

Berkeley High School Site Council (SSC)
Minutes
February 3, 2015
4:00-6:00 PM
Community Theater Lobby

SSC Committee Members Present:

Parents:

Rani Marx, *Parent of 10th grader, AC*
Marcus Jamal Fields, *Parent of 9th grader, BIHS*
Elena Condes, *Parent of 9th grader in CAS, Co-Chair*
Isaac Richard, *Alternate, Parent of 9th grader, AC*

Students:

Sophie Andrews, *Senior, AC*
Ally Cao, *Junior, BIHS*
Nava Bearson, *Junior, BIHS*
Kevin Flood-Bryzman, *Senior, CAS*
Cleo Osheroff, *CAS*

Staff:

Beatriz Ferrer-Castro, *World Languages*
Kristin Glenchur, *Principal*
David Kirwin, *Classified, Facilities Manager*
Wyn Skeels, *AMPS*

Guests:

Natasha Beery, *Director of BSEP and Community Relations*
Patricia Saddler,

SSC Committee Members Absent:

Parents:

Lady Dandie, *Parent of 12th grader, AHA*
Peace Esonwune, *Parent of 12th grader, BIHS*

Staff:

Dwayne Byndloss, *Counseling*
Russell Campisi, *BIHS, Co-Chair*
Carol Dorf, *BIHS Math*

Minutes Submitted by Mary Jacobs, BHS Clerical Assistant

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Beginning Business Items

1. Principal Glenchur called meeting to order at 4:11 PM and explained meeting protocol and working comments.
2. Minutes for 1-6-15 and 1-20-15 were revised with additional comments from Isaac Richard regarding need to increase number of students of color completing a-g classes, need for more AVID classes, and the segregation at BHS. In addition, the Town Hall meeting for LCAP has been changed to 2/19/15 @ 7 PM @ Longfellow Middle School. Finally, a change was made to use the name School Site Plan (SSP) instead of WASC terminology. Both minutes were approved when quorum was established.

Public Comment: None

SSC Member Opening Comments:

1. Osheroff: Need to increase communication between students and teachers, especially for evaluation. Questioned what are ways to submit evaluation of teachers without fear of punishment.
2. Richard: Deeply concerned about segregated school, he reported from CDOE that 18% of African American students complete a-g classes.
3. Andrews: Asked about 18% data point cited by Mr. Richard.
4. Cao: Would like Small Learning Communities (SLC) to have activities with other SLCs in order to meet other students.
5. Bearson: Interested in subcommittee in discipline and to focus more on restorative justice; supports Student Court.
6. Marx: is working with BUSD and BFT for anonymous student evaluations of teachers. Surveys would be voluntary and admin will not see individual results, but rather, aggregated data.
7. Ferrer-Castro: would like to see a different format for Open House for next year and increased ways to interact with parents.
8. Fields: Supports restorative justice and also student surveys to improve the students' voice and agency; can work with Panorama.
9. Skeels: Excellent comments from all, especially about activities across learning communities, and Open House. Has used surveys for BSEP and they have been very successful.
10. Condes: Agreed with comments, especially students' concerns. Condes' concern is that SSC not become a "rubber stamp" for the School Site Plan (SSP). Asks, "What must be done and what can we do for useful purpose to make BHS a better place?"
11. Glenchur: Agreed with many comments. Glenchur gathered much input from members from previous meetings and shared ideas with BUSD and BHS administrative team.

Principal Report:

1. Suggested adding caveats such as **Discipline & Restorative Justice** as well as **Communication** between administration, teachers, students, and parents/guardians.
2. Glenchur distributed handout, "SSC Calendar and Additional Areas for Exploration" which included 9 areas for continued study, subcommittees, and liaisons to the District Office:

Areas for continued study:

1. Can the site implement an effective student evaluation of teachers to provide anonymous feedback to administration and staff?
2. How can parents and students be assured of regular on line communication regarding grades and assignments either Powerschool or another program?
3. What are the specific ways that the site and the district are recruiting and retaining teachers of color?
4. How does the lottery and learning community selection process contribute to segregation?
5. What are alternatives for students who are struggling in academic classes (e.g. alternatives to AP placement, increase opportunities for students other than a 4 year college)
6. Are improvement targets in the SSP realistic and rigorous enough?
7. Does the SSP adequately address students who are proficient and above?

