

School Site Council Meeting (SSC)

La Escuelita T/K-8 School

Wednesday, March 1st @ 1:40pm in Rm. A-126

All parents are encouraged to participate

1. Introductions/Welcome

- a. Approve minutes from last meeting
- b. Role call

2. Review SPSA

- a. Gain feedback from parents
- b. Gain understanding of focus areas based on SPF

3. Title 1 money adjustment

2017-2018

- Title 1 - \$71,990.45
- Title 1 Parents - \$1,982

2016-2017

- Title 1 - \$61,677
- Title 1 Parents - \$1,581

4. Review G1 Guidelines

- a. Review Guidelines
- b. Gain feedback from SSC on G1 money

5. Closing

2/16/2017

Start Time: 3:50pm

Present: Alexia, Frederick, Garcia, Sebalza, Thompson, Norma Juarez

Because of attendance issues a vote was held to fill a position of parent. Norma Juarez was nominated and second was made by Garcia. All members voted yes, and Norma is the new Secretary.

Approval of minutes from last meeting. Time given to review minutes. Move to approval of minutes by Kerri Frederick. Second by Thompson. All members voted yes.

Projections for next year. Mr. Franey explains why the money is similar in amount because of the amount of students we have projected for next year.

Open discussion for what money will be spent on.

-Academic Mentors

- The parents have expressed the importance of the role of the Academic Mentor to work with small groups, and to help students in small groups.
- Ensuring that the Academic Mentors hired have experience working with students.

Motion to use money for Title 1 (\$60,612) 2017-2018 by Kerri Frederick for hiring 4 to 5 Academic Mentors. (As many Academic Mentors as the total amount can afford.)

All Council Members voted YES.

Motion to use \$15,000 to support teachers tutoring 2 days per week, and 1 hr. Of planning time for students after school until the end of the school year by Kerri Frederick.

All Council Members voted YES.

Motion to close the meeting by Carmen. All Council Members vote yes.

Meeting adjourned 4:22pm

School Site Council Meeting Sign-In

School: La Escuelita

Date: 3/1/2019

Place "X" in Appropriate Representation Column

Printed Name	Signature	Staff	Parent or Community	Student
Alexia A Maciel			✓	
XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX		XXXX	
ARIZBETH Roman				
Maricela Xique				
Graciela Andrade				
Damon Thompson			✓	
Carmen Sebatza		✓		
Kerri Fredenik		✓		
Margarita Garcia		✓		
Rosa Vicente	Rosa Vicente			
Jeffrey Franey		X		
Eve Delphin	Eve Delphin	✓		

Meeting Start Time: 2:00pm

Attendance: Sabalza, Frederick, Garcia, Alexia, Thompson

Review minutes from last meeting.

Discussing Academic Mentor position. How are we measuring the growth from having academic mentors?

-We would be using SRI, SMI, and F&P data to measure this growth.

-Are Academic Mentors able to do what the students need? Sebalza responded yes, they are, but could not speak for others.

-We need to make sure that Academic Mentors are in alignment with what students need.

Mr. Thompson suggests what would be other potential things we could use the Title 1 10k increase for? Playing materials, dance, art, or other extra curriculum. How are we impacting the middle school?

Title 1 Parents: Mr. Franey explains what the money can be used for. (materials related to parent communication, workshops, etc). Parents discuss ideas, and needs that parents could use the money for. Parents like being able to meet and gain information about assessment levels, SBAC, and grades. Also, parents will work on getting more parent volunteers to help out around the school.

Discuss G1 funding for Middle School. Mr. Franey explains the G1 funding, and what partnerships he is seeking out to have that money spent. (Middle school partnerships for Language, Art, Choir, Cooking, Student Teaching, and Music classes).

In looking at the site plan the SPF was brought up and how that correlates to our School Site Plan. SSC reviewed each priority from the SPSA to ensure that it aligns, and is driven by specific data points in the SPF.

Parent input: A list of room parent volunteers that work in teacher classrooms that would then assist the teacher. That way the Academic Mentor and Teacher could/should focus on intervention, and differentiation. This would require a volunteer coordinator that would help facilitate this happening.

Meeting Adjourns at 3:00pm

Tiempo de Comienzo de Junta: 2:00pm

Asistencia: Sabalza, Frederick, Garcia, Alexia, Thompson

Revisar los minutos de la última junta.

Discutiendo la posición de Mentor Académico. ¿Cómo estamos midiendo el crecimiento teniendo mentores académicos?

-Estaremos usando los datos del SRI, SMI, y F&P para medir este crecimiento.

