

**SDMC/SSC Minutes February 22, 2016**  
**Monday 4:00-6:00 p.m.**  
**MUR Conference Room**

**Members Present:** Donna Allen, Kaelie Brodie, Diane Burbank, Chris Canellos, Kevin Cano, Hayley Chavez, Hayley Dupuy, Jessica Godinez, Vickie Green, Denise Hines, Cara Klackle, Jessica Marguet (left at 5:00), Diane Mazzei, Judith Mendelsohn, Matt Middough, Karen Peterson, Marissa Potts, Matthew Sahagún, Alex Torres (left at 5:21), Chuck Velschow, Leslie With, Felicia Yang

**Members Absent:** Arlene Kolber, David Shannon

**Guests:** None

**Open Forum**

- 580 tickets for Winter Dance; successful dance
- Velschow discussed upcoming girls and boys Soccer games
  - Both teams are in the playoffs
- Wildcat Band Boosters fundraiser
- Packets are ready for BOSA and leadership for next year

**Minutes from 2/8/16 -- approved**

**Agenda for 2/22/16 -- approved**

**Site Plan Student Achievement Data Review (SSC) 4:20-4:50**

- Reviewed Data packet printout
- Vickie Green described A-G requirements
  - Must complete courses listed with a C or better
  - Minimum requirements to be eligible to apply for CSU or UC
- Vickie Green continued to describe credits and GPA
  - Freshmen in first semester should have completed 30 credits
  - Karen Peterson asked for clarification – numbers for the feeder districts do not include ALL feeder schools
  - Sophomores who have taken 6 classes in 9<sup>th</sup> and 10<sup>th</sup> grade and passed them all, should have 120 credits
- Diane Mazzei assigned small groups to review specific data sheets
  - Teams shared trends and questions from their data sheets
    - Attendance rates: WD's consistently increased; Does transportation effect attendance rates?
    - 10<sup>th</sup> grade end-of-year GPA and credits: 7% increase in the number of students with 120 credits; increase in overall GPA; How do demographics (e.g. EL, SPED) affect overall GPA?
    - 9<sup>th</sup> grade GPA and credits earned: WD is on track with District rate; Why have the percentages changed positively over the years?
    - 9<sup>th</sup> grade cohort Grad Rates: Enrollment in the groups dropped two years in a row and then rebounded back to the first year's number; Can we see a printout of WD's Special Populations numbers
    - A-G Rates: 11.5 increase of WD students who have met A-G requirements; What is SQ doing to get such great numbers?

- 9<sup>th</sup> grade Cohort Dropout Rate: WD is mostly below the district rate; What is the change in EL population this year?
    - AP/IB Participation and Passage Rates: WD numbers has caught up to district average; How we enrolling all high achievers from feeder schools?
  - Marissa Potts asked about numbers of enrolling in the fall.
    - Diane Mazzei noted that 534 are assigned to WD as their home school (numbers may change after Open Enrollment).
- The sentences and questions will go into the Site Plan.
  - Chris Canellos asked about specific detailed reports.
    - Diane Mazzei answered that more detailed data would need to be developed by the site.
- Judith Mendelsohn noted that there are higher numbers of students enrolled in AP, yet significantly lower pass rate for AP than other schools.
  - Chuck Velschow discussed similar patterns seen at the other sites in the district.
  - Chris Canellos congratulated the group on “raising the bar” for the enrollment.

### **Big Read (D. Mazzei)**

- Tabled to next meeting (3/14/16)

### **My Voice Survey (D. Burbank) 4:53-5:51**

- Diane Burbank reviewed the demographics of the respondents (provided on a green sheet).
- The reverse of the handout listed the 5 custom questions that the site developed for the survey.
  - Questions in the survey need to be answered based upon a Leichert scale (1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree)
    - Reports list “Total in agreement” which includes both “Strongly agree” and “Agree.”
- Diane Burbank assigned teams and gave directions on developing 2 new questions per team.
- Everyone voted on which questions that they like the most using adhesive dots.
  - Questions that were discussed and agreed upon were:
    - I can usually complete my after school activities and my homework in time to get a good night’s sleep.
    - I feel encouraged and supported to take advanced classes at Woodside.
    - In choosing my courses for this 2015-2016 year, I felt I had an adequate understanding of the workload.
    - This year’s four Aspirations periods helped me connect with Woodside.
    - I know how to use Naviance to help me explore and understand my future after high school.
  - A focus group was suggested to address the question “I feel that Woodside has prepared me for life after high school.”

### **Status of Issue/Concern Forms 5:30-5:40**

- Tabled to next meeting on 3/14/16

### **IVP Corner**

- **Completed earlier in the Site plan review**

**Process Group Member for 3/14/16:** Jessica Godinez

**Food 3/14/16:** Vickie Green and Hayley Dupuy

**Meeting Adjourned at 5:52**