

Minutes of November 13, 2012
BHS School Site Council
Conference Room B, D Building
4:15 to 6:15 p.m.

Present:

BHS staff: Pasquale Scuderi [*Principal*], Jessica Lopez, Wyn Skeels, David Stevens, Robin van der Vegt, Anne Bussaca-Ryan

Parents: Margit Roos-Collins [*Acting Secretary*], Rita Himes, Landi Ehnle, Satish Rao, Diana Kuderna

Students: Cooper Walton, Sophia Olaya-Hermes

Absent: Laurie Rodney, Janelle Bugarini, Michelle Russell Nakayama, Alyssa Pace, Shira Rothman, Eli Burch, Farah Otero-Amad

Also Present:

Heidi Ramirez-Weber, Hector Cardenas

Call to order at 4:32 p.m.

Beginning Business Items

Quorum established

Agenda revised to add review and approval of minutes

Public Comment

No public comment

Review and approval of minutes

Minutes approved with no changes. Acting Secretary noted that she has two items to clarify from Principal's update and will correct minutes accordingly. [Principal had not yet arrived at meeting, so could not be asked.]

2012-2013 EIA/EL: this year's budget, plans and evaluation protocols, and roles of ELAC and SSC respectively

Heidi Ramirez-Weber presented, reviewing a handout (attached to these minutes) and then taking questions. The handout included the following pages (explanations of abbreviations noted):

EL Demographic Students at BHS 2012-2013 [ELN = English Language Newcomer]
[CELDT = California English Learners Development Test] [EL = English Learners]

What can EIA be used for? [EIA = Economic Impact Aid]

Chart analyzing appropriate use of EIA/ELL and EIA/SCE funds [SCE = State Compensatory Education]

EIA/ELL Budget Process

EIA/ELL Budget and Funding: 2012-2013 [as approved by SSC on May 15th, 2012]

School Site Plan Addendum [showing decision of SSC on Jan. 31, 2012, approving allocation of EIA/ELL carryover monies]

English Learner Advisory Committee [ELAC]: purpose, duties, governance

ELAC meeting agenda for Sept. 20, 2012

Duties of and funding levels for EL Lead Teacher, Bilingual EL Home School

Liaison, and Long Term EL Coordinator

BHS 2012-2013 Professional Development Plan, Equity Goal and Outcomes:

English Language Newcomer [with data about Long Term English Learners as well]

Jessica Lopez volunteered to serve as the SSC's liaison to the ELAC [English Learner Advisory Committee].

Ramirez-Weber: A long-term English learner [LTEL] is defined as someone who has been here six or more years. Many LTELs were born here. Students from families whose language is not academic English have a harder time moving out of the LTEL category. The Academic Language program is designed to address this need. 80 teachers have been trained to teach AL to English learners and the improvements have been dramatic.

Newcomers are in a program of their own in which they take two English classes plus two other academic courses. They take two electives in the larger school. Dr. Laurie Olsen suggested that the school offer a 7th period class in which students could take a correspondence, online class in their native language.

Rao: What about using Rosetta Stone, so each student could learn at his/her own pace and teacher could monitor progress? Has the advantage of keeping the students actively engaged.

Scuderi: Let's look at that.

Question raised re: what percentage of students emerging from K-8 dual immersion classes are successfully reclassified out of being English learners?

2012-2013 BSEP: this year's budget, BSEP's evaluation process and rubric, and roles of BSEP and SSC respectively

Hector Cardenas, Chair of the BHS Berkeley Schools Excellence Program [BSEP], presented, reviewing two handouts (attached to these minutes) and then taking questions. The handouts were titled "BSEP 2010 Rubric" and "BHS BSEP Committee Project Evaluation Form and Guidelines."

