

*Minutes of December 18, 2012
BHS School Site Council
Conference Room B, D Building
4:15 to 5:45 p.m.*

Present:

BHS staff: Janelle Bugarini, Pasquale Scuderi, David Stevens, Robin van der Vegt, Laurie Rodney, Wyn Skeels, Anne Bussacca-Ryan

Parents: Margit Roos-Collins, Rita Himes, Landi Enhle, Diana Kuderna

Students: Shira Rothman, Sophia Olaya-Hermes, Cooper Walton, Alyssa Pace

Absent: Satish Rao, Michelle Russell Nakayama, Eli Burch, Farah Otero-Amad

Also Present: Carol Brownstein, BSEP parent representative

Call to order at 4:20 p.m.

Beginning Business Items

Quorum established

Minutes for Nov. 13th approved

Minutes for Nov. 20th approved

Public Comment: No public comment

Principal's Update:

It has been a difficult week for BHS staff and students as people process the massacre in Newtown, Connecticut. Staff and students were given the opportunity to express and deal with their emotions after last Friday's events. The Student Health Center as well as Academic counselors were on hand to help students and staff process those emotions. A couple mails went out to teachers regarding the Newtown school's mass shooting, suggesting ways to handle the situation should concerns arise in the classrooms. This has had particular resonances for students and staff whose own lives have been impacted by gun violence. No mention of the events went out Monday morning, but at the close of the lockdown drill on Wednesday, December 19, there will be a brief moment of silence. Drill will last five to seven minutes. Students in our schools have experienced loss due to violence in their neighborhoods and it is important to recognize those losses as well. Students are contacting Principal Scuderi with suggestions on how to memorialize gun violence victims and the people impacted by that violence. Talk about a possible fundraiser to raise money to donate to a non-profit working against gun violence, as well as potentially planting a tree on our campus to honor students and teachers killed in Sandy Hook Elementary.

Dr. Susan Craig, BUSD Director of Student Services, has obtained grant money to be used for direct services to a group of students from his intervention list. This will allow them to hire an additional counseling resource for one day per week this spring. This will allow them to increase outreach to students in the 9th grade who are showing signs of going off-track: missing school, getting D's and F's and having discipline issues.

Dave and Susannah Bell are planning assessments. This year the focus is on pre- and post-course assessments. Going forward, the school will also add quarterly assessments. Teachers are also doing their own assessments in class along the way. The conversation isn't about creating more tests, but rather changing the way we work with students. *See Assessing your Assessments* handout, which shows the type of thing they are using in professional development time -- it is about developing our ability to better craft our assessments of learning. This is being crafted in the Tuesday morning group.

Discipline numbers, such as suspensions, are rising: gets bumpy during the holidays. There is hope that we will reduce our numbers by the end of the year. Fights have been happening often lately, especially off campus. Students tend to act up more around this time a year for various reasons, including probably that for some of them the public image of how the holidays should be is in stark contrast to their own lives.

Literacy work: group of teachers will be gathering to do professional development in this area on the 14 or the 15th of January.

North Coast Section Scholastic Championship Team Awards: BHS Women's Tennis has the highest average grade point average in its conference.

Economic Impact Aid/State Compensatory Education [EIA/SCE] Presentation

Pasquale Scuderi presented an introduction to EIA/SCE funds, the budgeting of which the SSC reviews and votes on in the spring.

State Compensatory Education is designed to help schools get extra funds to spend towards supporting Economically Disadvantaged Youth (EDY) in getting to academic proficiency. The state has a formula for allocating funds to schools, based on how many students are eligible for free and reduced lunch and on other indicators of economic challenges. BHS is eligible for a lot more SCE money than we get because the students underuse the lunch option.

Money can be used for resource teachers, anything to supplement a program for disadvantaged youth, materials, professionals and para-professionals: Is that money effective? Should we continue to spend that money?

2012-13: unspent \$20k

We may have 15 to 20% of the students should be signed up to getting free and reduced lunch.

How much money would it translate to: PS doesn't really know, but will find out for us.

Students have to apply every year, and that is probably where we drop some kids.

Applications of free and reduced lunch handed out at orientation, registration packets

Anne Busacca-Ryan: Hand out free and reduced lunch applications during second period and have student return it to their teachers to ensure that students are at least applying for it.

Brownstein: It reduces the stigma if all families must turn in the form; at Rosa Parks, all families must turn in the form for free and reduced lunch, and those who are not eligible simply write “over income” on the form.

Roos-Collins: Could the 9th grade be required to eat lunch on campus? We may be able to get more lunch money and it would accomplish other things as well.

