

SDMC/SSC Minutes September 28, 2015

Monday 4:00-6:00 p.m.

MUR

**Members Present:** Karen Peterson, David Shannon, Arlene Kolber, Donna Allen, Cara Klackle, Matt Sagahun, Alex Torres, Diane Burbank, Denise Hines, Chuck Velechow, Hayley Chavez, Leslie With, Matt Middough, Vickie Green, Diane Mazzei, Felicia Yang, Jessica Gutierrez, Kevin Cano, Kaelie Brodie, Georgia Jack, Marissa Potts, Jessie Marguet (late)

**Members Absent:** Debra Adler, Judy Mendelsohn

**Guests:**

**Open Forum:**

- 9/24 400+ parents and students were in PAC for PSAT reboot [test is longer than 3.5 hours and more reading and retention than before.]
- Site gets \$100,000 bond \$53,000 has been allocated for new projectors. Also buying teacher work stations, and wireless keypads. Remaining balance to be spent will be considered by the Woodside Tech Team. Money can only be spent on equipment.
- All sports last week did well last week.
- Fundraising Friday had 18 student organizations participated. Over \$4000 in transactions.
- Last Saturday tour of Class of 1965. How great the school was and the Robotics Team.
- Good turn out for talent show auditions last week.
- Counselors and Zorina have been meeting with seniors to work on their college applications and deadlines.
- Newly configured Robotics Team (no longer with Carlmont) has about 20 signed up for FTC (smaller robot) and even more for FRC (big robots). Competition this weekend at Lynbrook in Cupertino.
- 4 teachers will be joining partner district Portola Valley in Digital Literacy
- Varsity Football Coach and SpEd teacher 49er coach of the week and Cal High coach of the week
- Second week of school first Aspirations Period was a school-wide field day. Lots of enthusiasm and school spirit. Three more periods for the year all planned by students.

**Approval of Minutes/Agenda:**

-Approved

**College Day Update (Burbank):**

- Nail down details by Wednesday of this week
- One big change: We cannot do everything we want to do and start at 9:30. New start time is 9:00.
- Handout is the 'What, Why, How'

- Updated handout from what was approved last meeting (9/14)
- Feedback from senior group is about choice and not mandated workshops
- Outside group LinkCrew by Boomerang Project is coming in for the 9th graders for Belonging and Goal Setting for the Future
- How many seniors do we expect? Using both MUR and Library will be enough safe for all seniors that attend. Last resort is college center in D-7.
- Jessica Godinez stated that she liked the time provided to work on applications
- Kevin Cano likes the senior year choices because they have choice
- Kaelie liked the PSAT option because the test is new
- Leslie With clarified that it is drop in. Yes, it is.
- Kevin Cano: Do all students have to be at school that day? Message back: Yes, they do.
- 23 ELD students have been excused from the PSAT
- Felicia Yang: Is it possible to still have time to get some career panels? For the students who are not going to college. This year, planning committee did not have bandwidth.
- Georgia Jack: Moving forward we need to know how many seniors do not want to attend college so that we can have more options for them. DB: Maybe a future Career Day?
- Felicia Yang: 9th Graders - did we get their feedback on what they wanted to do that day? Teachers that had been with 9th graders previously, reported back to admin.
- Cara Klackle: If we polled them if 9th graders are going to college or not, the answers may be mixed and unsure. Social interactions and building community is what they value.

### **SBAC Update (Mazzei):**

- Smarter Balance Assessment Consortium
- We have a baseline -It is low
- Individual scores just received today
- All 10th and 11th graders will take an interim assessment. Writing piece. To be graded school wide in Jan/Feb.
- Jacee Krampert and Rob Igoe: Common Core reps
- Interim Assessment will be in November
- We are re-examining how we approach the testing schedule for the 11th graders in April. We are not locked in to two long days of testing.
- 10/20/15 meeting for interim assessment. Date for assessment is tbd.
- Summary of scores has not yet been sent
- Baseline report is what the real estate agents are using
- Are the math teachers going to be grading the math portion of the test? Leading and helping groups, yes. But we don't know yet about the grading element.
- What we learned from last year is that there was a learning curve for staff and for students it was just lengthy. We don't want to put what you know at a disadvantage. Staff failed to show

students what some elements were. Interim assessment will help with what tools the test provides to students.

-Mazzei: Choose a date

-Burbank: Maybe two mornings, so we don't interrupt A/B schedule

-What is the intention of the interim assessment result? Re-teach, and re-examine what needs attention.

-How feasible is this?

-English and Math already has indicators due to CCSS implementation

-This school year is the first year that the scores count. We also won't have any comparison as to how it will go. It is the following year where we will be able to compare data with how we are doing.

-What do we do with 12th graders if the 9th graders go on college tours? Regular day?

-Rollout of information to parents must be clear in order to avoid pushback

-We found last year that the students were out of shape when it came to reading on the computer. The interim assessment can better prepare and provide practice time so that when the test is real, the time is better utilized.

-Algebra II is not transitioned yet to CCSS. SBAC test may be testing things that have not yet been taught. The first year the scores are going to be all over the place. This must be clearly communicated to students and parents. Math will be transitioned to CCSS in 16-17.

### **Review of Summer Programs (Summer School, Boot Camps, Compass):**

-Slide show with data

-Anything above Geometry was funded with private funds

-EL Program funded at end was funded by the district

### **Next Steps for Homework Issue:**

-Last year it was brought to the attention of the board that parents in the district were concerned about the level of homework being given.

