Alternatives in Action Board of Directors - High School Governing Committee
Meeting of April 12, 2017 Time: 5:30 p.m. – 7:00 p.m.
Location: Alternatives in Action High School, Room 4
6221 E 17th St, Oakland, CA

Public Session Agenda Items	Time	Lead
1. **Welcome! Call to Order; Approval of Agenda (Action)**	**5:30**	**Joe**
2. **Consent Calendar (Action)** 2.1 Approval of the February 8, 2017 minutes 2.2 Resolution to approve submission for Title I and Title II funding for the 2017-2018 Year	**5:35**	**Joe**
3. **Public Comment:** We welcome comments from the general public on non-agendized items.	**5:40**	**Joe**
4. **Data Dashboard Update and Report** Logan will update board on school data and will review LCAP plan 4.1 Data Dashboard	**5:45**	**Logan**
5. **Directors' Dialogue- Focus on problem-solving around key dilemmas** Logan Manning and Phung Lai will update board on recruitment and enrollment. Directors will elicit feedback from the board on needs of current student population including the build-out of a newcomer program, deepening of pathways, implementation of alternate graduation plan, and possibility of charter revisions to create a grad option requiring less credits.	**5:55**	**Phung & Logan**
6. **Staff Report** Staff representative, April Angeles, will provide staff updates	**6:30**	**April**
7. **Board Comments on Non-Agendized Items** This is an opportunity for the Board to raise questions or requests for topics to be addressed in future meetings.	**6:40**	**Joe**
Closing: Review Next Steps, Acknowledgments & Adjourn	**6:50**	**Joe**

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Minutes of the Governing Committee Meeting
February 8, 2017 ⓾ 5:30 pm to 7:00 pm
(Alternatives in Action High School, 6221 E. 17th Street, Oakland CA 94621)

Governing Committee Members Present: Rita Trumbo, Shady Shahid, April Angeles, Joe Feldman, Greta Brownlow, Ime Ekanem

Governing Committee Members Absent: none

Advisory Governing Committee Members Present: Maria Robles (Governing Committee DELAC Parent Representative)

Staff Members Present: Phung Lai (Co-Director), Logan Manning, Robert Vidana (note taker), Oriana Obligacion

1. **Welcome! Call to Order; Approval of Agenda (Action/Activity)**
Meeting was called to order at 5:33
    Motion to approve: Rita Trumbo
    Seconded: Shady Shahid
    All in Favor: Rita Trumbo, Shady Shahid, April Angeles, Joe Feldman, Greta Brownlow, Ime Ekanem
    All opposed: none
    Abstentions: none

2. **Approval of the Minutes**
Resolution to approve the Meeting Minutes from the November 30, 2016 Governing Committee meeting
    Motion to approve: Shady Shahid
    Seconded: Joe Feldman
    All in Favor: Rita Trumbo, Shady Shahid, April Angeles, Joe Feldman, Greta Brownlow
    All opposed: none
    Abstentions: Ime Ekanem

- For December 12th minutes, move April to assentation.
Resolution to approve the Meeting Minutes from the December 12, 2016 Special Governing Committee meeting
    Motion to approve: Rita Trumbo
    Seconded: Shady Shahid
    All in Favor: Rita Trumbo, Shady Shahid, Ime Ekanem
    All opposed: none
    Abstentions: Greta Brownlow, Joe Feldman, April Angeles

3. **Public Comment**
   No comments from the general public.

4. **Data Dashboard Update (Discussion/Information)**
- Review of ADA and youth enrolled.
- New data: Chronic absenteeism is at 16.24% of Q1 for school year.
- Discussion of 9th and 10th grade SRI data, specifically below basic vs proficient numbers.
- We need to do a better job at supporting students who are at the higher end of the testing data.
- We are implementing a school-wide literacy project to put literary circles in humanities courses in order to provide highly engaging books in classrooms to foster a love of reading. This is in response to the history-centric approach towards humanities courses. We are hoping to see more gains in test results as a result of more reading.
- We need to look at the LCAP to review literacy goals.
    - 9th grade goal: Have students move up 100 points on the SRI
- Rita: would be helpful to know the number of students in each grade while looking at data.
- CELDT scores just came in, but still need to process before reporting on.
- Due to increased enrollment, there is an inconsistent amount of students who took the SRI in November vs September, which shows how enrollment affects numbers.
    - Rita: As a result of this, we should present the data differently to show the enrollment changes.

