

El Monte Union High School District
Rosemead High School
School Site Council Agenda
Regular Meeting at the Parent Center

December 4, 2019
3:15 p.m.

SSC Responsibilities

- 1A. School Plan Development – Data Analysis & Needs
- 1B. School Plan Development – School Goals & Improvement Activities
- 1C. School Plan – Evaluation
- 1D. School Plan – Budget
- 1E. School Plan – Approval
- 1F. Parent Involvement Policy

I. Call to order 3:21

Principal: Dr. Bristol

Teachers: Don Quick, Victoria Brown, Rosa Anaya, Edwin Medina

Staff: Angelica Esqueda

Parent: Mrs. Ostry

Students: Vanessa Vergara, Michelle Tan, Kelvin Tran

Speaker: Ms. Echeverria

II. Public comments (Limited to 3 min. per person)

Kelvin Tran: Some math teachers don't teach some of the time. Some students have complained about teachers showing a video, then working one problem and that is it.

Mrs. Brown: So if teachers aren't talking, they aren't teaching?

Vanessa: It depends on the student.

Mr. Quick: In my experience, students sometimes complain that a teacher is not teaching if they are not lecturing. I have found ongoing dialogue to be important.

Mr. Medina: Can you elaborate on what you mean when you say teachers aren't teaching?

Kelvin: There is a lack of specific problems to solve. Those problems that are available are too hard. The online resources aren't always used by students. Their use is not always enforced, so people get the sense that it is not important.

Michelle: If I wanted to see a video I could see it at home. The teacher is supposed to elaborate, interact with the students.

Mr. Medina: Please elaborate. How should a teacher teach? One-on-one, in groups, to the class?

Michelle: By interacting with the students, going into detail about what they need help with. Teachers could ask more who needs help.

Mr. Quick: That kind of suggestion is more helpful than just saying teachers need to teach. Saying teachers need to teach might just be hurtful or counterproductive, as when a teacher says to a student, "Just think". This isn't a forum for complaining for complaining's sake. When we give specific suggestions, that helps. When we listen to one another, that helps. How can we create a system that might help students understand that teachers might be teaching when they (teachers) aren't giving direct instruction, that other strategies might work well for specific purposes if they are attempted?

Vanessa: It's on everybody, the students and the teachers, to do their part.

Mr. Quick moved to rearrange the agenda to talk about math first because we did not yet have a quorum, and we were already discussing math during the public comments. There was unanimous approval

III. Math Dept. Insights

Mr. Quick: Mr. Medina, thank you for coming to our meeting. What do you think will help meet our students' needs in regards to their math education?

Mr. Medina: AVID prepares students (by learning how to be organized) to be ready for the next level of education. We need to show them how to be organized. Once organized they can learn better. Some students don't come prepared or even have a pencil. I'm also thinking of trying standards-based grading. We currently use tests, quizzes, ALEKS, CSGs.

Mr. Quick: Can you elaborate on standards-based grading?

Mr. Medina: Almost everything is formative. Summative assessments are regarding understanding of academic standards. The scales can be 0-5, or 0-4. The student earns a number based on their level of mastery or understanding. The assessment could be modeling or explaining something.

Mr. Quick: Interesting. Our school community may be helped by some schoolwide education about standards-based grading, so people know what it is where it is brought up. What are CSGs?

Mr. Medina: Yes, I've already shared with my department and Mr. Banas. CSGs are Collaborative Study Groups.

Mr. Quick: So there is some interaction on math classes when those are being used.

[Students indicated that they are sometimes used, but not as much in some classes, and generally not as much as more individual work.]

Mr. Medina: We need binders and other organizational supplies so that our students can keep their work organized. Some students don't have access to these supplies.

Mrs. Ostry: Sometimes it is access, and sometimes it is laziness. Can these supplies come through the student store?

Mr. Medina: It would also be helpful to have red pens. Sometimes materials get lost, space in class to store things might help. Paid time for tutoring after school would also help.

Mr. Quick: Would it help to discuss logistical concerns with AVID teachers, who have experience with binders? I have found a recent discussion I've had with Mr. Sandoval about the topic of student binders to be helpful.

