

Coffee with the Principal



Dollahan Elementary
Meeting 2
October 11, 2024

Agenda

01

Introductions

02

Officer Ramirez

03

Information Items

04

Conclusions



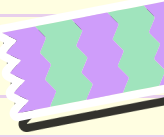
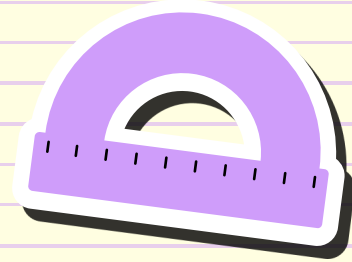
Welcome





Introduction/ Agenda

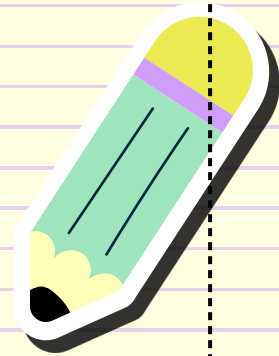
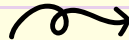
01

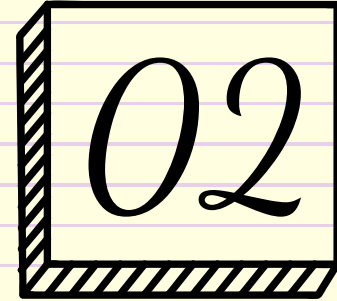
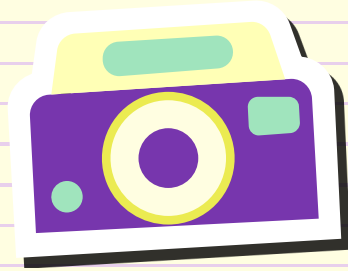
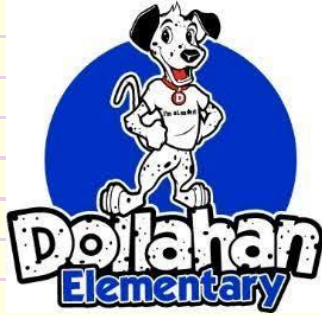


Roll Call and Attendance

Welcome parent participants

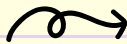
Please introduce yourself





Let's talk Safety

- **Let's Welcome Officer Victor Ramirez**



Safety



Rialto Safety and Security Presentation

Volunteer Safety Training

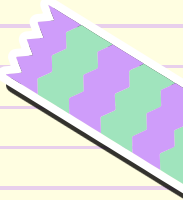
*Purpose to provide an extra pair of eyes to assist with school safety

*School Safety Volunteer works in conjunction with the principal

- Requirement for volunteers
 - Certificate and shirt upon completion of one course of a two day training
 - Certification will also be a mandated reporter
- At this time only the second class is available for those who have taken the first class
 - Information on the next two classes will be made available.

Crosswalk Guards

- Assigned to elementary schools
 - Help elementary students cross
 - Guards are instructed to cross anyone that needs crossing. However, adults and middle and high school student can cross themselves
 - Guards are advised to not follow after someone who crosses when not directed to cross. Their responsibility is ensuring the safety of the elementary students.



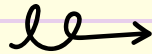
School Safety

- Emergency Operation Specialist
 - Trained in home security
 - Emergency management
- Campus Officers
 - 6-7 on each high school campuses
 - 3-4 on each middle school campuses
 - 11 patrol, Officer Ruben assigned to Boyd
- Rialto Security Department receives anywhere from 15 - 25 calls a day, mostly from elementary schools
- Rialto Police Department Partners with District security
 - Rialto Police will patrol the school and hand out if necessary traffic violations such as child not in seat belt, speeding, parking in the Red zone

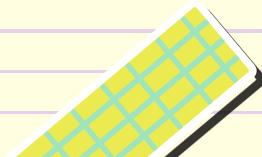
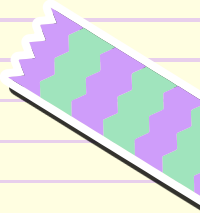
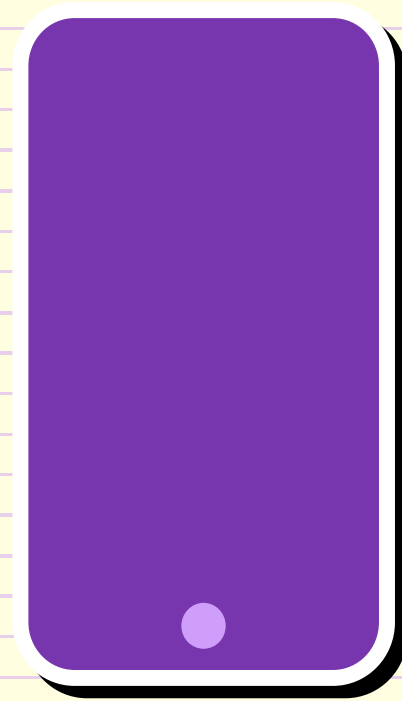
Questions

- What can be done regarding the traffic during pick-up and drop off, students jaywalking, parents encouraging their students to cross?
 - Jaywalking is no longer a violation of the law; note the license and vehicle description and share observation with the principal. Parents should not confront another parent.
 - Rialto Security department is in the process of creating a Safe Route Program for parents
- Why are Rialto security only at middle/high school?
 - These schools have a larger population. Students have older problems and situations can be more serious.
 - District goal is to have more patrols.