5. **Directors Report - Staffing and Program Updates (Information/Discussion)**
- Staff changes since last meeting: college and career counselor, restorative justice coach, and 11th grade humanities coach all left the high school.
    - Discussion around how the directors covered those roles until they were recently filled.
- April: discussion of impact of mid-year retreat on the staff and how helpful it has been for staff morale.
- Joe: does the staff exit reflect anything about the school?
    - Oriana: Want to ensure the safety and comfortability among students, therefore, we are making the best choices and decisions that impact students positively. It's important to ensure that we have the right staff in place.
        - Joe: Is it a changing in the recruitment of personnel? What will you do differently?
            - Logan: Those folks were hired before Phung and I were in place. We have a good sense of who we want and we prefer folks who are better at youth development, but may not fit philosophically.
            - Phung: I want to feel good about the hiring process. It's not about just filling the position and to ensure we have a good recruitment process.
        - Shady: Do you know the culture of the school?
            - Logan: It's important that staff understand that we are not a typical school and want folks that fit in.
            - Oriana: It's not about putting out fires and more about finding the right person.

- Logan: the partnership with the Reach Institute has been helpful with providing teachers.
- Rita: was there a reaction to the Christmas cards from the staff?
    - April: yes, everyone appreciated it.
    - Rita: is there anything else that can be of assistance?
    - April: where did we leave off with the laptops?
    - Oriana: IT and Veronica last heard about it, so we will check in with them and report back.
- Problem Solving Protocol: the problem to focus on is chronic absenteeism
    - Logan: chronic absenteeism are students who miss 10% of days. We are currently at 16%. We need to fix this because it affects ADA, but we are always going to have this problem because of the type of students we serve.
    - Phung: We often get students who already experience this in previous schools. We invested in a parent robo call system to communicate with parents more effectively. We need to develop a contract system around absenteeism.
    - April: students' reasons for missing class: transportation, lack of family support, sickness, babysitting, social issues, students who work full-time. As a result, a lot of the coaches text students to remind them to come to school, or have friends call each other to make sure they come to school.
    - Phung: Get in touch with 50% or less of parents because of disconnected phone numbers.
        - Joe: how much influence does a parent have over their students?
        - Maria: It depends on the type of relationship the parent has with the student.
        - Rita: What if we started school later?
        - Shady: I wonder if these are excuses or valid reasons for not going to school?
        - Greta: Is there a forum for students to talk about absentee issues in order collect more data?
            - Ime: can you have students hold each other accountable? Have a big brother/sister-type program?
            - Rita: Incentive system of some sort.
            - Joe: Are there other ways for students to get content aside from the classroom?
            - Shady: Let's not punish bad behavior, but rather, reward good behavior.
            - Robert: Reward systems need to occur on a monthly basis, additionally, home visits need to occur as well.
            - Joe: We should ask students about strategies that will help them show up to school?
            - Shady: We need to create a mechanism for students to become a team and support each other in order to succeed as a group.
            - Oriana: This strategy can help with motivation.

- Logan and Phung brainstormed around the brainstorming they heard in order to determine what strategies they can adopt right away. We will report back at the next governing committee meeting.

6. **Staff Report**
- Finished Semester 1 and students are motivated. We are at a good place in the year.
- We are having field trips.
- Phung went to Enroll Charter event.
- Lunch audit was yesterday.
- Mid-year report.
- Observations have been great at getting/giving feedback.
- Have 12 new students this semester, 5 are newcomers to the country.

7. **Board Comments on Non-agendized Items**
- Rita: during Board Leadership Taskforce meetings, we agreed that each committee will have a vice chair. So, we need to select a vice chair that will report to Executive Committee.
- Joe: What are the responsibilities of the vice chair?
- Rita: This is the result of enlarging the Executive Committee and will support Joe.
- Shady: I can do this.