The main charge of the BSEP Committee is to allocate funds from a Berkeley parcel tax that all property owners pay. One component is district-wide and one is managed by each individual school. The BHS BSEP Committee gets about \$800,000 to spend. Originally, BSEP stood for Berkeley Schools **Enrichment** Program, but now it stands for **BS Excellence** Program. The name change reflects the shift from using the money for art, music, and other enrichment courses to using more of it on the core mission of the school.

They haven't met yet this year, due to delays in filling some of the staff seats, but now are complete and will meet next week.

Coordination with the SSC is critical. They want to align the BSEP expenditures with the WASC goals and the SSC's goals. They want guidance from the SSC.

- The BSEP process is that they form 2-person evaluation teams, such as a teacher and a parent or a parent and a student. They assign to those teams the programs receiving BSEP funding and each team must make sure that for its assigned program, they find out
 - what the program is trying to achieve
 - how well that program's goals align with the school's goals
 - how the program is measuring its success
 - who it serves.

The team asks for a proposal from each program so that later, BSEP can examine the extent to which the proposal they chose to fund matches what was actually done with the money. They must also determine how the program deploys its resources and whether it is improving, stagnating, or deteriorating. [see full protocol in Evaluation Summary section of BSEP Evaluation Form and Guidelines document].

The biggest challenge is getting data. They get lots of anecdotal information. In spring, they review all the funding requests and judge them based on the BSEP rubric. The rubric looks simple but it is hard to apply it well. Plus, it's hard to get everyone applying the rubric equally. Some are harder graders than others. They do some calibration to get people to grade the same. Then they try to agree on a democratic process to determine who gets funded. The groups being evaluated do get the rubric and evaluation form in advance so they know how they're being judged.

Question: on this rubric, serving a few kids deeply is scored lower than serving many kids less significantly? Yes, but academic outcomes measure should catch and credit the deeper impact.

They get about 25-30 proposals a year and 16-17 got funded last year. The budget declined last year because enrollment fell and it's tied to enrollment. This year's enrollment is about the same so the budget should stay the same. There's very little discretion now in funding choices because most of the budget is going to mission critical staff and they will probably have to keep the same level of funding salaries for next year.

BSEP does give feedback to programs about what kind of data they need.

BSEP worked closely with the principal last year to break out segments of the instructional materials budget so it is no longer a single large block item. Now there are three categories: 1) materials that are always needed, 2) requests from departments, and 3) strategic funds = \$\$ left to the discretion of the principal.

The budget for after school tutoring support did go up about 30% compared to last year. Skeels: as the staffer who runs the after-school tutoring program, he has found the BSEP scrutiny helpful, as it helps to organize their thinking about how to track the program's impact. They haven't yet analyzed whether students who attend the afterschool tutoring are seeing their grades going up.

Principal's Update

As of this time last year, 88 students had been suspended. This year, only 39 have. Reducing suspensions is one of the school's goals. A disproportionate number of the 39 are African American students; reducing that disproportionality is also a school goal.

The total number of incidents reported to OCI, including both teacher referrals and student self-referrals, is way down this year -- by 54%. Why? They think it's due to a host of factors. The kids may be more engaged in the classes due to the new curriculum. Safety Officers are more closely assigned to particular locations. So, if a particular bathroom is in one person's area, he or she is more motivated to stay closely on top of what's going on there, for example. They think the targeted interventions [directed to the students with a history of the most suspensions] may be having an impact. This is the work being done by the Parent Resource Center, Wyn Skeels, OCI, and the drug and alcohol resource person who comes on Fridays. They think she may be making a difference in reducing the number of repeat ATOD incidents for individual students. Finally, the On Campus Intervention staff have now been in place for three years; they are a stronger team, more experienced at working together.

We should thank anyone we know on the Berkeley Public Education Fund [BPEF], which just gave the school \$21,000 in classroom grants in response to requests from individual teachers.

