

SSC Meeting
March 6, 2008
3:45p.m. – 5:30 p.m.
Room 702

Attendees: School Site Council Members, Site Governance Members, Members of the Public

Item	Description/Actions	Action Requested of SSC Rep.
1. Call to Order	3:55	
2. SSC Business	<p>Roberts:</p> <ul style="list-style-type: none"> • Approve February Minutes • Clarify purpose for the meeting: Approve Budget and SPSA <p>1. Request to Review and Approve February Minutes –</p> <p style="padding-left: 40px;">a. Standard changed to proficient</p> <p>Motion to approve minutes Motion Passed</p>	<p><u>Voting Item</u></p> <p>February Minutes amended to reflect accurate goal language and approved</p>
3. DAC	<p>McCroy</p> <p>2. DAC Report – Ann McCroy</p> <ul style="list-style-type: none"> ▪ Board chose all schools with 40% and above poverty level will receive Title 1 funding ▪ \$126 / student for Title 1 funding ▪ 6 – 7\$ per student will be set aside for parent involvement ▪ Conference for parents & educators to gather knowledge, skills and resources encouraging all to attend April 21 & 22 to help students achieve 	<p><u>N/A</u></p>
4. SPSA (5 min)	<p>Roberts:</p> <ul style="list-style-type: none"> • Review of goals set at last meeting • Prioritize list of programs to support as monies become available • Approve draft of SPSA <p>Clarify Goals & Need to approve Budget by 7am Friday March 7, 2008</p> <ul style="list-style-type: none"> ▪ SPSA – School site plan located behind Tab 5 ▪ Two goals related to math & literacy ▪ School Goal #1 – language arts – higher achievement ▪ 35.2 this year will be increased to 47.5% in order to be in ▪ School Goal #2 – math – proficiency level is 37% will be increased to 47% <p>What strategies will we use to get to these goals?</p> <ul style="list-style-type: none"> ▪ What is different about our interventions from last year that will increase our student achievement ▪ Talking to students about test taking procedures, study skills – increased instruction about academic language – recommend test taking and study skills teaching ▪ Proposed expenditures: maintain teachers, maintain instructional supplies ▪ Cut interventions that are not working (i.e. Saturday School) – ▪ 90 students come to Saturday school, transportation only available on Saturdays 	<p><u>Voting Item</u></p> <p>Prioritize Goals for SPSA Motions to</p> <p>1. Maintain small class sizes for math & literacy for struggling students</p> <p>2. Make extended Learning our second priority – extend resources.</p> <p>Both motions passed.</p>

- Committee has challenging time determining if Saturday school is increasing student achievement – is this represented in the data
- Academic Saturday school is not recruiting that many students, EDRP / EDMP is recruiting these students – The latter two programs are funded through other sources
- We have 40,000 left over after two teacher positions are funded, where should we direct this money?
- Increase push in interventions to support students in school
- Do we want to maintain a library assistant?
- Do we want to maintain a health assistant?
- Concern to address the need to keep counselors to support these struggling students
- Request for amendment to decisions voted on
- Our efforts should be directed towards funding efficient programs, making advisory more efficient
- Added extra teachers – our master schedule built with small classes this year – more energy needs to be focused on counseling
- We need to do an analysis of the supports we have and how they are helping
- Research says study skills is integrated into classes – we have offered study skills classes, however – these classes were not necessarily study skills focus, there were other elements incorporated into the class.
- Clarification on ineffective programs – advisory?
- Advisory is a very flexible class – sink some money into targeting every single student, put money into current existing programs that won't extend teacher time
- Do we need to look at closing classes that have 10 students in them in order to make other funds available?
- Keep extended day programs – whatever that looks like –
- Make advisory period with same teacher for all 3 years they are here
This will be an easy way for us to monitor study skills, collect data – if the student knows this child for 3 years, they can help to pick up on problems
- Are study skills classes incorporated into these funds?
- If we need to spend 6-8 \$ of our title 1 students, how much does this cut from our \$40,000
- Advisory for teachers cannot be a prep contractually – if they do – it has to be paid for – currently what we do does not require prep, gathering data would require prep
- Teachers should not have more than 3 academic preps
- Data collection would be considered preparation work for the teachers
- Clarification – the school itself is not paying the EDRP teachers
- Saturday school is not in effect because it requires teachers to recruit 25 students in order to hold a class, the two programs are held in conjunction to save money on transportation
- Budget is due tomorrow – ties directly to Budget
- Don't have a budget to look at
- All we can do is look at our priorities
- Focused instruction needs to be clearer
- We need to look at collecting data under specific parameters
- If it is a study skills advisory – we would have to prepare that prep
- Following kids for 3 years sounds good – we can look at collecting data