8. **Closing: Review Next Steps, Acknowledgements & Adjourn**

Meeting Adjourned at 6:53 pm

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Resolution to approve submission for Title I and Title II funding for the 2017-2018 Year

Background:
Alternatives in Action High School (AIAHS) has received federal funding through Title I and Title II since 2011-2012 as a school-wide program. These funding sources have specific requirements that include an annual review and approval by the Governing Board of AIAHS to submit the consolidated application for categorical Title funding to the California Department of Education. Funding from Title I is approximately $350 per ADA ($58,405 apportioned in 2016-2017) and has been used to support student services specifically our Student Services Coordinator position. Title II funding is designated to be used for professional development and has typically supported training and conferences ($1,001 total funding apportioned for 2016-2017). At this time, future funding levels and Title programs are uncertain due to proposed budget changes at the federal level.

Resolution
The Alternatives in Action Governing Board approves the submission of the consolidated application in order to receive federal funding under Title I and Title II as a school-wide program in the 2017-2018 year.

2016-2017
AIAHS GOV COMMITTEE DASHBOARD

Demographic Summary	Prior Year Total	Current Year Actual
Free & Reduced Lunch Rate	156	
ELL status	88 (56%)	52%
ASAM identified	1	Survey to be administered in January

Attendance/Enrollment (quarterly)	Prior Year Total (P-Annual)	Goal	Q1	P1	P2	Current Year Goal	Q1	Q2	Q3
Number Youth Enrolled	172	180	170	165	178	180		174	
Average Daily Attendance HS	149.90	165	152.8	150.69	147		157	157	
Chronic Absenteeism	22% of students missed 10% or more of school year (39 students)	Reduce chronic absenteeism to 18%					16.24%		

Course Success	Prior Year Sem 1	Prior Year Sem2
% Passing all classes	Awaiting data from EdTech	
% 1 Course Failure		
% 2+ Course Failure		

Annual Academic Data	Prior Year Total	2016-2017 Goal	Year End Actual
% ELL met target (1 level increase)	52%	56%	
Graduation Rate	from 14-15 54.2%	60%	

% of Seniors accepted to 4-year college	29%	50%		
% Completed Internship		40 youth participate %		

Staff Retention	Prior Year	YTD Actual	Yearly Goal	
% Retained from Prior Year	74%	1	goal of 70%	
% Not offered renewed contract or terminated	4%	0	less than 30%	

Other Assessments	Prior Year Actual	Yearly Goal 2016-2017	Current Year Fall	Current Year Spring
NWEA (also known as MAP test)	Math: 59% Reading: 56%	60% .5+ growth		
CAASPP (Only administered in 11th grade)	ELA Actual: 11% Standard Met; 25% Standard Nearly Met			
Math				
Standards Met	9%	5%		
Standards Nearly Met	9%	15%		
Standards Not Met	82%			
English				
Standards Met	11%	8%		
Standards Nearly Met	25%	20%		
Standards Not Met	64%			

SRI (Reading Inventory)	Current year 9th September	10th Grade
Advanced (above grade level)	0	0%
Proficient (at grade level)	14%	22%
Basic (between 5th-8th grade level)	25%	38%
Below Basic (beginning readers through 4th grade)	61%	40%
SMI(math inventory) for 9th grade*		
Advanced (above grade level)	0	
Proficient (at grade level)	0	
Basic (between 5th-8th grade level)	15%	
Below Basic (beginning readers through 4th grade)	85%	

*We need to administer make up tests for students who were absent so these numbers will shift

SRI (Reading Inventory)	9th grade September	November	February	April	June
Advanced (above grade level)	0	0%			
Proficient (at grade level)	13%	8%			
Basic (between 5th-8th grade level)	25%	33%			

