

SMASH Site Council Minutes
Wednesday, October 1, 2025 3:15 PM on Zoom

Join Zoom Meeting

<https://smmk12.zoom.us/j/84627439205?pwd=c0dDdkRPWXpRWTlrUIFYYWZNXN21wZz09>

Meeting ID: 846 2743 9205

Passcode: 755366

In attendance: Jeff Rubin, Jessica Rishe, Mike Oliver, Rohan Sellers, Kai Richardson, Ania Kubicz-Preis, Sarah Daunis, Jen Gardner, Alissa Bizzul

Absent: Ezra Mooney, Christian Carter, Jen Mack

Adopted Agenda - Motioned by Jen Gardner, Seconded by Rohan Sellers
Approved minutes of last meeting - Motioned by Rohan Sellers, Seconded by Kai Richardson

Community participation:

Reports and Announcements (regular agenda items)

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Student Reports:

In Core 4, in math, they started their unit called Linear Equations and finished their last unit called BTW. In Passion Projects, they're deciding on their guiding questions. Rohan is most likely going to do a city-planning/architecture project for Lincoln Blvd. In Humanities, they just had their test on how the Roman Empire fell. They're working on an essay and some grammar work. In Science, they went to Malibu recently. They're learning about different types of cells - plants and animals. In 6th grade math, they just started doing Exponents. For ELA, they just started doing their essays. They learned the structure. For Science, they were playing around with rules - the possibilities. For SS, they're making they're studying ancient civilizations and making cave paintings. For projects, they finished their slideshows and they're practicing their presentations.

In Core 3, the 4th grade mathematicians finished up their addition work and moved onto subtraction. This is the last investigation in the unit, "Landmarks and Large Numbers." The 5th

grade mathematicians worked on strengthening various division strategies, thought about situations that would match equations, and what the answer would mean in context.

In Jayme's advisory, the researchers continued working to use multiple sources to gather facts about the various planets. This week, we asked ourselves, "Does that make sense?" when reading informational text. They created a solar system model using the California Academy of Sciences "Pocket Solar System" activity. Sci-fi readers learned to keep track of problems by thinking of character motivation through our podcast episodes. Lastly, writers launched our first-ever collaboration with Story Pirates and thought about a character that they wanted to create for an original sci-fi story. In Sarah's advisory, students continued to hone their detective skills, mostly focusing on observation and analysis this week. For media literacy, they analyzed how digital images were altered. Then they talked about how it is important to question what we see. They engaged in another science investigation in an attempt to get closer to solving the Cookie Jar mystery. Also, they practiced taking notes on what they closely observed in the natural world and then made inferences. During Literacy, they met in their book clubs and continued to listen to/reflect on the read-alouds, Hoot and The Absent Author. During whole-class discussions, they used evidence from the text to support their hypotheses.

Next Wednesday is Bike It, Walk It, Bus it Day and next Friday is the Talent Show.

Old Business: none

New Business:

We reviewed the CAASPP Data for the 2024-2025. We first looked at the math results of the 3rd-5th students who took the test. Then we looked at the middle school results. We noted successes, concerns, and patterns, using the Examining Data Protocol. We noted the number of middle school students who are meeting/exceeding standards. We noted that only two students are not meeting for middle school. Then we looked at the data from the lens of middle school students who are LatinX. Only 1 is not meeting standards. We identified the one sub-group with enough students (LatinX) to be significant enough to report and the data through that lens.

Rep asked how children are racially identified and Principal shared that students' identity is determined by self-selection by the adult who enrolls the child. Rep wanted to know if these scores are looked at by colleges/private high schools. He was reassured that they're just used for the teachers to use for future teaching choices.

Then we looked at the ELA data for elementary and middle school students who took the test. We noted successes, concerns, and patterns, using the Examining Data Protocol. Rep said they're getting better as they grow. Rep noted that the more years of instruction they get, the better they do. Rep noted that there is a smaller group that is meeting standards, while the exceeding and nearly meeting are larger groups. She

identified the one sub-group with enough students (LatinX) to be significant enough to report and the data through that lens. Rep is wondering if the not meeting groups, since they're the same, if they are the same kids. Rep was noticing that the LatinX data breakdown is similar to the overall group, so she thinks that there does not seem to be an ethnic disparity based on sub-group.

The Science Data was presented for the 5th and 8th grade students. There's no one in red for 5th or 8th graders. Rep noted that the distribution is fairly similar for the two groups of students.

Suggested next steps/questions:

Reps wanted to know how the kids in the red are supported by additional adults outside of the classroom. The STAR Test, classroom work, classroom performance, and general education performance are reflected upon to decide who would benefit from additional supports (small group reading, math club). Whereas with Special Education, students get support in or outside of the classroom with academic goals that were designed just for them.

We looked at the safety plan. Principal highlighted all the different responses our staff/students would have to potential emergencies. On Oct. 16th, there will be a full-scale earthquake drill. Rep shared that students are chosen to pretend to be injured, so the staff knows what to do. We practice, so when we are nervous in a real emergency, the hope is that our muscle memory from the practices kicks in. Rep asked if we had had major emergencies, so Principal told about an emergency alternate exit due to a bee hive and a shelter in place due to an incident years ago at SMC. Principal shared the different emergency response teams and their responsibilities. Rep asked if there were any responsibilities for Student Reps. Principal suggested that they could help with the TK students. Principal asked for suggestions, questions, and comments. Rep appreciates the newly identified Student Reps role. Student reps expressed excitement and readiness for this new role.

Community participation: None

Motion to adjourn

Motioned by Kai Richardson

Seconded by Jen Gardner

Meeting notes taken by Recording Secretary Sarah Daunis

Meeting Adjourned at 4:06 pm.

Next meeting dates for 2025-26: 11/12/25, 12/3/25, 1/7/26, 2/11/26, 3/4/26, 4/15/26,
5/6/26