- ¿Son los Mentores Académicos capaces de hacer lo que los estudiantes necesitan? Sabalza respondió que sí, pero no pudo responder para los otros.

-Necesitamos asegurar que los mentores académicos están en alineamiento con las necesidades de los estudiantes.

El Sr. Thompson sugirió, que son otras cosas que se puede usar la adición de los \$10K de Título I. Materiales de jugar, danza, arte, e otras actividades de extraescolar. ¿Cómo estamos impactando la escuela secundaria?

Padres de Título 1: El Sr. Franey explica que son los usos permitidos de ese dinero. (materiales relacionados a comunicación de padres, talleres, etc.) Los padres hablan de ideas, y necesidades que el dinero se puede usar para los padres. Los padres les gusta tener juntas para reunirse y ganar información sobre los niveles de evaluaciones, SBAC, y las calificaciones. A demás, los padres estarán trabajando en tener más padres voluntarios para ayudar en la escuela.

Discurso de fondos de G1 para la escuela secundaria. El Sr. Franey explica los fondos G1, y cuales asociaciones él está buscando para gastar ese dinero. (Asociaciones para la escuela secundaria para Lenguaje, Arte, Coro, Cocinar, Enseñanzas Estudiantiles, y Clases de Música).

En revisar el plan del sitio, el SPF fue mencionado y como se correlacione con nuestro Plan del Sitio Escolar. El SSC reviso cada prioridad del SPSA para asegurar que está en alineamiento, y que esta corrido por puntos de datos específicos en el SPF.

Contribuciones de Padres: Una lista de voluntarios de padres de salón que trabajan en los salones que pueden asistir a los maestros. Así los mentores académicos y los maestros pueden enfocarse en intervención, y diferenciación. Esto requiere un coordinador de voluntarios que ayudara que esto pase.

Junta dio acabo a las 3:00pm



February 15, 2017

To: Jeff Franey, Principal
La Escuelita Elementary School

From: Gloria Gamblin, Interim Chief Financial Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Subject: 2016-2017 Final Title I, Part A Basic and Compensatory Education Allocation

Action Requested **REVIEW FINAL TITLE I BUDGET ALLOCATION**

Background and Discussion

Each year a projected Title I allocation is loaded into your school budget based on an estimate of the grant the district receives and your school's anticipated students who qualify for funding.

Once the federal allocation of Title I funds is finalized and the site enrollment figures confirmed, OAP recalculates the dollar amount for your site based on a revised per pupil amount. Your site's final Title I budget for 2016-17 is below:

Resource #	Program #	Resource/Program Name	Amount	Difference from Initial Allocation
3010	4850	Title I, Base	\$71,990.45	+\$10,313.44
3010	4854	Title I, Parent Involvement	\$1,982	+\$401

Please note that any change in your Title I budget allocation may necessitate changes to your Single Plan for Student Achievement which will need approval of your School Site Council. If you have questions about your allocation or the modifications process, please contact your Office of Accountability Partners liaison listed below.

OAP Liaison:

Joaquin Garcia, Program Manager
Office of Accountability Partners
(510) 879-1209
joaquin.garcia@ousd.org

cc: Vernon Hal, Senior Business Officer
LaResha Martin Elementary School Network Superintendent



Guidelines for Teacher Retention & Middle School Improvement Act Measure G1

Measure G1 – Allowable and Unallowable Expenses:

Important note: G1 funds should be used to supplement, not supplant additional services, staff, programs or materials the site would not otherwise have within the following goal areas:

Goals	Allowable Expenses (some examples of expenses)
Increase access to courses in arts, music, and world languages in grades 6-8	Staff (art, music, world language) Instruments Art supplies Language software and teaching aids Professional development
Improve student retention during the transition from elementary to middle school.	Staffing and other resources that will not supplant pre-existing services
Create a more positive and safe middle-school learning environment.	Staffing and other resources that will not supplant pre-existing services

Unallowable Expenses:

- Core Classroom teachers (except art, music, or world language class)
- Clerical Positions
- Copier Contract
- Medical Supplies
- Meals

NOTE: Pre-existing services, programs, staff or materials that meet the Measure G1 goals above are NOT allowable expenses. *The exception being if a site can demonstrate that funds used for a pre-existing program have been eliminated through budget allocation reductions and that no alternative funding source exists.*

Proposal Process Timeline:

Measure G1 allocations presented with 1-pagers (for planning)	February 10, 2017
Measure G1 self-assessment for each of the goal categories	February 10-28, 2017
MS Sites (including any site with a 6-8 grade configuration) develop Measure G1 grant proposals	February 10-28, 2017
Measure G1 Commission establishment by Board of Education	February 22, 2017
Submit Measure G1 grant proposals Network team for approval prior to Lock-in Session	February 28, 2017
Sites include recommended G1 Grant proposal expenditures in BDT during lock-in sessions	March 1 – 13, 2017

