

Da Vinci Communications School Site Council Minutes

October 20, 2015

School Site Council Member and Contact Info

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Members Present

Nathan Barrymore, Meredith Casalino, Noel Ingram, Robert Allen, Brianna Willis, Madison Aubry, Ruby Hernandez, Jeanie Butler, Roberto Gongora (representing Rosaura Cruz)

Members Absent: Jackie Martinez, Toya Hackett-Hanzy

SSC Meeting Notes 10/13/15

- 1. Opening Chair
 - Meredith opens, J. Butler seconds, approved.
- 2. Approval of minutes from previous meeting Secretary
 - Nathan reviews minutes from previous meeting
 - NI moves to approve minutes, JB seconds, approved
- 3. Visitors’ comments Chair
 - No comments
- 4. New business Principal
 - Voting for positions/roles
 - i. Postponed voting of new members until end of meeting
- 5. Presentations Principal
 - LCAP review and discussion
 - i. All present review data
 - ii. Observations
 - 1. NI- we don’t review standardized testing in class, but have slightly higher than national average
 - 2. MC- Student NPS is significantly lower than parents
 - 3. BW- More males than females didn’t pass the CASHEE

4. NI- Females score higher for both CASHEE and PSAT
 5. MC- A rather large chunk of our population chooses to not report their English proficiency
 6. NB- This may be an error of the administration rather than an error of the parents. This data is lacking in knowledge on our part.
 7. MA- Our Latino students are significantly below national averages but only significantly below racial trends
 8. RA- It might be interesting to have data on the ethnic breakdown of each grade level as we've noticed that it's changing significantly each year
 9. NB- I noticed that with only one year of PSAT data, I don't know how much I trust that to base our instruction.
 10. RA- Data for the Caucasians is lower on the CASHEE and higher on the PSAT
- Feedback session with stakeholders
 - i. NB discusses that it might be a good way to assess the way that our English and Math programs are functioning. Started out appropriately with equivalent- not starting with measurement right away. Now that we've run it for a couple of years, it is appropriate to look at external measurements. It seems like too big of a jump and dishonest to who we are to jump to using SBAC and CST data exclusively.
 - ii. NI- Interested in seeing SBAC as well as reading levels
 - iii. RA- SBAC is a very new test. Do we as a staff fully understand how it's administered? If we are going to use it as a measure of data, then we would want to break it down and discuss it. We wouldn't want to use it as a large measurement.
 - iv. MC- I wonder if it would be worth our time to create our own measure or work with our partners and create a measure to assess kids on 21st Century Skills and HOM.
 - v. MA- I feel like we do need some type of standardized testing practice integrated into our schools, maybe not for English because I feel that we're pretty equipped to handle English standardized classes, but not for math. I feel like it would be helpful to integrate something for the math.
 - vi. NB- From a student perspective, what would that look like for you?
 - vii. MA- It's very much all based on us completing it. It's harder to get through all of the things. I wasn't used to getting through a bunch of different topics and bouncing through a bunch of different questions. I wasn't used to having a longer test with a bunch of different topics.
 - viii. MC- It looks like it would be helpful to have a test that is much longer and timed. Just like how you have timed writing for English, having practice with a bunch of different math in a timed exam.

- ix. BW- If we are going to have a math prep thing, we shouldn't do it separately from the classes.
- x. MA- Maybe it shouldn't be super heavily weighted into our grade.
- xi. MA- The way that our English is and what we're taught, I think it does very much help as well. I think we need a lot more timed writing in English. The first time I didn't really know where to go.
- xii. JB- As a parent, my interest isn't so much standardized, but I would be interested in comparing DV amongst each other, other classes amongst each other, also comparing with HTH.
- xiii. NB- I like how you brought up HTH, I am extremely cautious about ever putting out a net promoter score because there was a lot of comparison among DV schools and it became unhealthy. I like the idea of comparing us with HTC and DV (aggregate).
- xiv. NB- Internal assessment (e.g. looking at standardized Algebra I across).
- xv. RA- I think that the SBAC is an important part of this. It may be more useful to have a standardized rubric to assess projects out of. Norming 21st century skills, norm what we are looking at projects.
- xvi. NI- Norming with departments.
- xvii. RA- might give us some more data to help us begin to norm this.
- xviii. MC- I wonder if this is really where I would like our needs assessment to be focused. I was looking at some of our other things on the needs assessment focus and tardies is huge, office hours attendance is huge, I wonder if that holds true to our DV mission of looking at whole-kids stuff when something we are struggling with in the 9th grade is the tardy rate (RA- not just the 9th grade). I wonder if we might have needs outside of testing needs.
- xix. BW- I have a clarifying questions. Didn't we talk about last year with the afterschool person. Did that happen?
- xx. NB- It did, but it's been very poorly advertised.
- xxi. BW- Did we base that off of grades?
- xxii. NB- Yes
- xxiii. RH- Was peer mentors made of something else or to guide the students?
- xxiv. NB- Lucky coincidence
- xxv. MA- What does tardy rates have to do with anything? This is a serious question. How does that have an effect on things.
- xxvi. NB- It affects the teachers' ability to run a whole-class. They have to go around and help all of the tardy kids catch up
- xxvii. MC- We do warm up problems. If they come in tardy, they are missing days and days of content...it spirals
- xxviii. Butlers- In the executive world, it's not acceptable. It's not professional. I work in a para-military world, you can never be late. If you're on time, you're late. 15 minutes early is already technically late in our world. It does effect from our

