

**Minutes of April 15, 2014
BHS School Site Council
Conference Room B, D Building
4:15 – 6:00pm**

Present:

BHS Staff: Pasquale Scuderi, Anne Busacca-Ryan, Mark Griffin, Dharini Rasiah, Robin van der Vegt

Parents: Landi Ehnle, Sandi Hunt (co-Secretary), Satish Rao, Alejandra Nunez

Students: Jesse Barber, Sophia Olaya-Hermes (co-Chair)

Absent: Iris Grace, Margit Roos-Collins, Sophie Andrews, Kevin Flood-Bryzman

Others Present: None

Call to order: 4:30 p.m.

Beginning Business Items (Decision)

- **SGC Members sign in**
- **Establish a quorum**

Quorum established at about 4:45

- **Approve agenda**

Agenda approved.

Comments from members of the BHS Community (Information)

There was no public comment.

Principal's Report (Information)

BHS has started the sample testing of the new Smarter, Balanced Assessment test that is replacing the CST (Star) test. Even though the test will ultimately be only for 11th graders, it will be field-tested on the BHS 9th grade as well. 10th graders still are taking the Science portion of the STAR test this year. All 10th graders will also have the opportunity to take a practice ACT during class time, which will give them a good opportunity to assess where they should focus their efforts to improve their scores. This is similar to taking the PSAT.

The new LCAP (Local Control Accountability Plan) allocation of \$2.4 million in the next school year still does not appear to be favorable to BHS. Among the challenges is the high cost of the leadership group at BHS, at roughly \$450,000. This is a relatively high number compared to other BUSD schools and affects BSEP distributions.

The determination of LCAP distributions is highly complex. For example, the District is working toward enhancing funding Family Engagement staff through LCAP. Under the current

formula, this would actually be a reduction in funds to BHS, as the school currently receives funding for 1.2 positions, and the new formula would fund 1.0.

The school is continuing to work with a coalition of districts in Alameda County to enhance and build out the Career Technical Education opportunities, and is applying for a grant to help fund the effort.

Adoption of Minutes from March 18

Corrections made to March 18 minutes.

Moved by Rao, seconded by Barber.

Motion to approve minutes as amended.

Approved unanimously (11 votes).

Principal's Question and Answer (Information)

No questions were asked.

SSC Member Topics relating to WASC Categories and SPSA Goals (Discussion)

School culture

Rao commented that discussion of teacher/student match and need for a safety valve for students that was initiated in the March 18 meeting was not reflected in the minutes, which generated significant discussion, and amendment of the March 18 minutes prior to their approval. Hunt reminded the group of the original issue – that some teacher and student combinations don't work, and there is no way for the student to transfer to another class, regardless of the impact it has on their education. She commented that the system does not appear to be student-centric.

Scuderi commented that there was a reason for the current process, and that in the absence of such a process some parents would try to manipulate their children's class assignments based on rumors and hearsay rather than their own child's experience in the class. Nunez commented that there needs to be a recourse for students, and high-need students are most likely to be affected by the policy, citing several examples. Several people cited examples of teacher retaliation when complaints were made, including changing grades after the fact. Scuderi reported that there are three specific factors that allow administrators to change a teacher's recorded grade: 1) Bad Faith, 2) Clerical Error, and 3) Fraud.

Olaya-Hermes gave an example of a group of students that filed a complaint about a teacher, and were promised anonymity, but required to sign the report. She said the teacher obtained a copy of the report with the student's names, and retaliated against them. Scuderi commented that an anonymous report has no weight, and cannot be relied upon.

Ehnle reported that a student she knows took a math class over the summer, and was assigned the same class in the fall, and was not able to be moved to the next level class, despite intervention by the administration.

Nunez stated that the current process results in families losing faith in the administration. Other parents in the meeting agreed with her.

Scuderi asked for thoughts on how to address the complex goal of responding to student concerns while not disrupting class sizes and teaching loads, and providing a fair process for teachers.

Proposal for enhanced student support for high risk students

Scuderi presented an outline of a plan for enhancing support to struggling students. Using the Academic Support Index, there are between 105 and 140 students entering BHS each year that need a high level of support. Roughly 50 of these students are enrolled in either the RISE or Bridge programs, leaving about 90 students without supplemental support. He is looking for some kind of Turbo-charged mentoring program that could be offered, perhaps modeled on the Special Ed case manager program. The goal is to help the students understand their current challenges are temporary and can be addressed, building on Jeffrey Canada's theory of providing a substitute for good parenting to students who lack that type of support.

The proposal is to have 1 staff person assigned for every 15 students. A number of questions remain regarding the staff level of the individual, and consequently the cost of the program. If staffed with Certificated teachers, the cost would be roughly \$350,000 for the first year; with Classified staff the cost would be closer to \$255,000 per year. He has submitted a proposal for LCAP funds for this amount. One issue is whether teachers would have full respect for Classified staff who may be trying to advocate on behalf of the students, given that they would be less experienced and may not communicate in the same way.

Barber noted that 28 proposals were presented to the Student Senate, and the one Scuderi described seemed to have the most potential for success.

Scuderi asked for recommendations for how to help high risk students. Van der Vegt commented that among the most successful approaches is to provide direct incentives to students – specifically to pay for grades. Griffin suggested closer alliance with the Teen Center and assistance in finding a job. Rao asked whether there are data available on parent engagement, and suggested that parents be asked to sign an agreement at the beginning of the year regarding their role in their student's education. Nunez asked how students would get engaged in the process, and noted that there may be a stigma attached if the program is not dealt with carefully.

Scuderi noted that identification of the neediest students is based on collaboration with BUSD middle schools. Given that 1/3 of 9th graders come from schools outside of the District, including both public and private schools, these students would not be captured, so there may need to be a process for evaluating these students at the start of the school year.

Nunez asked if the program would be for 9th grade only. Scuderi responded that the goal would be to offer assistance in 9th and 10th grade. Extending to 12th grade would significantly increase the cost; the greatest risk for drop outs is between 10th and 11th grade.

The group discussed the overall goal of the program – is it to increase, grades, make students UC/CSU eligible, graduate from BHS, something else? Scuderi responded that the goal is graduation with UC/CSU eligibility, while also providing technical career opportunities based on

student preference. The TEC opportunities are considered to be augmentations to UC/CSU eligibility, not substitutes.

Griffin reinforced the need for vocational options as incentives to stay in school. He also recommended that a Career Counselor be made available.

Scuderi noted that this year's course catalog was revamped to include career pathways, to show options short of 4-year college and a link to the Community College system, which would still be accessed through the same a-g requirements.

Nunez asked what is being done to support students who begin to fail after Middle School, noting a number of Latino students who enrolled in BIHS but did not understand the rigor of the classes. This generated a discussion of racial segregation in the small learning communities and the difficult in getting to true integrations across all programs, as well as discussion of need for greater support in the 11th grade. There was also discussion of improvements that have occurred over the past several years. Olaya-Hermes noted that the Senior Project in CAS is an examination of the school's culture. Her class has been researching the data on integration by grade, and noted a significant difference between 10th and 11th grade.

Discuss topics for next meeting, on April 29

Not discussed due to time constraints.

The meeting ended about 6:10.