La Escuelita Elementary School

Elementary School Grades TK-8

School Demographics 2015-16

300 students	ELL: 53.0%	AA: 15.0%	ME: 0.7%
	SWD: 8.3%	A: 19.7%	NA: 0.7%
	LI: 88.7%	F: 1.3%	PI: 0.3%
		L: 59.3%	W: 2.7%

See below for abbreviation definitions & notes

Result Summary

Academic	Status	2.32
	Growth	4.40
Culture/Climate	Status	3.75
	Growth	2.78
Overall Tier		3.32



Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1



School Performance Framework

Academic Status	30%	2.32	Total Index Score	All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight			
				Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level		Points Earned		
Academic Growth	30%	4.40		Academic Domain																							
SBAC ELA <small>(Smarter Balanced English/Language Arts)</small>	status	1.63		19.0%	134	2	0.100 out of 0.250	L	13.0%	94	1	0.017 out of 0.083	3.0%	68	1	0.017 out of 0.083	n/a	13	n/a	0.000 out of 0.000	16.0%	117	1	0.017 out of 0.083	0.150 out of 0.500		
	growth	3.92		+5.0 pp	135	4	0.200 out of 0.250	L	+4.0 pp	89	3	0.050 out of 0.083	0.0 pp	64	2	0.033 out of 0.083	n/a	17	n/a	0.000 out of 0.000	+4.0 pp	127	3	0.050 out of 0.083	0.333 out of 0.500		
SBAC Math <small>(Smarter Balanced Mathematics)</small>	status	4.33		27.0%	134	4	0.200 out of 0.250	L	20.0%	94	3	0.050 out of 0.083	18.0%	68	3	0.050 out of 0.083	n/a	13	n/a	0.000 out of 0.000	24.0%	117	4	0.067 out of 0.083	0.367 out of 0.500		
	growth	5.79		+8.0 pp	140	5	0.250 out of 0.250	L	+10.0 pp	92	5	0.083 out of 0.083	+9.0 pp	68	5	0.083 out of 0.083	n/a	18	n/a	0.000 out of 0.000	+6.0 pp	130	4	0.067 out of 0.083	0.483 out of 0.500		
SRI <small>(Scholastic Reading Inventory)</small>	status	1.00		27.0%	187	1	0.050 out of 0.250	L	19.0%	124	1	0.013 out of 0.063	10.0%	100	1	0.013 out of 0.063	0.0%	20	1	0.013 out of 0.063	25.0%	165	1	0.013 out of 0.063	0.100 out of 0.500		
	growth	3.50		+2.0 pp	185	3	0.150 out of 0.250	L	+2.0 pp	124	3	0.050 out of 0.083	+4.0 pp	99	3	0.050 out of 0.083	n/a	19		0.000 out of 0.000	+2.0 pp	169	3	0.050 out of 0.083	0.300 out of 0.500		

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

Elementary School Network 4

La Escuelita Elementary School

School Performance Framework



See below for abbreviation definitions

Culture/Climate Status	20%	3.75	Total Index Score	All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight			
				Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level		Points Earned		
Culture/Climate Growth	20%	2.78		Culture/Climate Domain																							
Chronic Absence	status	3.66		8.9%	302	3	0.060 out of 0.100	AA	21.4%	42	1	0.005 out of 0.025	7.2%	181	4	0.020 out of 0.025	4.0%	25	5	0.025 out of 0.025	9.2%	261	3	0.015 out of 0.025	0.125 out of 0.200		
	growth	3.81		-0.4 pp	312	3	0.200 out of 0.100	AA	-2.1 pp	51	5	0.025 out of 0.025	+0.7 pp	184	1	0.005 out of 0.025	-6.5 pp	38	5	0.025 out of 0.025	-0.3 pp	273	3	0.015 out of 0.025	0.130 out of 0.200		
Suspensions	status	5.22		0.6%	319	4	0.080 out of 0.100	AA	2.2%	46	4	0.020 out of 0.025	0.5%	189	5	0.025 out of 0.025	0.0%	27	5	0.025 out of 0.025	0.4%	267	5	0.025 out of 0.025	0.175 out of 0.200		
	growth	4.59		-0.6 pp	326	3	0.060 out of 0.100	AA	+2.2 pp	55	4	0.020 out of 0.025	-1.6 pp	192	5	0.025 out of 0.025	-4.9 pp	41	5	0.025 out of 0.025	-0.7 pp	280	5	0.025 out of 0.025	0.155 out of 0.200		

