

SDMC/SSC Minutes January 25th, 2016
Monday 4:00-6:00 p.m.
MUR

Members Present: Donna Allen, Kaelie Brodie, Diane Burbank, Chris Canellos, Kevin Cano, Hayley Chavez, Hayley Dupuy (arrived at 5:10), Jessica Godinez, Vickie Green, Denise Hines, Cara Klackle, Jessica Marguet, Diane Mazzei, Judith Mendelsohn, Matt Middough, Karen Peterson, Marissa Potts, Matthew Sahagún, David Shannon, Alex Torres (left at 5:20), Chuck Velschow, Leslie With, Felicia Yang

Members Absent: Arlene Kolber

Guests: I. Cervantes-Faulk, F Negri, M. Reibstein

Open Forum

- Open House upcoming on 2/4
- *Little Mermaid* tickets on sale
- *Surf and Turf* was a success
- Hall of Fame and Unsung Hero applications are open on the website
- Winter dance on 2/19 -- discount to attract early buyers
- Prom fundraiser at Villa Lucia's 2/3
- Woodside dance team will perform at halftime of Super Bowl (sssh... secret)
- 100 families attended Saturday open house for prospective students on Saturday 1/16

Minutes from 1/11/16 -- approved

Agenda for 1/25/16 -- approved with changes

- Will push Discipline Statistics to first February meeting
- Retters of Recommendation issue concern form placed with admin by process committee

Local Control Accountability Program (LCAP) Report (I. Cervantes-Faulk) 4:10-4:35

- LCFF and LCAP Introduction
 - new California funding formula changed in the beginning of the 2014-2015 school year
 - replaced categorical spending with open spending with certain guidelines
 - LCAP and budget must match

LCAP requirements

available online at <http://seq.org/?id=248>

identify needs and set goals related to the eight state priorities

focus on improved results and measure progress for state-designated groups

SUHSD 2015 LCAP Goals

Highly qualified teachers -- mirror demographics of school district

implementation of Common Core and ELD standards

Parent engagement and education opportunities

Long-term EL success

A-G Enrollment/Completion rates

AP/IB Enrollment/Completion rates

Students engagement/school climate: dropout, suspension, etc.

Aspirations periods is a Woodside example

foster youth

Next steps

Complete Annual Progress Report based on IVP's input
draft future learning goals

Registration and four year plan (F. Negri) 4:35-5:00

- New online method to plan future courses through Infinite Campus (IC)
 - shows completed courses as well as potential future courses
- Counselors will then meet with these students over a two-week period to solidify 4-year plan
 - an email will then be sent out to parents with this information
 - parents can also get information from AS/AP information night
 - An idea of future workload will come from the Homework Matrix
- Last day for course change is May 22nd

Big Read -- Approval of Plan 5:00-5:55

- Input from stakeholder groups
 - J. Marguet
 - BOSA students preferred to choose their own books
 - accountability -- projects due on the Big Read discussion day
 - options of poster or essay
 - extra credit for students who read, to avoid punishing students at the beginning of the year

J. Godinez

leadership students were split between open choice vs. choosing one of three options

AP students should not be required to read an additional Big Read book

L. With

leadership prefers some sort of graded aspect for accountability

M. Potts

want to avoid busy work

EL busy should have a Spanish version available

J. Mendelsohn

standard prompt for open choice book has been successful elsewhere

- accountable via a notecard or posting a comment on a website

Purpose of Big Read discussion

M. Reibstein

not concerned about accountability, even if students feel they need to be accountable

M. Potts

read for pleasure and ensure fulfillment of district summer reading requirement

C. Velschow

reading to avoid summer slump/academic enrichment

ad hoc proposal

Joy of learning text

Students are free to choose a book

Academic text

Core departments will select a 2-3 page article

to be assessed in class

feedback

D. Mazzei

- deadline coming from feeder schools within two weeks

C. Klackle

- unfair to have all students be assessed through writing
- afraid this amount of work will turn students away from the task
 - V. Green and C. Velschow agree

- C. Canellos
 - too short of time for departments to come up with choice of readings
- M. Reibstein
 - AP summer reading should count for the academic text
 - should the open choice book be optional to model the joy of reading?
 - accountability should come from the academic texts
 - not feasible to choose texts within three weeks
- D. Burbank
 - short academic texts counts for district requirement
 - we can work around the limited amount of time
- H. Dupuy
 - her student would not read during the summer without the Big Read
 - if book has no accountability, the academic articles should be longer
- J. Marguet
 - 8 pages of academic reading won't impact summer slump

Quick vote

minority in favor of both academic packet and open choice reading book -- 5

minority in favor of only academic articles -- 1 (All by herself...)

majority in favor of open choice reading book only -- 16

SDMC decision

Students are free to choose a book

AP English students can use their summer reading texts

Next steps -- ad-hoc to finalize

accountability -- how and when will it happen?

logistics

Aspirations Debrief (L. With)

- pushed to 2/8 meeting

IVP Corner (D. Mazzei)

- pushed to 2/8 meeting

Set Agenda for 2/8/16

- Aspirations Debrief
- Big Read ad hoc
- Discipline statistics
- Letters of Recommendation issue concern form

Process Group Member: Cara Klackle

Food: Diane Burbank and Denise Hines