Palo Alto High School Site Council Meeting Minutes
Monday, October 5th, 2020
3:30 P.M.-5 P.M.
Zoom

Note taker: Samuel Howles-Banerji
Attendees:
- **Present**: Brent Kline, Lisa Stone, Kathy Bowers, Sam Howles-Banerji, Chris Kuszmaul, Kindel Launer, Hunter Rearden, Mary Ellen Bena, Kala Mehta, Dave Schaeffer, Anna Itoi, Prasanna Patel, Unmesh Sahasrabuddhe (PTSA rep), Ayush Singh, Nysa Bhat, Bowman Wingard
  Kathie Laurence, Bennet Quo, Bryna Chang, Alex Van Riesen, Carine Vanslembrouck, Greer Stone, Elizabeth Dougherty
- **Absent**: None

3:32 pm: Call to order - Brent

3:33 pm: Open Forum - no community members chose to address the council on non-agenda items.

3:34 pm Review and Approve Minutes

- September 14, 2020 minutes approved/disapproved by a majority vote.
- Dave Shaeffer motions to approve. Hunter seconds.

3:36 pm: [Site Council Training](): Kathie Laurence
- Kathie Laurence: Former principal at Gunn, will offer training on site council ways and means.
- Law changed in 2019.
- Background: 2001 - CA Legislature to consolidate various categorical funds, they created the "Single Plan for Student Achievement" (SPSA)
- In 2017 the CA Dashboard was rolled out and added as a metric for developing SPSA
  - Includes attendance, testing, and a broad range of metrics
  - https://www.caschooldashboard.org/reports/43696414335782/2019
- June 26, 2019 - AB 716 changed to "School Plan for Student Achievement", still SPSA
  - More tightly aligned to Local Control Accountability Plan (LCAP) and school goals.
  - Do the SPSA goals address the LCAP and the needs based on the state dashboard?
- Site Council is the place in which teachers, students, parents, and classified employees work together with the principal to develop the school goals and budget amounts of school improvement grant toward achievement of those goals.
- Members are elected by their peers to serve 2-year terms.

- ○ Some bylaws say only 2 consecutive terms, but set by the site
- Site Council is not an extension of PTSA, doesn' make policy, isn't a political organization, grievance committee, fundraising organization, or a social group (though some socialization may occur).
- Primary responsibility is to look at the SPSA every year to review, update, revise, develop new goals.
  - ○ Look at data presented around goals to determine if things are working or not
  - ○ If not, why, do we need to change goals, metrics, what do we need to change?
  - ○ Seek input from school advisory groups to address goals.
  - ○ Fair amount of leeway in how funds get used, as long as tied back to SPSA.
  - ○ Traditionally in PAUSD, those have been teacher grants for innovation to target a broad range of students or targeted groups that need support.
  - ○ Also recommend SPSA to the school board for approval.
- Cycle of Improvement for Site Councils.
  - ○ Re-Affirm or revise school goals.
  - ○ Look at improvement strategies and revise as needed.
  - ○ Monitor data to see effects
  - ○ Revise the plan accordingly.
- Composition of site council.
  - ○ Used to be a minimum of 12, now 10, but not possible to have that few, because ideally have a student per grade level. Then parents. # students+parents = # school site members.
  - ○ Members selected by peers (teachers elect teacher reps, parents elect parent reps, etc)
  - ○ Student reps are often selected by ASB.
  - ○ No other qualifications
  - ○ Staff member cannot be on site council as a parent if their child is a student at the school
- Several other groups are involved in development and implementation of SPSA
  - ○ School governing Board - makes policies consistent with laws, vote on SPSA and any revisions to it.
    - ■ Generally presented annually to the board for approval.
    - ■ Board certifies that SPSA is consistent with LCAP
    - ■ SPSA must be board approved to allow Site Council to spend funds
  - ○ District and School Admin
    - ■ Approve/make purchases
    - ■ Develop proposals for SPSA for site council to review
    - ■ Implement SPSA
  - ○ School Principal
    - ■ is a voting member of site council
    - ■ Provide information and leadership
    - ■ Administer school level activities relevant to SPSA
- WASC !
  - ○ PALY is toward the end of 18 month WASC accreditation process

