



School Site Council and ELAC Meeting

December 7, 2023

Agenda and Minutes

Zoom Link: <https://sesd-org.zoom.us/j/3721665605>

Meeting ID: 372 166 5605

Mission: Through hands-on instruction, inquiry-based learning, parent participation, and active involvement in our community, Fairwood Explorer Elementary fosters the development of intellectually curious, self-confident critical thinkers who are socially aware and academically prepared to meet the challenges of the 21st century.

Staff Members:	Voting Parents:
Rachelle Romander (Principal) rachelle.romander@sesd.org	Nikhita Dulluri nikkydulluri@gmail.com
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Dulce Reid (Administrative Assistant I) dulce.reid@sesd.org	Chris Farina cfarina@gmail.com
Shana Riehl shana.riehl@sesd.org	Garick Chan garick@gmail.com

ELAC Parent Representative
Camilla Santos camila.ozel@gmail.com

Items for Discussion:	
Welcome, Review Agenda, Approve Minutes	
Panorama Survey Results	
Student Survey Results Supportive Relationships - 89% favorable Positive Feelings - 76% favorable Self-Efficacy - 73% favorable Challenging Feelings - 64% favorable Self Management - 63% favorable Growth Mindset - 60% favorable Sense of Belonging - 51% favorable Cultural Awareness and Action - 47% favorable	Family Survey Results Family Support - 94% Family Situation - 90% Communication - 59% (FW Communication - 87%) Cultural Awareness - 57%

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Questions/Input on Survey

What does Cultural Awareness include for students?

- How well do you get along with students who are different from you - 77% favorable
- How well does your school prepare you to speak up when you see injustice? - 61% favorable
- Do students at your school feel comfortable having honest conversations with each other about their race/culture? - 46% favorable
- At your school, how often do you learn about race/culture?
- When there is an important race/culture event in the news, how often do the adults at your school talk about it with students? 26%

Sense of Belonging seems low. What do you think contributes to this score?

This is the beginning of the year data, and it is administered within the first six weeks of school. For many students, they are still developing relationships with their teacher and parent volunteering hasn't started yet. When we take the survey in the spring, this usually goes up.

Review SPSA Goals [2](#) and [5](#)

Goal 2 Input -

How do we track student progress?

Students are informally assessed frequently through teacher observation and in-class assessments. Three times per year, students are also assessed using District Benchmark assessments, so we can track their progress toward proficiency. One of the changes this year is the inclusion of the CORE assessments, which give us more detailed information about students' foundational literacy skills. These data can help us better track student development of these skills over time.

How can parents help support these skills?

First, you can send a message that literacy is important in your family. One way to do this is through nightly reading with each other. As your child's skills develop, have them be responsible for more of the reading. You can take turns reading sentences or paragraphs to start, then transition to them reading to you. This is a great activity while you are making dinner, folding laundry, or completing some other task at home.

In addition, you can ensure you ask them to read things when they can do it for themselves. This helps them see themselves as readers and gives them ownership of their learning. Examples can include having them read the menu and order for themselves or reading the directions as you put together a toy together.

Finally, volunteering in the classroom provides more opportunities for students to get what they need. Whether you are supporting a literacy center or working with a group in the garden or leading a PE lesson, you are supporting the classroom in breaking into smaller groups that allow all students to get more specialized instruction.

Goal 5 Input -

Conversation Partners – As a possible next step, would it be possible to schedule playdates to help



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students have opportunities to develop English Skills outside of school?
Definitely an idea worth exploring!

Communication to Families – How can we increase opportunities for the families of English Learners to learn more about what their kids are learning, what is involved in the test, and how parents can support?

In the past, we have offered ELAC meetings at a variety of times and on different days of the week. Unfortunately, we often have low attendance. We welcome suggestions for how we can better support families in engaging in these meetings. We will certainly continue to try reaching out, but if the community has additional ideas, we would love to hear them!

[ELPAC Assessment Overview](#)

Future Meeting Dates (All meetings will be held by Zoom at 6:00)

March 7

May 16