

**Berkeley High School Site Council**  
January 15, 2013, 4:15 - 6:15 p.m., Conference Room B, D Building  
**Minutes**

**Present:**

Staff: Pasquale Scuderi, Wyn Skeels, David Stevens, Janelle Bugarini, Robin van der Vegt, Laurie Rodney, Anne Busacca-Ryan

Parents: Rita Himes, Margit Roos-Collins, Satish Rao, Diana Kuderna

Students: Sophia Olaya-Hermes

**Absent:**

Jessica Lopez, Landi Ehnle, Michelle Russell Nakayama, Cooper Walton, Alyssa Pace, Shira Rothman, Farah Otero-Amad

**Others present:**

Jasdeep Mahli, Jessie Luxford

**Meeting called to order at 4:20 p.m.**

**Beginning Business Items**

- SGC Members sign in
- Establish a quorum:

Quorum not established. Two students must be present for a quorum and only one attended.

- Approve agenda
- Agenda approved

**Comments from members of the BHS Community**

M. Roos-Collins:

- 1) Problem of inconsistent numbers for EIA/SCE funds is no longer of immediate urgency since School Board already approved the Single Plan for Student Achievement last week. Will resolve numbers with Daniel Roose and Pasquale Scuderi and bring the corrections back to the SSC.
- 2) As to bylaws change issue raised at last meeting, particularly change in total membership size: it appears to Roos-Collins and Deborah Turner of Superintendent's office that the changes were never adopted by the School Board. Cannot find record in the spring Board minutes. Scuderi will ask Neil Smith about this.

**Review and approve minutes for December 18, 2012**

Add clarification of "conference" on p. 2, remove questioned comments from p. 3. EIA/SCE funding presentation discussion will be amended when numbers are cleared up with Scuderi and Roose, at which point that portion of minutes can be reviewed and minutes adopted.

**Principal's Update**

Trying to replace funds from the grant -- get Board to replace. School has gotten great value from the improved professional development and leadership training that the grant has made possible. Delivery of materials to teachers works much better under current approach (training teachers to be leaders and to teach each other) than one person giving a lecture.

Incident response: now bullying is handled separately from other incidents and bumped up in priority. Jasdeep Mahli, Intervention Coordinator, sent out great material on bullying yesterday that went into teacher mailboxes. One weakness is we still need to train teachers how to deal with bullying on the spot.

Theater position: trying to resolve how to hire a theater manager consistent with BFT's needs. They have the funds to hire but, per Berkeley Federation of Teachers, to work for the district at rates that would be competitive for a theater manager, one is supposed to have teaching credentialing that prospective managers would not have.

Final exams: School is looking at finals through the filter of "Bloom's revised taxonomy" to see where the students are spending their time. They've been sharing some great finals as exemplars.

Assessments: Midyear assessments are not mandated this year, but of the fifteen subjects involved, they are doing mid-year assessments in nine.

State testing: Torlakson (CA Superintendent of Public Instruction) has proposed putting state testing (CST's) on hiatus for a year next year while the system regears for an improved testing structure. State will probably begin testing 11th graders only and have that test also serve as the high school exit exam.

Rita: **?? proposal** -- will that get rid of SSC at school?

PS: No -- if anything, schools may need more oversight if more of the assessment role is moved to schools from the state.

### **Develop plan for providing SSC with school's rationale for each SPSA action item**

Himes: What is your vision (PS) of the SSC's role?

Scuderi: Principal's job involves some analysis but mostly it's about direct service and action. There may be some research behind some of the action items in the SPSA but probably not all. The WASC accrediting body decided that the school's plan was okay -- not clear what the SSC's role is to question that. Does not think we can reasonably require the school to spell out the nexus between the growth targets and the action items. Many people working together for years came up with these. Some of the ideas are ones they want to try based on everything they've been reading about what works in schools.

### **Presentation on intervention strategies [Goal 5 of SPSA]**

Presented by Pasquale Scuderi, Jasdeep Mahli, Jessie Luxford, and Wyn Skeels.

Action item 5.1 calls for putting together an intervention support team. They are on it. They've put on the BHS website a list of all resources available to support students at BHS. About 280 students claim homeless status.

They've catalogued interventions by need: support available if a student is pregnant or need tutoring, etc.