side, the executive side, these folks are now...there's going to be a delay in the class because I can't let these folks... it's an interesting question.

- xxix. NB- Do you think the tardy is beginning and after lunch
- xxx. NI- Beginning and after lunch. Especially after lunch.
- xxxi. MA- We don't have bells, you don't actually know when lunch is over.
- xxxii. RH- I feel like that's also time management. It's on you and teaches you responsibility.
- xxxiii. BW- I agree, especially when DVD has a different lunch, it's so confusing.
- xxxiv. MC- Maybe that's on us to better communicate that. To give you the tools you need to be responsible for your own time.
- xxxv. NI- It's always the same kids in 1st period. 3rd period is generally random kids.
- xxxvi. RA- As someone who doesn't have a 3rd period, on any given day, there's always about 20 kids outside in the patio when class starts.
- xxxvii. MA- Let me just walk over to the vending machine because it doesn't really matter if I'm 2 minutes late...or I'm 2 minutes late, I might as well be 5 minutes late
- xxxviii. RA- What is the root of that?
- xxxix. RH- Lack of consequences
 - xl. MA- the people who are always late 3rd period, they are the people who don't do as well...and there's no consequence and they come in loud and distracted and are like 'well, I'm just going to do this every day.'
 - xli. MC- I'm noting that all of our expenditures from last year seem to focus on students and supporting them for students. We were talking more about supporting them academically in their core classes here and we haven't discussed that here.
 - xlii. NB- I agree, I don't think our final expenditures will relate to these. But not everything we discuss will be expenditure based.
 - xl. JB- This has to do with WASC, right?
 - xliv. NB- WASC is coming November 5th; they are coming to accredited us as a real school; this is accreditation number 5 or something
 - xlv. NB- We will take all of this and start reviewing it. I think the tardy one is the thing that we will focus on first....have some teacher focus groups...Is there anything in the last four minutes that you think we should focus on that we haven't talked about yet?
 - xlvi. BW- Could you send this out so we could think about this before the next meeting?
 - xlvii. MA- Do we have any other data about how students are doing outside of the PSAT and CAHSEE?
 - xlviii. NB- Grade data. Our students struggle the most in 9th grade to adjust to high school...then grades go up as they go to 10th and 11th grade

- xlix. BW- I also kinda feel like this data is kind of pointless because we just took another PSAT so these have changed....and most of us aren't taking the SAT, we're talking the ACT
 - I. RH- Also perhaps having the data for tardy rates and student attendance so we can compare and contrast...where is it really when students are being absent?
 - li. RA- I second that and I would very much recommend someone popping their head out and counting the number of kids who are outside. Without any blame
 - lii. MA- I was saying the class data because then we could look at the PSAT (latino students) and see how that correlates with how they are doing in classes (RA- and correlates with ESL as well)
 - liii. NB-I don't know how to break down grades by racial data, but I bet somebody else does
 - liv. NB- Thank you everybody. We need to elect ourselves. Chair, can you motion elections. I think we will have a nomination and then a second and then we will vote them in.
 - lv. JB- I move that we accept the board as it currently sits here.
 - lvi. MC-I motion that we elect the board as it currently sits here.
 - lvii. MA- I second that.
 - lviii. MC- All in favor?
 - lix. All- Aye

6. Items for December SSC agenda

Principal

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7. Closing

Chair

- NB- I move to close the meeting
- BW- I second that
- NB- All in favor
- All- Aye

Meeting was adjourned at 8:53am on 10/20/15