8. How can UCOP a-g requirements be a more explicit part of the plan, especially for students of color?
9. What are ways to improve communication between administration, teachers, students, parents/guardians?

Subcommittees to meet the second meeting date:

Effective Student Evaluations of Teachers (Oscheroff, Marx, Glenchur, Campisi, Fields, Cao)

Regular teacher communication re: grades and assignments (Andrews, Ferrer-Casstro, Flood-Bryzman)

Discipline (Bearson, Condes, Glenchur alternate Fields)

Liaisons to District Office or other sites:

Lottery and Learning Community Selection Process (Glenchur, Condes, Bearson)

Recruiting and retaining teachers of color (Richard, Glenchur)

Alternatives for students who are not on 4 year college path out of high school (Byndloss)

One Hour Meetings with Principal Glenchur for On-going Concerns Communicated to the School Board and to Teacher Leadership, Administrative Team:

UCOP a-g requirements (Richard, Condes))

Setting higher improvement targets in SSP and WASC (Marx)

Increasing awareness and providing support to students who are proficient and above, but who are not reaching their highest potential (Marx, Condes)

Creative avenues for communication (Marx, Osheroff)

3. Principal Glenchur proposed that the committee approve the 2014-2015 SSP with the caveats listed.

Members were given another chance to provide input on the SSP and caveats as follows:

Richard: discussed number of years needed for classes in science and math, suggested more AVID classes as solution to problem of low a-g completion rate for African American and Latino students.

Marx: appreciated movement toward substantive action regarding equivalence of teachers, assignments, grades, and rigor for “level playing field”; still need open environment for students and parents to communicate with administration and teachers.

Fields: agreed with SSP and caveats; glad that the committee’s concerns were heard and added as caveats.

Skeels: liked the calendar and objectives. The move towards one general meeting should produce better attendance and a quorum in the future. The question of “unequal courses” will be improved with Common Assessments.

Glenchur: clarified enrollment in classes- students are automatically enrolled in a-g classes. A change in the class selection may occur if a student does not have the prerequisite or “C” or higher to move on in the progression or students decline a class.

Andrews made a motion to approve the SSP and include new issues. Flood-Bryzman seconded the motion. The motion was carried with a unanimous vote to approve the SSP with caveats.

LCAP Presentation by Pat Saddler:

1. The LCAP Town Hall Meeting was changed to February 19, 2015 at 7:00 PM at Longfellow Middle School. The community will hear an update on the LCAP and its evaluation. The public is invited to add input. Please refer to the BUSD website re: LCAP at this site:

http://www.berkeleyschools.net/local-control/lcap/?utm_source=Jan.+12+2015+Community+Message+-+E

2. Ms. Saddler provided a Power Point presentation/handout.
3. Discussion included comments from Richard about the urgency to change the percentage of African Americans finishing a-g classes. Marx asked about Family and Student Engagement and Saddler explained that the staff at BHS for Family Engagement is Irma Parker and Leticia Amezcua in the Parent Resource Center. Richard was concerned about the Brown Act and the EIA carry over and Saddler clarified that the Brown Act requirements was met.
4. Glenchur explained that AVID classes are not “a-g “approved at this time and that scheduling with a 6 period day is challenging. There are many extracurricular activities that make a 7th period difficult for many students. Saddler proposed that AVID could be school wide for 9th-10th graders. For example, teachers could include strategies and structures that are based on AVID and its educational research.
5. Saddler reported that Cultural Competency Training will continue with 3 days of training for staff in June.
6. Saddler asked for students to join the Student Advisory Council for LCAP. Glenchur will follow up with student names.
7. Richard wants to see rationale for recruiting and retaining teachers of color in print and asked how is BUSD recruiting teachers of color. Saddler said that the district recruits from many colleges and universities including UC, CSU-EB, BCC, and our own classified staff to encourage further training towards a credential.

Meeting adjourned at 5:37 PM.