Scuderi: It would be difficult to do, however, their visit to Brockton showed them they could require the students to use and display their ID’s and have a smooth operation. The sticking point is the time required to check everyone’s ID at the exits if only 10th-12th graders are allowed to leave campus.

Scuderi: 89k for EIA/ELL; \$86k EIA/SCE > immediate need that we may want to address with the \$20k carryover.

Process for deciding how EIA/SCE money will be spent? Ans: So far in his experience, they’ve used it to increase spending in Academic Choice, which made a proposal to have someone work with struggling students and was very low in comparative funding relative to the other learning communities. He’s open to process suggestions on how to decide how the money should be spent.

Safety Committee Presentation

Margit Roos-Collins, Safety Committee Chair, presented on the School Safety Plan, which the Safety Committee brings to the SSC for review, revision, and approval each February. Just as SSC focuses on academic goals, the Safety Committee [SC] focuses on safety, school climate and culture. The SSC is ultimately responsible for this work and under Ed Code has the option to delegate it to a Safety Committee. The SC and its subcommittees work to implement the goals and strategies that were approved the year before. SC will come to SSC with a progress report on the existing goals, a revised School Safety Plan, and proposed goals for the next year. Our goals run March to March, because each year’s plan must be completed, including SSC approval, by the beginning of March per Cal. Education Code. The Safety Committee has always gotten very useful feedback from the SSC. We count on SSC members to speak up about how we could improve our approach and what we might have missed. After that review, SC will further explore ideas with their proposer, for feasibility, work to incorporate them, and then bring it back for ratification.

The rest of the Safety Plan contents are mostly prescribed by Ed. Code: ranging from how the school handles suspected sexual abuse or how the crisis team functions, to emergency phone numbers and Safety officers call codes, etc.. It doesn’t change much from year to year; some gets updated. There is valuable incident and discipline data in the appendices. It’s about 150 pages long and includes a second binder with the disaster plan. There is supposed to be a copy available at the front office and in the school library.

Roos-Collins encourages us to read the goals. Would love to have more teachers and students join the committee.

This year's goals are available on BHS website: <http://bhs.berkeleyschools.net/information/committees/safety-goals>. Or go to <http://bhs.berkeleyschools.net/information/committees/safety-committee/> and click on Safety Plan Goals.

There are eight goals this year; we include any goal which serves a significant purpose and for which there is someone on the SC who wants to work on it. Three have been prioritized because Principal thought that, insofar as the goals bind school staff, the staff could be more effective if it were spread less thin. The priority goals are reducing robberies and thefts, raising awareness of bullying and harassment issues, and training staff and students in the disaster plan.

Ratify Decision at Nov. 20, 2012 Meeting to approve SPSA with two changes and subject to caveat drafted by Margit Roos-Collins (Decision) 5 minutes (5:00-5:05)

Himes: give brief overview of what happened at last meeting re: the SPSA

Roos-Collins: Since this SSC has not had enough time or information to be prepared to vouch for the SPSA fully, the members present at last meeting supported approval with a caveat that expresses the limits to our knowledge of the plan in three critical areas and predicates our approval next spring on having the opportunity to get the information we currently lack in those areas.

Roose: No major changes to SPSA draft since last time. It was revised to reflect suggestions from last meeting.

Roos-Collins: The description of the approval at our last meeting doesn't mention the caveat. That needs to be in there.

Motion to approve the SPSA with the two amendments and the caveat as written in the packet page titled "Amendments to SPSA and Caveat to SPSA approval, discussed and approved by those present at the Nov. 20, 2012 SSC meeting," and with school's commitment to modify approval history page to reflect the caveat.

*Kuderna moves to approve
van der Vegt seconds motion*

Yes: 15

No: 0

Abstain: 0

Initial Discussion on each of five goals in SPSA:

Members confirmed that majority of group 1) had tried to access the Google Doc Rita created and 2) had been able to do so.

Goal One: Academic Language (CST language arts achievement)

Himes: Only one who signed up initially; Roos-Collins has since joined her. Himes found report titled "Improving Academic Literacy." It has five recommendations and the first seems to support the school's academic language focus. She wants to know more about Constructed Meaning. What exactly is CM? could not find anything online about it. Is there any research to

support that? Wants to know more about the instructional strategies that are supposed to be taking place in the classroom and how to their effectiveness.

Scuderi: Kate Kinsella's work is a forerunner of constructed meaning. CM is taken directly from Kate Kinsella's work which suggests the use of sentence frames, bricks and mortars. This is used to address the needs of students who are challenged by academic language, but it has also been proven to help advanced students become stronger writers. It's an academic writing program distilled down to where it's helpful. He thinks kids don't write enough at BHS. Staff currently taking a close look at the book: *They say, I Say: The Moves that Matter in Academic Writing*.

