

 Cesar Chavez Elementary School	
	2600 E. Pecan St. Madera, CA 93638 (559) 664-9701

School Site Council Minutes/Junta del Consejo Escolar **Thursday/jueves, Dec./diciembre 7, 2023 5:30 p.m.** **Cesar Chavez Elementary Library/biblioteca**

1. Welcome/ Bienvenida

In attendance: Melissa Rojas, Maura Solis, Franzuely Gracia, Stephanie McPherson, Sandy Lamphear, Isabelle Hume, Mike Falls

2. Call to Order/Llamada al Orden - 5:35 pm

3. Adoption of Agenda/Adopción de la Agenda [Sandy Lamphear...moved to approve the agenda. Isabelle seconded the motion, all in favor.](#)

4. Public Input/Información del Parte del Público [No one from the public is present.](#)

5. Reading and Approval of Minutes/Lectura y Aprobación del Acta [Time to read previous minutes. The spelling of Isabelle and Lamphear were corrected. Sandy moved to approve the minutes. Melissa seconded the motion. All in favor.](#)

6. New Business/ Asuntos Nuevos

a. Community Schools Grant/Subvención para escuelas comunitarias

<https://www.youtube.com/watch?v=JZDeARyIIPU>

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[Videos were shown to give an overview/introduction of the community schools concept. Mrs. McPherson shared that we are just getting started and that SSC contributes to this. Our SSC and decisions we make should reflect the intent and belief structure of community schools. When we are in these meetings we really want to discuss the needs of our school and hear from parents and teachers on what the needs are and what we can bring in to meet those needs. There may be things that we can't bring, because the grant won't allow, but we start with the discussion of what is needed here.](#)

[A powerpoint presentation was shared to give more information on community schools participation program.](#)

[There are four pillars:](#)

[1. Integrated student supports \(student advocate can help with behavior, SEL needs\) We have a counselor already, we don't have a behavior technician on](#)

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site, but there is one who comes to our site. Behavior technician position was explained and how they work with students.

2. Family and community engagement. Part of this is our Parent Resource Center (PRC) . We don't have a PRC on our site, the nearest is Rose and they welcome our parents there. They can help to connect to outside services as well and can help with referrals for counseling needs.

3. Collaborative Leadership and Practices for Grade Levels. Our grade levels have leaders that participate in collaborative planning times for the school.

4. Extended learning time and opportunities: This would be all of the Winter activities offered which many families signed up to attend. Another is Playworks, our recess program.

4 cornerstone commitments slides shared

- Assets-driven: we really work with the community on the strengths and assets of the students.

- compromise towards restorative school environments and racial justice

- powerful culturally proficient and relative instruction: we've done a lot of work to make sure students can really see themselves in their books. Mrs. McPherson shared a classroom example regarding an Arabic student and the insistence of his teacher to read the book and the student explained the culture during the reading.

- shared decision making and participatory practices

Slides were shared on four proven practices: ELAC and SSC share decision making

Community school coordinator from the district, Mr. Christiansen, coordinates the implementation of the grant with all the school sites.

Primary focus is on SEL and creating healthier families and communities.

Fact sheets can be printed off and sent home for reading at a later time.

This SSC will be listed as the leadership team for our school input on the grant. Mrs. McPherson will be sharing data to allow for input to be provided. SSC will approve the budget and money can't be spent until the input is agreed upon. ELAC and PBIS team will also be providing input for the needs of the school. This funding will be used to support the SEL of our students, our most needy students. We will build on what we already have and will pull together the needed support for that with a community link. The amount of funding

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depends on the enrollment of students in the school. The funds come to the district and will be distributed, some go to trainings, PRC, employment, and some come directly to the school site activities. Proposed grant funded Staff: student advocate, intervention specialist in the district, community support specialist, child welfare and attendance liaison, PRC assistant, behavior intervention technician, behavior analysts, there is even a PE TSA who was hired to go around and teach the kids the games for Playworks. What questions do you have?

Maura Solis “you had mentioned they are not here located at this school, do they work at another school in the district?” They are housed at the district office (behavior analyst and support technicians) as a home base and visit school sites where there is a need before moving onto a different school. Question to teachers from Mrs. McPherson “What do you feel are the needs for our students?” Sandy says “I think it would be nice if we could have some social skills groups where they could practice social skills like joining a group on the playground and having some modeling to lessen the aggravation when things aren’t going the right way that we may not hear about until it has elevated.” Second step addresses some of this. Sandy explained what the Second Step program is and how it helps them to think through reactions and being aware of your body and practicing how to rethink and keep control of the situation. Mike added it helps identify the awareness of the response. Maura “is that offered to all students or certain students?” Sandy replied that on Monday morning every grade level in the school (district too) teaches a SEL lesson. Maura asked “Is there anything for behavioral needs?” Mrs. McPherson responded with yes the counselor will group students based on student needs. It was mentioned to Sandy that it sounds like you would like something in between the counselor and Second Step for your class. Sandy agreed so that there can be prepared modeling demonstrations.