- in different ways – track students in advisory
- Suggestions from math – math study skills – we could initiate a peer tutoring program
 - 2 levels at 7th grade for Math - regular and advanced – we need 3rd level to accommodate those students who are at below basic and far below basic
 - This option is not offered in 6th grade either – difficult to set up students for a standards based class
 - How can we reach and improve student scores – we need to implement a math explorations course
 - Math chair suggested this class was a district decision – can we consider advanced math classes teaching larger class sizes in order to open up smaller class sizes
 - We need to prioritize = what will we fund when we
 - Small class size in math & literacy
 - Reduce class sizes for all classes
 - Do math programs have computer programs?
 - We don't have hardware / software
 - Most immediate priorities?
 - Math & literacy areas of need
 - 20 – 25 for math & literacy for BB and FBB students
 - At risk in one class?
 - Advanced students can have higher levels in more advanced math classes
 - Need to reduce numbers of students in non-advanced classes – few are proficient in these students
 - 6th grade explorations classes are capped at 20:1 – this is not available
 - What does the district have available?
 - We want to intensify instruction for BB FBB students – we want a class where they can get help
 - We can move students into different levels
 - Where is the intensity? What happens to children who are FBB? What intensive instruction are they getting?
 - This may be offered through differentiation in regular classes?
 - It has been addressed in math study skills & EDMP?
 - We have 2 in 7th and 1 in 8th grade study skills
 - Putting kids in study skills is not the solution, smaller class sizes is
 - We have to limit it with whatever the budget will allow
 - Cut study skills and put into small class sizes for 7 & 8th
 - When it is all low together, it is hard for them to help each other
 - Mixed level – lower #'s
 - Same for English
 - Math explorations class needs to be implemented to help those kids – we need more data to show how kids are improving
 - **Summary:** Our first priority is to look at smaller class sizes in math with a cap of 25 BB / FBB at risk students
 - **Literacy** – Blocks are currently 20:1 are for students BB & FBB
 - Offered in 7, 8th All 6th graders have a 2 hour English
 - Cluster offered in English
 - Cap for at risk students? 20 – 25 for at risk students Max numbers for Advanced will be 36
 - **First priority** – retain small class sizes in math and literacy for students who are BB & FBB – a cap of 25 for these students and 36 for Advanced

	<p>/ GATE / Seminar students</p> <ul style="list-style-type: none"> ▪ AVID & Journalism mean larger class sizes in other areas ▪ However electives have to be offered ▪ Math & Science are not going to be cut ▪ Should we say literacy is our #1 priority, math will be the second. ▪ We can't determine that since we don't have data to support this ▪ First Priority – retain small class sizes in literacy & math for students <p>Motion</p> <ul style="list-style-type: none"> ▪ Skillin makes a motion to make our first priority to maintain small class sizes in non-advanced math classes and non-advanced literacy classes ▪ Linda Kavanagh seconds the motion <p>Motion passes unanimously</p> <ul style="list-style-type: none"> ▪ Transportation costs more than \$40,000 for tutoring during the reading ▪ Can we offer Saturday school at another place in the district? ▪ Extended learning programs <p>Motion to make extended learning programs our second priority</p> <p>Motion made by: Skillin Motion seconded by: Helen Tocco</p> <p>Any discussion?</p> <ul style="list-style-type: none"> ▪ Should the motion include Below and Far Below ▪ Amend to include students identified in Priority 1 & 2 <p>Motion passes unanimously</p> <ul style="list-style-type: none"> ▪ We didn't have the data in November – we still don't have data – it seems to me that the number one priority should be data collection – ▪ Need more recruitment for subcommittee – need to be members of SSC 	
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Next Scheduled Meeting: April 10th immediately following SGT Meeting

Adjourn the meeting 5:30

Motion to approve SPSA as revised by the SPSA Subcommittee E-Vote made by Jennifer Roberts. Second: Godwin Higa. Voting took place on-line from 6:00 PM Sunday, March 9, 2008 - 9:00 AM on Monday, March 10, 2008.

In Favor:

Brian Compagnone

Godwin Higa

Lyndia Lewis

Jennifer Roberts

Maria Gomez

Linda Kavanagh

Ann McCrory

Shawn Skillin

Pia Sud

Valerie Upham

Motion is passed by a majority vote.