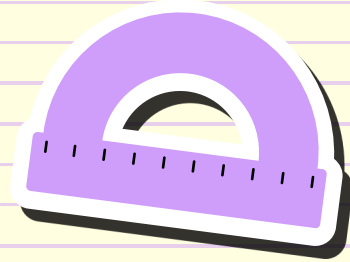
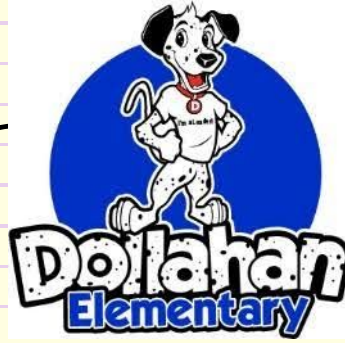
Get Involved!



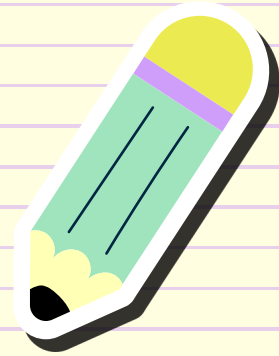
Become a volunteer! (application, TB Test, and fingerprinting required)
Join PTA!- \$ 10 dollar membership fee,
you can pay today!



03



Informational Items



Meet our PTA Board



President
Arlinda Wilson



Executive Vice President
Javier Casas



Secretary
Maribel Ramirez



Treasurer
Priscilla Dominguez



Financial Treasurer
(Vacant)



Financial Reviewer (Auditor)
Randy Proctor

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Announcements

ELAC-October 15

Global Day of Play- October 18

Family Summit @ Carter High
School-October 26

Next SSC Meeting- January 29,
2025 😊

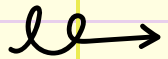
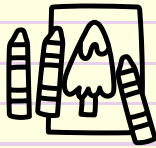
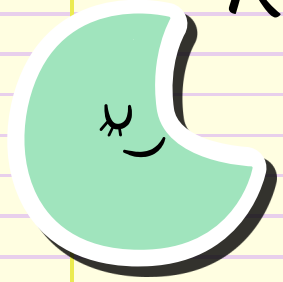
VAPA (Visual and Performing Arts) ☆

Get ready to get up and dance!



Role & Responsibility of School Site

Council



- California Education code requires that the SSC assists in planning and approving the Single Plan for Student Achievement (SPSA)
- Establishes goals for student achievement, describes the programs and identifies the categorical funds that are used to achieve these goals

- CA Ed Code also requires that schools that receive Title I funds have parent involvement programs that meet the intent of Title I programs
- Parent Involvement Policy & Home School Compact SSC business, including election and records are monitored by Federal Program Monitoring (FPM) through the CDE



District Goals

1st Literacy

LITERACY SKILLS Preschool through Grade 5

PRESCHOOL	TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
Reading: • Understand that letters and sounds have meaning	Reading: • Name letters and produce their sounds	Reading: • Know letters and sounds	Reading: • Read, comprehend and retell with details	Reading: • Read, comprehend and retell with sequencing	Reading: • Comprehend grade level text independently	Reading: • Compare and contrast texts and draw inferences	Reading: • Summarize facts from various sources
Writing: • Make marks to represent events	Writing: • Write, progressing from pictures to letters	Writing: • Speak and write simple words	Writing: • Write sentences to explain events or facts	Writing: • Write multiple sentences to explain events or facts in order	Writing: • Use the writing process to write a paragraph with detail and reasoning	Writing: • Produce multi-paragraph writing that integrates multiple sources	Writing: • Produce multi-paragraph writing that integrates multiple sources
Speaking & Listening: • Use start-up phrases to communicate	Speaking & Listening: • Combine one sentence to communicate ideas	Speaking & Listening: • Ask and answer questions	Speaking & Listening: • Have discussions that build on others' ideas	Speaking & Listening: • Have discussions that build on others' ideas and ask clarifying questions	Speaking & Listening: • Express ideas clearly and build on others' ideas	Speaking & Listening: • Summarize others' ideas and orally report on a topic	Speaking & Listening: • Orally report on a topic referencing facts and details