- ○ WASC goals will be the SPSA for this year.
- COVID-19
  - ○ CA got waiver to not administer state testing in 2020, which impacts data on the state dashboard
  - ○ There will be no waivers in spring of 2021, per fed govt.
  - ○ CAASP must be given this year and will be compared to 2019 data
  - ○ LCAP has been replaced by Learning Continuity and Attendance Plan (LCP) for the 2020-2021 school year per SB 98, section 34
    - ■ Accountability plan for pandemic situation - modified due to COVID-19
    - ■ On PAUSD website
    - ■ Says "How we're going to do what we're going to do"
    - ■ Includes history from the spring
    - ■ Kathie recommends looking at this as we move forward this year to align with LCP.
    - ■ Dave: How long will LCP live? Kathie: To my knowledge, just this year
    - ■ Rules around days of school, counting instructional minutes, etc in distance learning
- Kathie recommends that site council become familiar with dashboard, as it is pertinent to developing SPSA.
  - ○ If a school is in the "orange" or "red" for a metric, there must be a SPSA goal to address it.
  - ○ If in "Yellow" and 2 below the district overall score, that area must be addressed by SPSA.
- Really important: What are measurable outcomes of SPSA goals?
  - ○ Can make a goal, but need to be able to measure outcomes to assess progress.
- California Education code: 64000-64001 and 65000 are useful resources.
- Chris Kuszmaul:
  - ○ When I've been on deliberative bodies in the past, you might weigh decisions for an extended time, weighing pros, cons, possible unforeseen outcomes
  - ○ What I'm confused about is "what would I seek to get from another teacher as a concern or idea to bring to the site council?"
  - ○ What kind of decisions do we contemplate?
- Kathie: Look at your WASC report or SPSA
  - ○ If someone says "there are a subset of kids that are struggling, and I have an idea to help," that might be a good idea for a grant.
  - ○ In the past, schools have used a grant application process to potentially fund those ideas.
  - ○ Site council needs to be focused on improvement regarding the goals of the school
    - ■ Foster & homeless youth, English Language Learners
- Data nights offer opportunities for constituents to offer their perspectives as they look at the data regarding student performance.
- Unmesh: Request for Kathie to look through State expectations that will be presented at the end of the meeting to ensure that his understanding aligns with her understanding.

- ○ Question surrounding data: the data is often a bit state, and makes it hard to know how improvements are working. How can we improve timeliness of data?
- ○ Kathie: it takes time in schools to see changes. Maybe semester to semester or annually, depending on the goal. Ideally you have the most recent data, but it does take time, since we're dealing with kids and their learning to see changes. Some things only happen every 2 years (like Challenge Success survey, or California Schools - formerly CA Healthy Kids survey)
- ○ Unmesh: Is it possible to look at, perhaps, the last 10 years worth of data to see how SPSA has been implemented over time, what data is shown?
- ○ Kathie: Should be able to get WASC from 6 years ago, midterm, and progress report to see action plans to see "did we make progress and how do we know"
- ○ Unmesh: It's important to see the data visible at site council level to see how well we've fared.
- ○ Brent: we're crunching those numbers from the last 6 years to look at that data for WASC. Erik Olah will come back in November to give us some of those data and findings from the past 6 years.
- ○ Prasanna: Brent, will you explain for the new members how WASC and SPSA link together?
- ○ Kathie: Western Association of Schools and Colleges accredits PAUSD and many secondary schools. They ask that each school does a self study to determine what they are doing well and what are the areas of need, and how they will create a plan to address those areas of need. You end up with goals and an action plan for your wasc report. The action plan may have various assorted strategies under each goal with each of those measurable outcomes. The SPSA will take those goals and incorporate them. The goals should be pretty much the same between SPSA and WASC. Take data and determine how we did on those goals. Did we meet it? Do we need to develop a new goal? Do we no longer feel we need to address that goal? WASC is meant to be a living document that is reviewed and updated every year, and SPSA articulates with it. (Kathie Logs off meeting)

4:15 pm SPSA Goals Update: Brent Kline (2019-20 and current year)
- ● Focus on Goal #2 for a conversation going into the details of the work
- ● Ensuring all students have access to challenging, aligned, and rigorous curriculum and instructional practices to meet their needs. Specific to HUR and SED students.
- ● Want to make sure that everything we're doing with COVID strategies is still aligned with this goal.
- ● Brent is trying to analyze the students of color who have not been meeting the same academic conclusions as other students.
  - ○ Data:
  - ○ Class of 2020 - 10 black/african american students did not meet A-G
    - ■ Significant number with IEP or 504, none in bridge program
    - ■ All on track to graduate