Maura “Are the parents receiving any sort of coping skills that they can use at home?” Melissa asked “Isn’t there a text that goes out as well?” The idea was shared that there could be a link shared in Parent Square. Maura: “Is this something the student advocate could do?” Discussion was had about how to best send home the Second Step letters. We know that our students need lots of SEL support and the district sends out messages regarding events that are available. Loving solutions class was offered and a lot of parents came and participated to learn hands-on things they can do with their students.

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Parent input: Maura said more involvement from parents. Mrs. McPherson asked clarifying question of what kind of involvement. Rafael *student* asked “when is the pancake breakfast coming back.” Maura clarified that she means behavioral health and parents showing up to workshops and PRC. We could target some of those behaviors at home if parents had something that would help with lessons. Connection to PRC was mentioned and getting them connected to improve parent involvement, Isabelle will reach out to PRC to set something up to meet this need. Franzuely mentioned she showed up to a parenting class at another site and there were only 3-4 parents and she hopes that if we set something up they will come.

b. Bylaws/Estatutos copies of the bylaws were provided. They talk about the rules of SSC, and what the responsibilities are of SSC members. There isn’t much change allowed to bylaws. Melissa moves to approve the bylaws and Sandy seconded. All in favor.

7. Old Business/asuntos anteriores

a. Data Review/Revisión de datos:

-CAASPP writing-no score data presented and reasons for why a no score may have occurred on the test. Daily writing was implemented in all classrooms, which allowed for improvement over the previous year. Overall 49 students improved and received a score from the 2021-2022 year to the 2022-2023 year. Only 3 schools in the district improved more than we did. A new strategy has been introduced for writing to continue improvement in writing. The ideas should flow and make sense to show improvement in the writing on the test and receive a higher score.

-Panorama Survey: student responses for grades 3-5, 6th grade have slightly different questions. We look at different areas: school belonging (growth from 66% to 81%), school engagement (best increase 68% -78%), school safety (60 to 75%) , school climate (68% to 74%).

6th grade results: school safety went down, this group has a lot of conflict so they see safety going down. School climate was the highest at 66% last year was 62%, School belonging growth from 59% to 65%, School safety 69% last year 62% this year, School engagement

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41% last year to 46% this year. Rafael asked about this year's data and was told that we were looking at current year. Franzuely asked When they go out to recess is there security out there? answer: teachers and noon aids, but no security. She is wondering what kind of setup/supervision is there as preventive measures for bullying during recess. Explanation that supervision is set stations of field, play structure, picnic tables, black top, and one by restrooms.

-English learners: 255 total ELs Reclassified 26 long term english learners (LTEL) (5-6 grade) 27 at risk LTEL (3-4) 71 RFEP monitored 64. We want to double or triple the reclassified number. They take the test in February/March and we look at the ELPAC scores and the NWEA reading and writing scores to determine reclassification qualifications.

- b. Budget updates/Actualizaciones del presupuesto
budget update provided of what has been spent so far which is listed in the far right column. In instructional supplies we spent more than allocated: headphones and curriculum for teachers have been purchased (math for 3-4). We do have the ability to shift funds to address the allocated needs. Questions: teacher extra time Sandy asks about it being more than doubled already and is that from tutoring? Response: It is possible that the budget code was incorrect. It may also be the job share in 3rd grade and the teacher that isn't on site teaching that day coming in for training is paid for the whole day so that they can participate in the training with the team. Maura asked if this year's third graders are using the new math program? Response: yes they are.
 - c. English learner updates/Actualizaciones para estudiantes de inglés
8. Reports/Informes
 9. Announcements/Anuncios
 - a. Pancake Breakfast/Desayuno de panqueques **December 22**
6:00am-8:00am. 5:30 start time of cooking pancakes to be ready at 6:00. Maura asked who pays for that? Donations are how we fund this. Maura asked Who offered to pay for pancakes? The director of child nutrition offered to pay for all of the mix and make all the pancakes with his team and it was declined as it is the students joyful event to work on making pancakes.

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- b. Parent Conferences/Conferencias de padres Franzuely asked about the dates? parent conferences are January 22-26, the second week of January after we return from break.
10. Next Meeting/ Próxima Junta February 21, 2024/21 febrero 2024
11. Adjournment / Levantamiento de la Sesión Mike made a motion to adjourn the meeting, Maura seconds. All in favor. Adjournment at 7:01pm

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