-SDMC created an ad-hoc group

-Notes from this meeting are on the pink hand out

-Audio news story from NPR about homework (provided to Matt Middough by Marissa Potts last week)

-Moving forward: See what we think - Do we need to do something further with this? If so, what are the ideas?

-35 minutes to talk this out with group

-Students:

-How much per night average?

-Minimum of two hours (dependent on tests and projects) can be up to six

-*Kaelie*: with two AP classes and higher math class

*-Kevin:* Work, family, and sport and last year with three AP classes there was at least 2-4 hours nightly. Some students have personal lives that do not allow them to take these types of classes due to the homework load. Wants to spend more time on what he is interested in.

*-Alex:* not taking AS or AP classes this year / one hour per night

*-Jessica:* Two advanced classes is about 2-6 hours per night. Very involved outside of school.

*-Hayley:* APMEH needs more time for reading retention/comprehension and Pre-Calc takes time. Lots of outside commitments and it makes it very hard to complete the work. Creates a cycle of exhaustion.

**-Vickie (Counselor):** Daughter is a junior and family dinners no longer happen due to the fact that there is so much homework. Takes away from other lessons in life about family and sports that bring value.

**-Georgia (Parent):** Son had 3 AP classes last year. It's college curriculum, but not really. Pacing guide to get to test is too much. Can students really carry the load of the classes they've signed up for?

**-Mazzei (IVP):** Multi-faceted issue. It is about choices. External pressure that says, "If you don't do all of these things, you won't get into college." Colleges want the facts. Are students ducking and covering from the pressure. We have to teach parents and students that sometimes you have to choose. There is no information from students about what colleges really want in terms of what gets you in.

**-Chuck (Teacher):** How often do students get assignments that are due the very next class period? All said, "every day". Perhaps homework assignments can be long term for the week.

**-Mazzei (IVP):** Departments Chairs will be discussing homework policies and late work policies. Do we want department wide policies? School wide? Regardless, this is a time consuming process and we need to give it the time it is due. Maybe students can have a rationale from each department of why things are the way they are.

**-Leslie (Activities Director):** Maybe teachers can look more at the school calendar to try and not schedule things when big things are happening. Attempt a balance.

**-Parents: Georgia:** No particular issue with English homework (reading and writing take time). For something to be genuine and authentic it should not be about just filling a student's time. Creates frustration. / **Chuck:** Not his responsibility as a parent to be worried about their homework. Goes back to class choices. Expectations have been set so high that they are not realistic.

**-Felicia (Teacher):** Prioritizing. A lot of these AP students are perfectionists that are pushing themselves so hard any way, that the homework may be not worth the time for the time it takes to make something perfect. When do you let things go? Students need that conversation to happen. You can turn in work that is good quality even if it is less than your own personal standards. How can students manage their time and really learn to prioritize? Important conversation for all students.

**-Burbank (Principal):** Avoid coming to quick solutions. These are choices and there are some students that are thriving on all our options. The easy solution is not going to work.

**-Georgia (Parent):** Some students do not have another option other than AP. (Math) Lack of choice at higher level math classes. Cognizant of what we are offering. In order to fulfill four years of math some students will be required to take AP classes.

**-Vickie (Counselor):** Piggy back on Felicia's idea about the conversations.

**-Mazzei (IVP):** Teachers have to have time and training in order to have these crucial conversations. We are focusing on AS/AP because they bubble to the top, but we cannot ignore our wide variety of college prep classes that are in the middle and we need to address all these class options.

**-Donna (Counselor):** Daughter struggled through the AP classes and the time, made choices, but it fully prepared her for college and graduate school. Parents have to listen and support their kids. It comes full circle. Hard work is part of the game.

**-Middough (Facilitator):** Students do you feel you have a choice on all this?

-Competition to get to college is stiff, so we are packing it all in so we stand out. It is difficult because everyone else is doing the same thing.

-Took the APs I am interested in. Was able to balance schedule better because of choices. AP homework (all homework) needs to be helpful. AP teachers have a responsibility to get you prepared for the test and you have a choice to take the class or not.

-Some students are picking the AS/AP classes because they are the "richer" classes and more students want that experience of just being in that type of class. Learning environment is different in non AS/AP classes. But it also depends on who is in the class. Individual students also have a responsibility to their own learning, regardless of the level of class they take.

**-Georgia (Parent):** Students want to be in a class where students are prepared.

**-Cara (Teacher):** A lot of info from students, but it is a multi-pronged issue. Middle school input, etc. DC's will look at Google survey data taken last year based on homework by section. Departments need to be able to have time to talk about this. Share the data. Get teacher input.

**-Mazzei (IVP):** We need to be careful about how we talk about mainstream classes. Taking a mainstream class does not mean that students do not want to learn. Our mainstream courses are very strong. Caution group about the language used.

**-Felicia (Teacher):** Teachers want to know the results of the student focus groups.

-Going forward:

-Wait to see what feedback the DCs have

### **IVP Corner:**

-Last Friday was the last day to drop without penalty. Very few in last few weeks (under ten).

-Revamping school profile based on changes from colleges

**Items for the next Agenda:**

- Feedback from DCs regarding homework
- SDMC/SSC Roles
- Orientation Day ad-hoc update

**Process group member:** Potts

**Food:** Velschow and Kolber

**Food next meeting:** Georgia and D. Mazzei