MEASURES

• District Results Developmental Profile (DRDP) 11.12	• District Results Developmental Profile (DRDP) 11.12	• Education Software for Guiding Instruction (ESGI) Reading Screener 11.12, 13	• Reading Running Records and already Diagnostic Reading Comprehension 11.12, 13	• Reading Running Records and already Diagnostic Reading Comprehension 11.12, 13	• Reading Running Records and already Diagnostic Reading Comprehension 11.12, 13	• Reading and Writing Exemplary Performance Task Rubric 12	• Reading and Writing Exemplary Performance Task Rubric 12
• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13	• Writing Exemplary Prompt Rubric 13
• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13	• Speaking & Listening Rubric 11.12, 13

7 | Literacy Numeracy Future Ready

3rd Future Ready

FUTURE READY Preschool through Grade 5

PRESCHOOL AND TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
• Learn relationship skills	• Learn relationship skills	• Achieve self-awareness	• Achieve social awareness	• Learn cause and effect of behaviors and practice problem solving	• Develop interpersonal skills	• Learn how to make responsible decisions and choices
• Own's express needs and work	• Achieve critical skills behavior expectations	• Learn study skills and goal setting	• Learn self-control when working and playing with others	• Learn how to apply media and technology to enhance engagement of their skills and how these skills relate to college and career success	• Learn about citizenship and postsecondary opportunities through high school field trip	• Achieve an end-of-life fulfillment
• Develop and practice empathy	• Learn the difference between home and school	• Achieve personal responsibility	• Achieve an understanding about setting goals	• Achieve and receive annual goals related to literacy and numeracy benchmark assessments	• Attend and receive annual goals related to literacy and numeracy benchmark assessments	• Attend workshops on how to engage middle school coursework and how that relates to college and career opportunities
	• College and career day	• Attend college and career day	• Learn how to make connections between school, life, college and career		• Attend and receive literacy and numeracy benchmark assessments in relation to middle school courses	• Attend college field trip

2nd Numeracy

NUMERACY SKILLS Preschool through Grade 5

PRESCHOOL	TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
• Recognize numbers 0 to 10	• Recognize numbers 0 to 20	• Count to 100 by ones and tens	• Represent and solve problems using addition and subtraction within 20	• Represent and solve problems using addition and subtraction within 100	• Represent and solve problems using multiplication and division	• Use the four operations with whole numbers to solve problems and problems involving	• Write and interpret numerical expressions
• Name numbers 0 to 10	• Name numbers 0 to 20	• Add and subtract accurately within 5	• Add and subtract accurately within 10	• Add and subtract accurately within 20	• Multiply and divide within 100	• Use the four operations with whole numbers to solve problems and problems involving	• Analyze patterns and relationships
• Count objects 11 to 10	• Count objects 11 to 10	• Count to tell the number of objects	• Count within 100 starting at any number	• Understand place value and compare three digit numbers	• Understand place value and compare three digit numbers	• Understand place value and compare three digit numbers	• Understand the place-value system
• Count by ones 1 to 20	• Count by ones 1 to 30	• Compare quantities	• Compare quantities	• Compare quantities	• Compare quantities	• Compare quantities	• Compare quantities
• Demonstrate awareness of quantities	• Compare quantities (non-measurement)	• Solve and represent addition to 10 by putting together and taking from	• Add within 100 using models or drawings	• Add and subtract within 100 using concrete models, drawings or place value strategies	• Explain equivalent fractions and compare factors by their size	• Explain equivalent fractions and compare factors by their size	• Determine equivalent fractions and compare two fractions
• Participate in and matches simple repeating sequences	• Identify and extend simple patterns	• Solve and represent addition to 10 by putting together and taking from	• Add and subtract within 100 using concrete models, drawings or place value strategies	• Add and subtract within 100 using concrete models, drawings or place value strategies	• Explain equivalent fractions and compare factors by their size	• Explain equivalent fractions and compare factors by their size	• Determine equivalent fractions and compare two fractions
• Recognize shapes and the differences between them	• Identify shapes, circles, squares, triangles, rectangle	• Solve and represent addition to 10 by putting together and taking from	• Add and subtract within 100 using concrete models, drawings or place value strategies	• Add and subtract within 100 using concrete models, drawings or place value strategies	• Explain equivalent fractions and compare factors by their size	• Explain equivalent fractions and compare factors by their size	• Determine equivalent fractions and compare two fractions

