

El Monte Union High School District
Rosemead High School
School Site Council
Virtual Meeting Via GoogleMeet
Wed., May 6, 2020
3:00 pm
Agenda

In attendance: Don Quick
Dr. Bristol
Victoria Brown
Celine Ho
Diane Benitez
Angelica Esqueda
Vanessa Vergara
Michelle Tan
Ms. Anaya
Mrs. Ostry

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: 3:08 pm

II. Actions: Approval of today's

- A. Agenda: Motion to approve -Ms. Benitez, Seconded - Michelle; all approved
- B. Minutes
 - a. Mr. Quick motioned to approve the Minutes of March 26th
Second: Mrs.Brown Approval: Unanimous
 - b. from April 8:
Changes: add "Gap" on third line down under student achievement
Motion to approve - Dr. Bristol; Ms. Anaya seconded; all approved
- C. Bylaws amendments -
Dr. Bristol thanked Diane for bringing this forward last year; this will be a nice document to have.
Mr. Quick reviewed updates that he made;
Discussion about Mr. Quick's addition of a vice-president - Dr. Bristol suggested adding responsibilities for vice-president (ie. in charge of ad-hoc committees) in the future.
Motion to approve proposed changes -Ms. Anaya, Seconded - Michelle; all approved

III. Public Comments:

Michelle - Will letter grade be based on my grade before online learning (Feb. 25) or since then?

Dr. Bristol - The board is meeting to finalize that today. My understanding is that the Spring Semester grades will not change your GPA.

IV. Circle Sharing

-How are you holding up, how are you feeling, how are you coping?

V. Community Reports

-Dr. Bristol reports pertinent information from the school community

VI. Elections - Reviewed by Mr. Quick

-Send reminder email to each interest group to place people on ballots by May 8.

-Distribution via email GoogleForm ballots: so far, 2 Teacher positions (+1 alternate); 3 student positions (+1 alternate)

Other School personnel position (+1 alternate); 2 parent positions (+1 alternate)

-Close elections by May 19

-Count results on Wed., May 20, and distribute results via email

Mr. Quick mentioned that we have a lot of student responses, which is very encouraging; one parent response so far. Dr. Bristol suggested asking Ms. Vergara to help send out messages, and Mr. Quick confirmed that she has been doing that.

Michelle asked the grade level of students who can contribute.

Dr. Bristol replied that prime candidates should be sophomores, juniors, and seniors --- ideally 1 per grade level but we understand that we can't control that. They can be from any grade level.

Ms. Anaya agrees that it would make the second year easier

Dr. Quick added that everyone has the option of doing a third year in case a replacement has not been elected

VII. Single Plan for Student Achievement

As we discuss Academic Profiling --- we'll need to frame all our conversations with these things in mind:

1. What is our Why?
2. What is/are our specific gap(s)?
3. What are our strengths?
4. What are our hurdles?

Dr. Bristol would like to use the statements above to frame our discussions about the achievement gap..

Discussion:

1. "What is our Why?"

Mr. Quick - to provide equitable opportunities for everybody

Ms. Brown - to identify areas of need in curriculum and instruction

Mr. Quick - Even beyond that looking at a structural analysis of our school -- what happens before we see our students in our classes.

2. What is/are our specific gap(s)?

Dr. Bristol: our current structure perpetuates gaps

Mr. Quick - Policies regarding discipline, etc.

Dr. Bristol - Assumptions about race and ethnicity

Ms. Anaya - Should what is happening at home be considered

Dr. Bristol - Maybe how to influence parents should be a secondary goal of ours because it's akin to fighting more than one front -- there is so much diversity among parents

Michelle: Bring in different professionals of varying ethnic and racial backgrounds

Dr. Bristol - I agree we do not have a lot of role models of different types. I think that is extremely doable and needed

3. What are our strengths?

Ms. Brown - How to maintain and increase the diversity of our staff?

Dr. Bristol - Several teams at the site - Site Council, Leadership Team beginning to look at the achievement gap

We also have an academic drive at our school to do well.

4. What are our hurdles?

-Discuss *Academic Profiling* by Gilda Ochoa

Focus Questions;

1. Ochoa presents a macro-meso-micro- framework for understanding schools (pp. 11-16). Which levels are usually ignored in the discussion? Why? How can we have more equitable discussions that respect the many impacts on school community members?

Mr. Quick - As a school, we don't question ourselves on these levels. We don't do a lot of meso/ reflection discussions. This is the bridge between micro- and macro- levels.