Dr. Bristol: Mr. Hatley offered a list of strategies & supplies to help math students. It mentioned Course Leads. Smartboards were listed. (These require a repository of lessons in the background to maximize their effectiveness, according to Dr. Bristol. According to Dr. Bristol, this repository takes 3 years to develop.) More supplies were listed (graph paper; compasses; protractors; white board markers). Math had \$1200 in LCAP and Title I funds. Dr. Bristol asked for a more detailed list. Teachers could go to conferences.

Mr. Quick: Don't we have Smartboards?

Dr. Bristol: We did.

Mr. Quick: So part of this discussion includes not buying things for people who don't want them.

Dr. Bristol: Correct.

IV. Approval of agenda

Mr. Quick moved to keep the rest of the agenda in usual order after change. Mrs. Ostry seconds. All in favor.

V. Approval of minutes from November 13

Mr. Quick moved for the approval of the minutes, Ms. Anaya seconded the motion, all agreed.

Looking over the November minutes caused a brief discussion sparked by Mr. Medina.

Mr. Medina: Why so much attention to the math department?

Dr. Bristol: Math has areas that need to meet goals. Each department needs to set goals and we support the departments to achieve those goals.

Mr. Quick: We discussed earlier that want to make sure we collaborate over goals in support of one another, rather than singling out one department over another for improvement. We wanted to bring you into the discussion rather than making a bunch of decisions without your input.

Dr. Bristol: We are not setting goals for departments. Just supporting them. It's the "village" concept.

Mrs. Ostry: Math scores could be higher. We want to look at ways to help.

Mr. Quick: We are all responsible for math thinking and learning. Math miseducation is a society-wide problem. I don't say this to dismiss concerns over our math scores, but to put them in context. Math scores are low statewide and nationwide. The math problem is everybody's problem.

VI. Data

Mr. Quick shared the preliminary results from the student survey our School Site Council created last year. From a small, random sample, the student perception is that we do not listen as well as we do other things (create a safe, welcoming environment, foster a sense of belonging). Students are less likely to have talked about their feelings going to school than they are to have talked about school safety.

Mrs. Ostry: When were these surveys given, and were they required?

Mr. Quick: These questionnaires were given to students during summer while registering. They were not required. I'd like everybody to consider how the two topics of need according to the preliminary survey results, listening and discussing feelings, relate to our Single Plan for Student Achievement.

IX. School Safety Plan

Mr. Quick: Look at appendages in Safety Plan sent by email. 2-3 appendages that are blank that should not be blank. Think about things to add. Next time we vote on what to add.

Dr. Bristol: In the future, the Safety Team will be sending us items for approval as well.

Ms. Brown: if we make adjustments next week Safety Team will get it by Friday.

VI. Single Plan for Student Achievement

Ms. Echeverria shared her thoughts on the SPSA, updates from her recent training. Everyone on the SSC committee was given a binder by Ms. Echeverria. RHS has a School Site Council because it is a Title One school. We are to improve student achievement.

Dr. Bristol: What innovative ways can we spend discretionary monies? Research says "attitude, philosophy of staff" affects student achievement. We need a consultant to train staff, on researched-based strategies.

Ms. Echeverria: Title One schools with Title One money needs to target students that are struggling more than the entire student body. There is a needs assessment, where we evaluate the needs of school through data. That means, for example, that RHS needs to look at the students struggling in math. There is also the LCAP: the Local Control and Accountability Plan.

Dr. Bristol: The Vision and Mission Statement support LCAP and the Site Plan. The data show what is working and not working. The school plan should have goals to improve student outcomes.

Ms. Brown: Who does the research? RHS or the district?

Ms. Echeverria: Your principal.

Dr. Bristol: We need to know if we SSC are being effective. Data are used for this.

Ms. Echeverria presents slideshow. Talks about LCAP money for after school tutoring.

Dr. Bristol: We needed to re-evaluate the after school math-tutoring program, so we made adjustments, so as not to waste funding.

Mrs. Ostry: We need to go to different districts and observe math departments.

Mrs. Brown: Pasadena is doing standards-based grading. Could we possibly visit them?

IX. Next Meeting Dec. 11 @ 3:15pm

X. Adjournment: Meeting adjourned @ 4:57pm