Of the instructional materials the school gets from its BSEP funds, about \$50,000 are "consumables." That's a steady need, year after year, for the art and science departments. Instructional material funds have been used to put document cameras into classrooms and they're also getting graphing calculators. He's planning to increase the share of instructional materials funds going into math instruction. This year, \$10,000 of the funds went to the District's musical instruments collection and they may add another \$5,000. The school's student musicians benefit heavily from use of the instruments; Sara Kline, Director of the BHS jazz program is working with him on this.

Tomorrow is an all-day Leadership retreat to put together the case for preserving the existing leadership structure when the grant ends.

Principal and Susannah Bell will be in Brockton, MA on Thursday and Friday to study how they process data and how they got their big gains on one state standardized test.

As to Rally Day, the administration will make a decision this year, not next year, about whether it will be held next year. He's currently inclined to skip a year. He laid out the school's concerns to the Jacket which will cover them in the upcoming issue. Also, the

last edition of the Jacket carried a letter from a number of teachers covering their concerns.

The central grant, expiring this year, is for \$230,000. If that money isn't replaced somehow, then the greatest losses will be felt by the two large programs and the departments, because they will have no other source for lead teacher time. The four small schools will also feel the loss, but because they get roughly \$50,000 to \$80,000 per year in their community partnership academy grants [CORRECT NAME?], they could at least set aside some of that [up to 20% is allowed to be spent on staff], which would cover about .2 of a full time staff position, to give a release period to one lead teacher.

Lopez noted that classified staff this year did not have any special training on the Nov. 9 professional development day. It was a work day for them. Scuderi said that was a mistake and won't be repeated. Roos-Collins noted that there was great interest on the part of the disaster preparedness group to train the classified staff in their disaster roles.

SSC Officer Elections

Margit Roos-Collins was asked to serve as Secretary again. She noted that this is her last year as a high school parent and requested a Co-Secretary who could learn the job. Jessica Lopez volunteered. Rita Himes nominated Roos-Collins and Lopez as Co-Secretaries and Cooper Walton seconded. Motion passed unanimously.

Cooper Walton expressed willingness to serve as Parliamentarian. Satish Rao nominated Cooper Walton for the position and Roos-Collins seconded. Motion passed unanimously. Walton noted that SSC only loosely follows Roberts Rules of Order. He agreed to help make sure the group follows the rules at the most critical junctures, such as when voting.

Rita Himes and Sophia Olaya-Hermes expressed willingness to serve as Co-Chairs. Roos-Collins nominated them for the positions, seconded by Landi Ehnle. Motion passed unanimously.

Ideas for structuring next agenda (on Single Plan for Student Achievement)

Great majority of members were available to meet on regular date, November 20, 2012, so decision made to go ahead even though a few will be unable to attend due to leaving for Thanksgiving holiday. Principal noted that he may need to leave by 5:45.

Principal noted that he'd asked former Superintendent and WASC policy-maker Huyett about how the timing should work for SSC review of SPSA. Huyett replied that many schools with WASC plans do not have SPSA's and their SSC's focus their energies on the EIA/SCE and EIA/EL expenditures. Principal noted that other WASC-accredited schools do produce SPSA's for which their SSC's monitor implementation and effectiveness.

BUSD K-8 schools (not WASC-accredited) do focus on their SPSA's. They finalize them in the spring for review and approval at the June School Board meeting. However, that means that the plans are approved for the next year before the end-of-year performance data becomes available and can be incorporated into the evaluation.

Member noted that it would be helpful at next meeting to learn what data will become available to SSC over the course of the school year [example: mid-year assessments, performance on CAHSEE's].

Hines: called attention to a graph in the professional development plans for Academic Choice, showing 2011-2012 9th grade English Language Acquisition Pre- and Post-Assessment Scores, in which students scored lower overall at the end of the year than on the same material at the beginning of the school year. Principal explained that teachers graded all their own classes' essays at the beginning of the year but for the summative assessments, graders took classes other than their own. Wide differences in how hard they graded. Illustrated the need to invest in calibration so teachers grade similar work similarly.

Meeting adjourned at 6:15 p.m.