Ms. Brown - Can we do that without broadening our input? How can we do that in a constructive way?

Michelle: We would have to reach out to students in different ways so that they can engage and contribute in the process that works for them

Dr. Bristol - Based on the socioeconomic restraints and expectations of the our community (macro) we would develop policy (meso) and see how it influences student outcomes (micro)

Perhaps we need a co-leader to lead us through these kinds of conversations with 75-100 people

Mr. Quick - 3-4 modes of communication around providing access and materials would involve a more holistic view that would extend beyond the classroom.

Ms. Ostry - More information for parents provided by college-track or educated alumni models could help extend their education and expectations. More efforts to teach parents what we are teaching at school

Ms. Ho - More student awareness about the resources that are available to guide them through high school and their future. Teachers could help by letting students know what is going on in the Career Center, etc.

Ms. Ostry - Perhaps use of the Career Center should be a requirement for all students

Mr. Quick - a meso policy that we can enact might be more consideration of how and where students are placed in classes

Dr. Bristol - I would think that the best time to have that discussion is September. Our policy shapes what we will do in the school year.

ie. in the open enrollment AP classes - students may be bright -- good readers and writers -- but have a gap in knowing how to work hard and do well. We have to find ways to support those students.

Mr. Quick - yes, because we are talking about avoiding, for lack of a better word, tracking

Dr. Bristol - Certain words trigger strong responses from people. How do we create the space to have these discussions with these types of words with 75+ teachers without turning them off for five years? Without those conversations, we are morally corrupt and holding back our students.

Mr. Quick - Yeah, I don't want to be the "bad guy". No one does. But do those with more privilege have an obligation to be seen as such sometimes in order to help improve things?

2. Ochoa discusses biologically determinist mindsets in regards to race and gender (pp. 29-47), as well as White privilege (pp. 47-56). How do such mindsets, and how does White privilege, show up in our words and actions, and in "colorblind" structures and processes of the school?

Mr. Quick - a few of us brought up earlier that when reading the book, it makes us angry sometimes. How do we get beyond this?

(Dr Bristol requests a response from a parent, a teacher and a student)

Ms. Benitez - There are a lot of things available for AP and AVID kids that are not available for other students

Dr. Bristol - Can you be more specific? I'd like to address those things.

Ms. Ostry - The mindset that AVID teachers are expecting of these students - -that they are going to college and they are expected to do things in a certain way

Dr. Bristol - Good point. If we asked teachers what 4 things we all teach, could we get one answer.

Ms. Anaya - I always speak as though all of my students are going to college. I ask that their work reflects where they are going

Ms. Ostry - That's why I don't want to generalize. But I know that Avid students are definitely getting that message

Dr. Bristol: What 3-4 things can be expectations of every class.

Mr. Quick - How the college discussion goes over in a class depends on how they are grouped. Some students who don't believe that college is a realistic goal for them do not receive info.

D.Bristol - What does it mean that students (and staff) are colorblind to what's going on? What does that mean to you?

Mrs. Benitez- It would mean that the teacher is able to hook all students from the moment they enter

Ms. Ostry - It could mean that the teacher holds the same college-going expectation in every class and for all colleges

Mr. Quick - If I'm color-blind, I might be less fair. I might not understand some of the opportunities individual students were not given.

Dr. Bristol: A book I read informed me that being colorblind actually flattens everyone's experience to the lowest denominator. Our staff may not understand the diversity in our community enough to explore students at this level.

Ms. Ostry - I know that this quarantine - online learning is providing insight about the different situations that students who are not participating in school are enduring on a regular basis

Dr. Bristol - yes, we are learning more about our students through this online learning and are having discussions among counselors about this.

3. Discussion of pp. 109-132 and Presentation to SLT:

Dr. Bristol suggests deferring this discussion until the next meeting.

VIII. Safety Plan

-Discuss adjustments for next year, including physical distancing guidelines

Mr. Quick - We may want to consider how our Safety Plan will change based on what happens next year.

Dr. Bristol - Yes, these conversations are being held on state, county district levels which filter to us in a framework that we will have to address.

Mr. Quick - I think we will also need to prepare to deal with racist comments against Asians and establish that we will not tolerate such comments in our family/community.

IX. Next meeting: Wed., May 20 @ 3pm

X. Adjournment - Motion to adjourn -Mr. Quick, Seconded - Ms. Anaya; all approved. Meeting adjourned at 4:46.