- ■ Biggest shortcomings are English and Math - passing with a D or P, which allows them to graduate, but doesn't meet A-G requirements.
- ■ Some with Science or World Language. Only 3/7 didn't meet requirements in history.
- ○ This year: 9 students in this category
  - ■ Fewer in SPED/504 category, 3 in bridge program.
  - ■ All on track to graduate, and most on track to meet A-G
  - ■ Trying to determine this early in the year so that we can manage.
- ○ Brent will begin looking at lower grades to assess very early on.
- ○ Relatively low number of students who need this support, so this should be a manageable challenge. We can help them.
- ○ Going to keep going to look at this data for other subgroups - Latino, etc
- ○ AVID: 73 students in 4 grade levels.
  - ■ We should be utilizing this more. There are probably 200 students who could meet the criteria for AVID support.
  - ■ Criterion that says you should be first gen college bound, but that's loose.
  - ■ Best instructional practices in the AVID program, and we should ID them and utilize them more universally to create better equitable practices to help all students.
  - ■ Going to dissect the AVID program to make sure that it's sustainable and that it's promoting best instructional practices throughout the entire school community at PALY.
- ○ Bridge: students working with Crystal Laguna as a counselor
  - ■ She works with a population of first generation college bound students who need additional support to get there.
  - ■ They do not have a grade level administrator to support them as the other grade levels do.
  - ■ Brent intends to jump into that role to work with Crystal.
  - ■ Kindell: ID'd as a rising freshman, they get additional support with English, math, and SEL.
    - ● Move through the system as a cohort, additional support going into 9th grade.
- ○ Brent: back to data and numbers, is starting a conversation. This started with the Principal Advisory committee. I intend to do that more with HUR students at PALY. They need to have a voice, and I need to learn more about why their situation is as it is and help them.
  - ■ Try to increase my understanding of what student needs are. (Anna is going to join me in these conversations)
- ○ Overarching role is equity - equal opportunity may mean unequal support, because some students need more support than others.
  - ■ #1 spot to work on this in the classroom.
  - ■ Demystifying - tell the students what they're learning and what it looks like when they've learned it.
    - ● Showing clear rubrics, etc.

- ● Learn about student needs.
    - ○ Unpacking quite a bit of survey data surrounding distance, will present to ed council tomorrow.

4:30 pm: Equity: Questions for Brent Kline
- ● Elizabeth: Super excited, this sounds like a fresh perspective. Thank you Brent!
- ● Anna: Brent came to the same conclusion as Elizabeth because of data, and recommended that we sit down and talk to the 9-10 black students who are not meeting A-G and try to determine what those students need.
    - ○ SPSA goals have highlighted this group and Latino students as being one of the most important populations that we help.
    - ○ Is there anything that we could do as "moonshot" to help those kids for whom it seems like it's too late.
- ● Brent: Co-teaching interventions can target more students, which needs to be refreshed, as one example. AVID, how do we grade kids.
    - ○ Grading policies haven't been thoroughly analyzed in any part of education for a long time
    - ○ Robust? Peer tutoring program. If it's not robust now, it's going to be.
        - ■ Do we have the right tutors? Do the ones we have share the struggles that their tutees have?
        - ■ Do we need to start paying those who have the skill to be a tutor, but need the income to make it happen?
    - ○ One of the math teachers has an additional period to help with interventions.
    - ○ How do we do all of this with distance learning?
- ● Anna: Can we invite or have a meeting with those 9 students before the next meeting?
    - ○ Brent: Yes. They won't say no
- ● Dave: Thank you for clarifying timelines.
- ● Anna: Dave, can I work offline with you to determine some of the questions that we want to address with those students.
- ● Unmesh: other portion of equity is encouraging kids to take higher level courses (AP and Honors)
    - ○ Do you intend to meet with those students as well to determine what barriers they have/perceive that prevent them from taking those courses.
    - ○ Brent: First I want to start with the students who aren't meeting A-G, then I will address that, first through the Principal Advisory Committee. I want to get to that, but it's not my priority.
- ● Kala: Brent, thank you for addressing this.
    - ○ I would invite us all to learn language around community cultural wealth, and not use deficit language. Highlight the assets of that student to invite more productive conversation with those students.
    - ○ The students that we're speaking of have a lot to teach us about the community in which we live.
    - ○ I work in that field in university models, and would happily share some of these.

4:39: PTSA Report - Unmesh
        Charu and Brent are going to meet, which may open up many things from PTSA side.
        Will have more detail from PTSA next month.

