertas, ninguna acción relacionada con comentarios públicos puede ser objeto de acciones en la reunión. Los problemas planteados en la reunión pueden programarse para otra reunión del SSC, según lo apruebe el consejo. El comentario público se limita generalmente a dos minutos por persona.**

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| 7. Unfinished Business Asunto Inconcluso (0 min.) | | Principal | The committee will begin the needs assessment today. |
| 8. New Business Nuevos Negocios (45 min.) <ul style="list-style-type: none"> ● Review 21-22 SPSA ● Complete the comprehensive needs assessments document ● Monitor and Review school plan implementation using SPSA Monitoring Tool | | Chair/Principal | <p>The focus of today's meeting was to conduct a root cause analysis and needs assessment.</p> <p>At Dingle, there is a deep desire to be able to identify the students, by name and grade, with the greatest needs in: ELA, Math, ELPI, Absenteeism and Suspension.</p> <p>Mrs. Valencia reviewed the CA School Dashboard year-over-year comparison once more. The major focus for Dingle based on these data is ELA.</p> <ul style="list-style-type: none"> ● In the Dashboard itself, Mrs. Valencia reiterated that our focus will be English Language Arts (ELA). She reviewed the subgroup results as well. Specifically, English Learners, Hispanic, Socioeconomically Disadvantaged. The data are based on 3 - 6 graders. There are some students who we cannot know about from the data (i.e. any subgroups with less than 30 students). ● In the dashboard, data regarding Dingle is based on 179 students. ● Andrea asked if we could see progress/changes in grades over time. <p>Action Item: Mrs. Valencia will send the data by grade level after this meeting.</p> <ul style="list-style-type: none"> ● Mr. Ruiz asked if the ELP trend was district-wide or if it was Dingle specific. Mrs. Valencia shared the ELA/Literacy matrix for grades 3-8. |