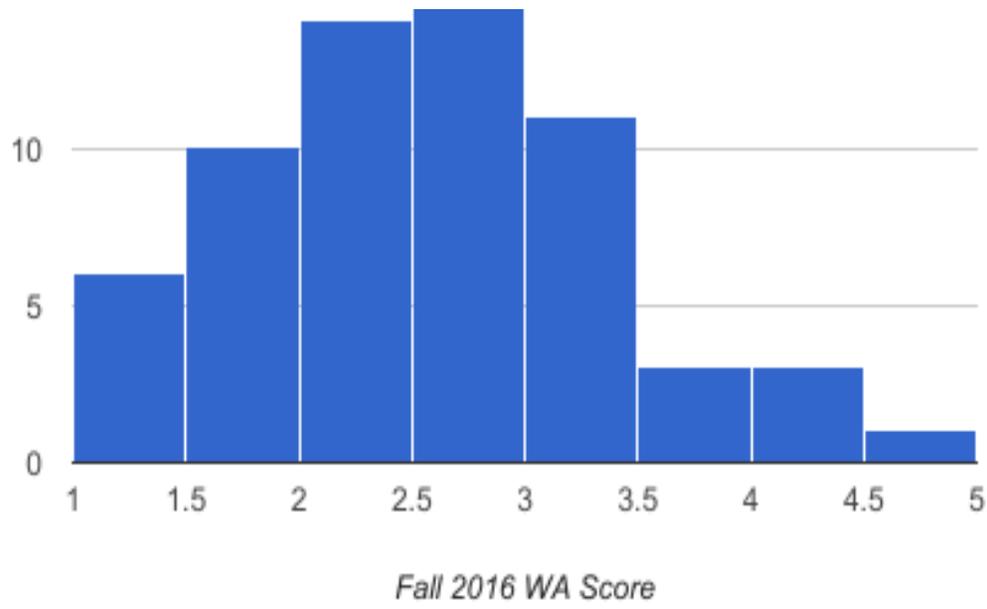| Below Basic (beginning readers through 4th grade)	63%	58%
SMI(math inventory) for 9th grade*		
Advanced (above grade level)	0 n/a	
Proficient (at grade level)	0 n/a	
Basic (between 5th-8th grade level)	15% n/a	
Below Basic (beginning readers through 4th grade)	85% n/a	

10th grade

SRI (Reading Inventory)	September	November	February	April	June
Advanced (above grade level)	0	0%			
Proficient (at grade level)	24%	27%			
Basic (between 5th-8th grade level)	35%	24%			
Below Basic (beginning readers through 4th grade)	41%	49%			

Histogram of Fall 2016 WA Score

2016-2017
AIAHS GOV COMMITTEE DASHBOARD

Fall 2016 WA Score

METRIC	DESCRIPTION
Demographic & Attendance	
Free & Reduced Lunch Rate	Family income data collected annually to qualify students for the free & reduced lunch rate in California. Used as key indicator for low income status in California.
ELL Status	English Language Learner status for students is determined annually through the California English Language Development Test (CELDT).
ASAM identified	Alternative Schools Accountability Model (ASAM) is a school designation based on school student population meeting set criteria determining risk level of students. 70% of student body must meet at least one of 6 key indicators to be designated as ASAM (ex. recovered dropout, foster care history, parenting teen, truant, juvenile justice involvement, grade retention)
Enrollment	Student enrollment number
Average Daily Attendance (ADA)	Attendance rate for charter schools is based on the number of students who attend at least one class a day. The budget is determined by the school's ADA not the enrollment.
SuccessLink renewal rate	Percentage of SuccessLink members who renew their memberships; the calculation is based on those whose memberships end during the given time period
Course Success	
1+/2+ Course Failure	2 course failures during the year is a key indicators of probability of dropping out of high. Students most likely to continue and succeed in a 4-year college would maintain no course failures and a 3.0 grade point average.
Annual academic data	
% ELL met target (1 level increase)	English Language Learner students are given an English level score annually through the CELDT from 1-5. Students should move 1 level annually eventually being reclassifed out of ELL status.
% Grade promotion	Number of students promoted a the end of the year to the next grade level.
Graduation rate	State definition is the number of students who entered 9th grade and graduated on time with their cohort 4 years later.
Other assessments	
CSU Math Placement	11th & 12th graders take this exam to determine their math level and whether they could place into college level math v. remediation classes.
NWEA - MAP	Pre and post test provided to all 9th and 10th graders to determine their academic skill level growth in English Language Arts and math.
Scholastic Reading Index (SRI)	SRI will be administered 3x a year with a baseline taken in September.