MEASURES

• District Results Developmental Profile (DRDP) assessment (11.01, 12)	• Education Software for Guiding Instruction (ESGI) assessment (11.12, 13)	• Education Software for Guiding Instruction (ESGI) assessment (11.12, 13)	• Reading Diagnostic (Fall, Winter, Spring)	• Reading Diagnostic (Fall, Winter, Spring)	• Reading Diagnostic (Fall, Winter, Spring)	• Reading Diagnostic (Fall, Winter, Spring)	• Reading Diagnostic (Fall, Winter, Spring)
• Performance Tasks (11.12)	• Performance Tasks (11.12)	• Performance Tasks (11.12)	• F&IB and AB (11.12)	• F&IB and AB (11.12)	• F&IB and AB (11.12)	• F&IB and AB (11.12)	• F&IB and AB (11.12)

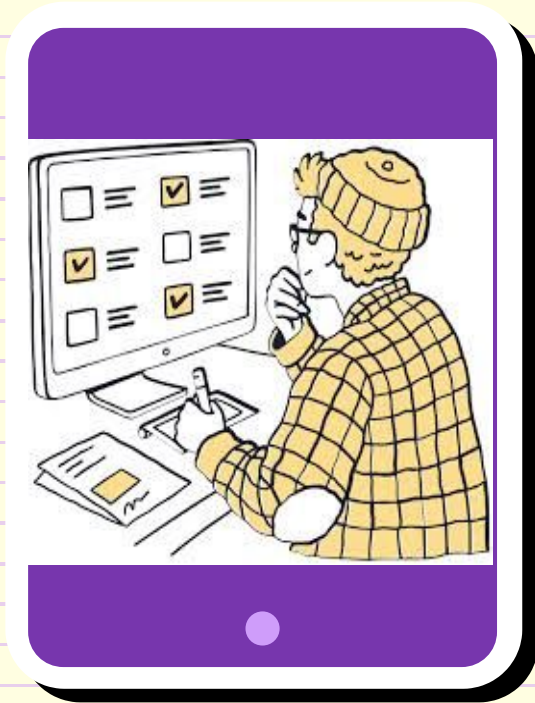
9 | Literacy Numeracy Future Ready


MEASURES			
• District Results Developmental Profile (DRDP)	• Social Emotional Learning (SEL) skills on report card	• Parent to Student Communication Log in Spring	• Social Emotional Learning (SEL) Survey
• Positive Behavioral Intervention Supports (PBIS) Acknowledgment	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment	• Student goal sheet requirements in Spring	• Secondary presentation attendance logs in Spring
• College and career day attendance in Spring	• College and career day attendance in Spring	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment System	• Student goal sheet monitoring in Spring
		• Student goal sheet and progress monitoring	• Middle school course pattern analysis
			• Full trip attendance log in Spring

11 | Literacy Numeracy Future Ready

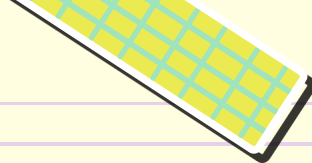


Assessment



- i-Ready in language arts & math Kinder-5th grades
 - Progress monitoring
 - Minimum of 3x each year
- ESGJ used TK-3 as a phonemic awareness screener
- Curriculum assessments
- SJPPS assessments and Neuhaus assessments for intervention placement and progress monitoring
- ELPAC
- CAASPP state testing; Grades 3-5
- 5th Grade Physical Fitness Test
- 5th Grade Science
- Attendance
- Suspension/Expulsion Data
- CA Healthy Kids Survey (every other year, parents only this year) 





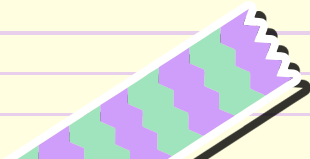
School-Parent Compact



In the Student Handbook

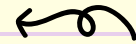

On Dollahan's Website

Parentvue




Dollahan Elementary Operates a Title 1 Schoolwide Program

Schoolwide means:



The school uses Title 1 funds to upgrade the entire educational program of the school.

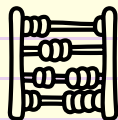
Title 1 funds are used to serve all children in order to raise academic achievement.



Title 1 funds will be used to provide additional assistance to all students who experience difficulties in meeting the State's performance targets.

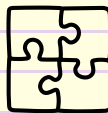


SSC Parent Roles



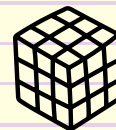
Chairperson/President

Works with the principal, encourages members to participate, signs the school plan



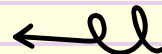
Secretary


Writes the minutes on topics discussed, decisions made, provides minutes from previous meeting





District Advisory Council (DAC) representative

Attends all district meetings or arranges for an alternate to attend, reports back to SSC





Dollahan Goals



Academics, intervention and extension of learning
Leadership skills
School-home-community communication and involvement
Workshops and programs for families
Positive, welcoming and friendly school environment
Variety of learning experiences inside and outside of school, including an outdoor learning area
School-wide programs to support students in learning about community