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| | | | <p>For English learners at Dingle, English Language Proficiency did increase significantly (10% points or greater) Ours was 14%. Our status is Medium, but we would like to move up to High (i.e. 55% to 65%). The major goal for our El Specialist is to NOT lose any points in the year ahead.</p> <ul style="list-style-type: none"> ● Mr. Ruiz reiterated that the District must do a better job classifying English Learners accurately. The only way to be reclassified is to go through the process and sometimes parents aren't aware of the implications of being classified as English Learners. Additionally, there are students who are on an IEP and they may not show ELP progress, but it's due to a learning disability. ● Mrs. Valencia shared that we are VERY LOW (-70.1 points or fewer) for English Language Arts/Proficiency. We are 88 points below the standards for English Language Arts. ● For Math, we are VERY LOW (-95.1 points or fewer) below. ● While looking at the graph, Andrea asked why Spring Lake and Sci-Tech are scoring VERY HIGH. What are they doing? This conversation turned into a discussion about the need for schools to move up in level. Specifically the changes in Spring Lake for ELP. ● Mr. Ruiz asked if these data were based on the reading portion or on the whole test. The state test is reading only. LPAC tests listening, speaking, reading and writing. The test comparisons are apples to oranges. Mr. Ruiz would prefer we look at comparisons for reading sections only. ● Ms. Difuntorum reiterated that state testing is 1 - 2 days, maybe three. There are so many variables that could impact a student's score. ● Mrs. Valencia wants to do a student focus group to learn about how to mitigate student test anxiety. What would you need (e.g. a separate testing room?) <p>LCAP has one goal that focuses exclusively on English Learners (EL). At Dingle overall, English Language proficiency is advancing, but there is a severe gap between ELA scores for English Learners when compared against non-English Learners.</p> |
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| | | | <ul style="list-style-type: none"> ● Mrs. Valencia is looking at designated supports versus integrated supports. When EL learners are in designated time they are thriving, but when they return to the classroom and are integrated they are falling behind. ● Teachers have been trained on how to promote linguistic opportunities in the classroom and how to decorate the classroom with English words to promote engagement. ● Andrea asked if students are intimidated when they are re-integrated in the classroom. Are there supports for building confidence in students, for example. Mrs. Valencia reiterated that this is a valuable insight for the needs assessment. <p>Our focus is three groups:</p> <ol style="list-style-type: none"> 1. English Learners 2. Hispanic Learners 3. Socioeconomically (SES) Disadvantaged Learners <p>Introductory discussion For English Learners, what are the barriers these students face? Andrea shared:</p> <ul style="list-style-type: none"> ● Classroom integration/intimidation ● Confidence in the classroom ● Not knowing what supports are available from the school via the parent-child relationship ● Having standard expectations throughout the year (e.g. what you should know at certain points throughout the year). A tool/chart to show the student how they are growing along the chart. How they are progressing. <p>Mrs. Valencia posted the following question to the group: Why are English Learners, Low SES Learners and Hispanic Learners the lowest-performing groups at Dingle?</p> <ul style="list-style-type: none"> ● All members placed wrote answers on individual post-it notes and then grouped responses into the following categories: <ul style="list-style-type: none"> ○ Systems ○ Access to Education |
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| | | | <ul style="list-style-type: none"> ○ Outside needs ○ Social-emotional needs ● SYSTEM NEEDS <ul style="list-style-type: none"> ○ Supporting parents and families to feel part of the school experience by communicating the level of comprehension or learning style ○ Lack of measurable, specific interventions ○ Lack of focused supports ○ Lack of familiarity with the structure of the school “the way we do things here” ○ Need for creating/integrating more home-like environments ○ Interaction with other students who do well in English. Groups for growth and peer growth. ○ Rewarded or challenged? Motivate through setting goals and challenged by what progress can/is possible. ○ English Learner that has not been identified as needing an IEP ● OUTSIDE NEEDS <ul style="list-style-type: none"> ○ Have other worries (family problems, economic) ○ What supports other than home do they have? Parents may not be able to help/are not home to help with homework. ○ No family support system ○ Transportation to and from school ○ Hunger ○ Home stress ○ Limited or no quite, separate space to do homework ○ Limited resources ○ Absences ○ Parents relying on school to take care of students’ needs ● ACCESS TO EDUCATION NEEDS <ul style="list-style-type: none"> ○ Strong phonics foundation ○ English Learner that is also on an IEP ○ Need of academic vocabulary knowledge ○ Lack of vocabulary repetition and opportunities to hear and use new words |
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| | | | <ul style="list-style-type: none"> ○ Lack of one-on-one reading opportunities - especially out loud ○ Academic gaps in foundational skills in the primary language ○ Student knows that they do not need to perform as well as their peers ○ Not knowing what their goals are ○ Support by staff other than in home ● SOCIAL-EMOTIONAL NEEDS <ul style="list-style-type: none"> ○ Mental health needs of student ○ Mental health needs of parent/guardian ○ Not knowing how far they can go because they do not ask for support ○ Not feeling safe ○ Test anxiety ○ Lack of motivation/incentives not being enough ○ Shyness ○ Not knowing where to go for help ○ Fear of being wrong ○ Lacking a sense of belonging ○ Not knowing how to build resiliency ○ Not understanding that risks and mistakes build great things in life (e.g. knowledge and growth) ○ Not being able to build confidence <p>ACTION ITEM: Prior to the 2024-2025 Academic year: Mrs. Valencia will develop a single-sheet checklist of the most critical, core standards each student must achieve in each grade level.</p> |
| <p>9. Adjournment Cierre de junta (1 min.)</p> | | <p>Chair</p> | <p>Next Meeting at 4:30 p.m. on March 12 Chair adjourned at 5:44 p.m. Seconded by Ms. Difuntorum</p> |

Prepared By: Sarah Monley



Date Posted: _____

(signature)

Date: February 27, 2024

*All meeting materials available after the meeting. Contact the school office at 530-662-7280 for materials.