Reclassification	status	2.25	8.0%	167	2	0.000					0.040	out of 0.200		
	growth	1.00	-3.0 pp	174	1	0.040					0.040	out of 0.200		
Culture/Climate Survey Student <i>30% participation rate</i>	status			12		0.000	n/a				0.000	N/A	0.000	out of 0.000
	growth		0.0 pp	39		0.000	n/a	n/a		n/a	0.000	N/A	0.000	out of 0.000
Culture/Climate Survey Parent <i>49.6% participation rate</i>	status	6.00	87.0%	177	5	0.050	L	86.0%	111	5	0.050	N/A	0.100	out of 0.100
	growth	6.00	+13.0 pp	85	5	0.050	L	+16.0 pp	45	5	0.050	N/A	0.100	out of 0.100
Culture/Climate Survey Staff <i>75.6% participation rate</i>	status	4.75	75.0%	31	4	0.080					0.080	N/A	out of 0.100	
	growth	1.00	-11.0 pp	25	1	0.020					0.020	N/A	out of 0.100	
Social Emotional Learning Survey <i>30% participation rate</i>	status			12		0.000	n/a				0.000	N/A	0.000	out of 0.000
	growth		0.0 pp	39		0.000	n/a	n/a		n/a	0.000	N/A	0.000	out of 0.000
Attendance Rate	status	2.25	95.4%		2	0.080					0.080	N/A	out of 0.200	
	growth	1.00	-0.2 pp		1	0.040					0.040	N/A	out of 0.200	

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethnicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA = Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator. Total Score = (total weight received/total weight out of)*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.

*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.

La Escuelita Elementary School

Elementary School Grades TK-8

School Demographics 2015-16

57 students	ELL: 38.6%	AA: 15.8%	ME: 0.0%
	SWD: 14.0%	A: 8.8%	NA: 0.0%
	LI: 78.9%	F: 0.0%	PI: 0.0%
		L: 70.2%	W: 1.8%

See below for abbreviation definitions & notes

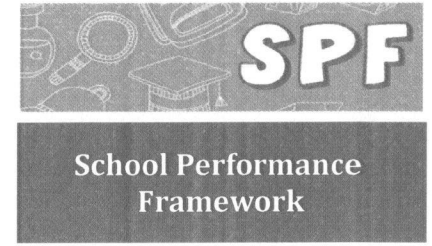
Result Summary

Academic	Status	2.67
	Growth	4.33
Culture/Climate	Status	3.37
	Growth	3.14
Overall Tier		3.42



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thinking Students

Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1



Academic Status	30%
Academic Growth	30%

2.67	Total Index Score
4.33	

All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				
Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned

Total Weight

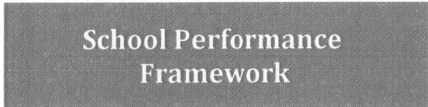
Academic Domain

Academic Domain	status	Index Score	Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	ELL (English Language Learners)	SWD (students with disabilities)	LI (low income)	Total Weight							
SBAC ELA (Smarter Balanced English/Language Arts)	status	3.50	23.0%	53	3	0.100 out of 0.250	L	26.0%	39	3	0.017 out of 0.083	19	0.017 out of 0.083	n/a	6	n/a	0.000 out of 0.000	24.0%	41	3	0.075 out of 0.125	0.150 out of 0.500
	growth	1.94	+5.0 pp	32	1	0.200 out of 0.250	L	+4.0 pp	23	3	0.050 out of 0.083	0.0 pp	11	0.033 out of 0.083	n/a	3	n/a	0.000 out of 0.000	+4.0 pp	30	2	0.050 out of 0.083
SBAC Math (Smarter Balanced Mathematics)	status	3.50	15.0%	53	3	0.200 out of 0.250	L	18.0%	39	3	0.050 out of 0.083	19	0.050 out of 0.083	n/a	6	n/a	0.000 out of 0.000	17.0%	41	3	0.067 out of 0.083	0.367 out of 0.500
	growth	5.06	+8.0 pp	32	4	0.250 out of 0.250	L	+10.0 pp	23	4	0.083 out of 0.083	+9.0 pp	11	0.083 out of 0.083	n/a	3	n/a	0.000 out of 0.000	+6.0 pp	30	5	0.067 out of 0.083
SRI (Scholastic Reading Inventory)	status	1.00	22.0%	54	1	0.050 out of 0.250	L	24.0%	38	1	0.013 out of 0.063	18	0.013 out of 0.063	7			0.013 out of 0.063	24.0%	42	1	0.013 out of 0.063	0.100 out of 0.500
	growth	6.00	+2.0 pp	32	5	0.150 out of 0.250	L	+2.0 pp	23	5	0.050 out of 0.083	+4.0 pp	11	0.050 out of 0.083	n/a	3		0.000 out of 0.000	+2.0 pp	30	5	0.050 out of 0.083
HSR (High School Readiness)	status	n/a	n/a	n/a	n/a	0.000 out of 0.000	n/a	n/a	n/a	n/a	0.000 out of 0.000	n/a	n/a	n/a	n/a	n/a	0.000 out of 0.000	n/a	n/a	n/a	0.000 out of 0.000	0.000 out of 0.000
	growth	n/a	n/a	n/a	n/a	0.000 out of 0.000	n/a	n/a	n/a	n/a	0.000 out of 0.000	n/a	n/a	n/a	n/a	n/a	0.000 out of 0.000	n/a	n/a	n/a	0.000 out of 0.000	0.000 out of 0.000