4:40: Greer Stone - ASB update
  - Taking everything that we do in person and making it virtual and finding new ways to create a sense of community and school spirit.
  - Been getting positive feedback
    - Virtual club fair on 9/16
    - Over 97 clubs for the semester, over 45% of the student body.
      - Lower % than traditional, but surprisingly high, given the Zoom fatigue.
  - September: logistical issues
  - October:
    - Mask design competition ending tonight - submit design, student body votes on that
      - Chosen mask design will be sold to the student body.
    - Fundraiser - big percentage of fundraising is parking for Stanford football games, which takes a hit due to no fans at Stanford Games.
      - Krispy Kreme fundraiser - purchase voucher on student store, and ASB gets 50% of profits.
    - Spirit Week:
      - Won't be traditional on campus.
      - Students are burnt out on everything getting pushed back, so we'll do a traditional one in the spring, but will do Viking week the first week of November.
      - Activity every day, get points for the class, and use those points towards spring spirit week.
      - Video competition, scavenger hunt, clothes, etc
    - PALY's got talent
      - Like America's Got Talent
      - Students submit videos, and the student body can vote on the winner each week, winnow down the competitors to the top 3 or a winner.
    - Students want to see more performances according to an admin survey.
    - Halloween costume contest as well week of Hallowween. Perhaps on Zoom?
    - New Student/Transfer student lunches. To welcome new students to PALY to get to know some students here and each other.
      - It is a challenge, as it's voluntary, but we get a few each time.
      - Will continue for the foreseeable future.
    - October 9: ASB fishbowl at lunch
      - Panelists, and student body join in
      - Looking at what activities students want
      - What is working RE distance learning and how it could be approved
      - Other issues that should be addressed at the district level.
    - Bowman: We're feeling good

- Working with other ASB students on iMessage tournament: games via text, march madness style bracket with a prize for the winner.

4:48 pm: Math supplies request update (Kathy Bowers) and update on Morning Program II (Anna Itoi)
- Kathy:
  - Looks like they are organizing a way for teachers to ask for general reimbursement, so they don't want the site council to do this; it's being done through the ILs in Math. Hopefully this is the same in other departments
  - Had been looking for a site license, but found a workaround.
  - Want to purchase 100 more of our classroom calculators to provide to all students
  - $747 to put 15 more per room.
  - Not big enough for a PTA grant fund, but is something the kids use. Is this the right avenue?
  - Brent: This would meet the needs of the students who don't have the means to get them for themselves. Seems to align with goals for a site council.
  - Anna: has been mentioned at 2 meetings now, so can be voted on. We have done supplies before. Kathy has tried to find other funding sources.
  - Brent: motion to approve, Anna seconds. Motion is passed.
  - Anna: future requests: go to Jerry, money should be available. Budget has money for supplies!
- Anna: Tutoring Program Proposal update
  - Lucy Fillpu's dream was to provide tutoring during the morning program, which was launched in 2018. The morning program is closed due to COVID.
  - District ran a 1:1 tutoring pilot like our tutoring program proposal by hiring a 3rd party tutoring company.
    - Funding was cut for this year, but they were very supportive of us taking this on at the site level.
  - Brent suggests that we wait until after meeting with the 9 students to determine if this is the best way to support them.
  - Other options include dream catchers.
  - Raising it now so that we can potentially approve at the next meeting, if Brent feels it is important.

4:50 pm: State Expectations for Site Council: Unmesh Sahasrabuddhe
- Complement to what Kathie presented earlier; Unmesh's interpretation
- Ed code section 52788 & 64001
  - Relates to responsibilities and SPSA.
  - 52788 Responsibilities- 2014 law, but it doesn't look like it was changed in the 2019 update.
    - Individual needs of each pupil
    - Contain needs of HUR, disadvantaged, free reduced lunch program, foster, gifted, and those with exceptional needs.

- Evaluation of education program of the school (related to the extra meetings we had last year relating to COVID shutdown).
- Must incorporate LCAP
- Encourage teachers and professional development
- Review site plan and make a budget annually.
- 64001 - SPSA
    - Should look into the entirety of the school budget, not just the part at our disposal.
    - Lots of flexibility in terms of how the site council's $25,000 is spent, but should also look at the overall budget to review and potentially make recommendations if applicable.
- Gaps between current SPSA and state requirements
    - We should address this in future meetings.

5:02 pm: Adjournment
- Dave made a motion to adjourn
- Seconded by Mary ellen