They're developing an assessment to figure out which students need the most intervention. Dave Stevens is creating an at-risk index with other experts. The current focus from the action item -- those students with three or more suspensions -- includes students who've had cell phone

trouble. Dave's system compares kids across schools so can be sure adults are looking at comparable students in relation to parent education, etc.

They now can look at incoming students and pay attention to the ones who most need it. This year, they've done that using the discipline filter but they plan to keep refining it.

Scuderi has asked the Parent Resource Center to be the *positive* contact from the school, as in "Hi, how can we help you?" and to teach families to come in to use PowerSchool if they don't have the technology at home.

Presenters distributed a handout showing interventions being done for students in the focus group and comments. They'd like to think that the 37% decline in referrals this year and the 35% drop in suspensions is related to the work they are doing. The kids they are targeting were responsible for 40% of the discipline incidents last year and he believes there's a correlation.

Ralph Cantor just got approved to help the intervention group in the spring.

Wyn Skeels' job is about all students. He's 0.6 of a Full-Time Equivalent (FTE) position dedicated to running the after-school tutoring center. They've been expanding outreach and he's found tutors (college students) who are similar ethnically to the kids who are most likely to be struggling. He also uses students who need to give tutoring hours and they've been great to have. He reaches out to parents and others and they've helped encourage kids to attend. They've got sports team sign-offs and other ways to make kids accountable for attending the tutoring. Some of his tutors went the route of BHS to Berkeley Community College to UC Berkeley, which helps the kids imagine themselves following that path. They are trying to get more teachers involved in this. He works with RISE and Y-Scholars, sending students to them.

Jasdeep Mahli works as the Intervention Coordinator and as a counselor for Academic Choice. She does things like de-escalate brewing fights between students by developing their trust so they bring problems to her in time. She handles transfers of students to BTech at the semester and quarter and serves on district-wide committees [such as the ATOD committee] to make sure BHS gets what it needs.

One advantage of putting together the resource list was to realize how many academic interventions the school does offer, and that there are three options for help with emotional and mental health, but there are no resources listed for ATOD issues [Alcohol, Tobacco, and Other Drugs]. That realization helped the school get a tobacco use prevention grant [TUPE] and help from the county.

Skeels: every section of Algebra I has an in-class tutor going into second semester. It took a lot of work to put that in place. It's up to each teacher how s/he leverages the tutor. He's looking forward to comparing outcomes with and without those tutors. The 1st semester there weren't tutors in many classes.

Mahli: a lot of teachers have been collaborating with On Campus Intervention [OCI] more.

Jessie Luxford: works as Academic Choice development teacher and Summer Bridge coordinator. Bridge is in its 3rd year and this summer had 25 freshmen, ?? sophomores, and ?? juniors. Once they transition from 8th grade through summer bridge, they continue to come after school. They teach the kids self-advocacy -- how to take the initiative in handling issues that arise in their education. The staff also do follow-up with families and teachers. There was a two-week summer class this year for incoming 11th graders, designed to get kids to sign up for AP classes. It was a big success. She's been enrolling them in SAT/ACT prep courses and having them meet with guest speakers every week. She also holds family workshops.

For the Action Items in Goal 5, they initiate the intervention to make sure the students get what they need, including options for credit recovery. They act as counselors but it's more personalized, along the lines of the special education case model -- giving that level of attention.

Satish Rao asked the staff to look at matched pairs, comparing academic performance/grades of kids receiving these interventions with similar kids not receiving the interventions. Skeels noted that in schools they cannot deny some kids the interventions in order to create a control group. Discussion of whether one could usefully compare the performance of the same kids before and after intervention. Luxford said Berkeley Evaluation and Assessment [BEA] has indeed looked at matched pairs and in 2 weeks to a month there will be a lot more matched pair data on such things as attendance and grades.

Staff noted that Rebecca Cheung had written a report about how the district comes up with meaningful comparison groups.

### **Presentation on common assessments**

Presented by David Stevens.

Stevens distributed written answers to the SSC member questions that the Co-Chair had provided to him in advance. He gave a PowerPoint presentation on data, but was unable to provide it for the record as the information had not yet been presented to the Board.

He explained that "CSTB," which appears in the SPSA, stands for California Standards for the Teaching Profession, which are used for teacher evaluations. He referenced the book Driven by Data as one that has been significant in the staff's thinking and planning.

### **Open discussion of SPSA evaluation process (information needs, calendar, standardization, subcommittee scheduling, etc.)**

### **Agenda for next meeting**

**Meeting adjourned at ??**