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

Elementary School Network 4

La Escuelita Elementary School



See below for abbreviation definitions

Culture/Climate Status	20%
Culture/Climate Growth	20%

3.37	Total Index Score
3.14	

All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				
Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned

Total Weight

Culture/Climate Domain

Academic Domain	status	Index Score	Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	ELL (English Language Learners)	SWD (students with disabilities)	LI (low income)	Total Weight							
Chronic Absence	status	3.19	11.1%	54	2	0.060 out of 0.100	L	10.5%	38	2	0.005 out of 0.025	19	0.020 out of 0.025	7			0.025 out of 0.025	4.8%	42	5	0.015 out of 0.025	0.125 out of 0.200
	growth	2.25	+4.9 pp	32	1	0.200 out of 0.100	L	+6.2 pp	23	1	0.025 out of 0.025	0.0 pp	11	0.005 out of 0.025	0.0 pp	3		0.025 out of 0.025	-1.9 pp	30	5	0.015 out of 0.025
						0.080					0.020						0.025				0.025	0.175

Suspensions	status	5.79	1.7%	59	5	out of 0.100	L	2.4%	41	5	out of 0.025	5.0%	20	4	out of 0.025	8	out of 0.025	2.2%	45	5	out of 0.025	out of 0.200
	growth	6.00	+1.7 ppt	32	5	out of 0.100	L	+2.4 ppt	23	5	out of 0.025	0.0 ppt	11		out of 0.025	0.0 ppt	3	out of 0.025	+2.2 ppt	30	5	out of 0.025
Reclassification	status			7		0.080 out of 0.200																0.080 out of 0.200
	growth			0.0 ppt		0.040 out of 0.200																
Culture/Climate Survey Student <i>55.4% participation rate</i>	status	3.50	54.0%	31	3	0.000 out of 0.000	n/a				0.000 out of 0.000											0.000 out of 0.000
	growth		0.0 ppt			0.000 out of 0.000	n/a	n/a		n/a	0.000 out of 0.000											
Culture/Climate Survey Parent <i>49.6% participation rate</i>	status	6.00	87.0%	177	5	0.050 out of 0.050	L	86.0%	111	5	0.050 out of 0.050											0.100 out of 0.100
	growth	6.00	+13.0 ppt	85	5	0.050 out of 0.050	L	+16.0 ppt	45	5	0.050 out of 0.050											0.100 out of 0.100
Culture/Climate Survey Staff <i>75.6% participation rate</i>	status	4.75	75.0%	31	4	0.080 out of 0.100																0.080 out of 0.100
	growth	1.00	-11.0 ppt	25	1	0.020 out of 0.100																0.020 out of 0.100
Social Emotional Learning Survey <i>55.4% participation rate</i>	status	2.25	49.0%	31	2	0.000 out of 0.000	n/a				0.000 out of 0.000											0.000 out of 0.000
	growth		0.0 ppt			0.000 out of 0.000	n/a	n/a		n/a	0.000 out of 0.000											0.000 out of 0.000
Attendance Rate	status	2.25	95.4%		2	0.080 out of 0.200																0.080 out of 0.200
	growth	1.00	-0.2 ppt		1	0.040 out of 0.200																0.040 out of 0.200

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethnicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA = Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator. Total Score = (total weight received/total weight out of)*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.

*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.

Middle School Meeting
March 2nd, 2017
3:30pm

1. G1 Allocation for 17/18

- a. Purpose of G1
- b. Overview of spending (What can we spend it on)

2. Current Middle School Offerings/Needs

- a. Electives
- b. Partnerships

3. Open Discussion / Ideas for next year

- a. Language Course
- b. Arts Course
- c. Sports and Fitness
- d. Tech. / Design course