English Language Learners [ELL's] in 9th and 10th grades get a class designed to help them. Critical academic need is particularly for kids struggling with English proficiency. The challenge is deciding what measure will tell us whether an action item was successful or not.

Himes: Is there a process to measure the outcomes of the classes itself (academic language classes for ELL's)? We need to figure out how we measure the effectiveness of the program. Is it true that the experience of Academic Language with ELL's is what pushed school to adopt it school-wide?

Stevens: Last year every subgroup of students jumped on its pass rate and last year was also the first year that every student got AL in class. Not every ELL is in Academic Language class – Learning these strategies can impact a lot of students that struggle with academic language. The Academic Language class is offered to Long Term English Learners, but some Newcomer English classes are also using Kate Kinsella's work to instruct students.

Himes: What is the data of the classes where it worked, which prompted the school to use it more widely? Is it possible to measure? Or do we go with anecdotal measures?

Scuderi: Can use CAHSEE pass rate and age, GPA.

The same common assessment in ELA was given to all 9th grade students this year. In the spring the same assessment will be given and we hope to see growth. We may be able to provide pre-assessment data to be used in SSC.

Bussacca-Ryan: Use those assessments to plan our classes. It informs us how to plan our lessons. How to write our next assessments to address the problems students had with the initial assessment. Teachers need assessments during the year as well; they can then talk with each other about which teaching approaches are working best. This can be used to see growth.

Stevens: Professional Development time is being structured to increase the interchange between teachers about assessment outcomes. You try something with fidelity and consistently. Stick with the things that worked and go from there.

Scuderi: Common Assessments are teacher generated. SSC can ask questions about academic language, has it improved scores? How?

About 80 teachers have had the in-depth AL/CM training, but all 185 have had initial taste of it.

Goal Two: Math (CST math achievement)

Roos-Collins: Working on this one with Satish Rao. In its PD plans, the math department seems to be saying that they think the move to common core standards will solve a lot. But the SSC's been told that there've been big successes in the BUSD middle schools in math in the past couple of years, in the target student groups, without the common core being in place yet. Seems like we need to look at what caused those successes. A couple of years ago, the former director of the BUSD Evaluation and Assessment unit said we should watch to see what happened to the newly successful middle school math students when they studied math at BHS. R-C wants to understand better what caused the middle school score jump and then track those same cohorts at BHS to see if the gains continued.

Scuderi: Does not buy the significance of CST outcomes entirely. We have teaching and learning issues at the high school, etc.

Roos-Collins: Who do we go to, to find out what changed in the middle schools that led to success? We need to integrate that info into our thinking about what we're doing at BHS. And while it's true that high school kids have little incentive to take the math CST seriously and do well on it, they have every incentive to do as well as possible on the CAHSEE and on the SAT and AP tests. We can use those to see how they do when they get to high school.

Scuderi: We can talk about why scores went up in the middle schools; I have theories.

The percentage of BHS students who get private math tutoring is really high.

Brownstein: Tutoring can raise SAT scores 100 points -- well established. That has to be taken into account if use those scores.

Goal Three: Culture of High Expectations (common assessments, CST participation rates)

Bussacca-Ryan: She's studied the data provided to SSC by BEA (D'Angelo). Saw that a couple of different student groups are not meeting their target for CST scores, for example economically disadvantaged students. We should look at how we spend the EIA/SCE funds to see how we can provide support for those students. **Example given of environmental class that meets once per week: what was it an example of?**

On the rubric on pre/post assessments add academic SCE language use. Making it specific to target those. She thinks the culture of high expectations is happening more in other departments than in English and Math -- need to look at how to bring that in.

Scuderi: Likes Bussacca-Ryan's idea, and looking how to implement this for finals. Hasn't asked teachers to show how the mid-term assessments incorporate Academic Language standards. The turnaround time isn't fast enough. School needs explicit writing benchmarks. He's thinking about using Artificial Intelligence to grade the writing assessments. The state has been looking at that option.

Goal Four: Student Engagement/Innovative Curriculum (student surveys on engagement)

Olaya-Hermes and Nakayama are working on this one. Not ready to speak about it today.

Scuderi: Through support for their practices teachers would create curriculum that are more engagement.

Himes: Teach like a Champion book. Can we study the results of that?

Scuderi: Self reported surveys is where we are defaulting to right now. Hard how to measure/quantify that.

Walton: Teachers don't always know who is engaged or not. Students have different measures of engagement.

Scuderi: Are more kids paying attention? Are more kids participating? How do we define that in being successful in engaging students. The question is whether the growth targets are sufficiently related to the action items. It's challenging to say what's an adequate metric for engagement. They've been relying on the Worrell survey results. He's open to other measures.

Roos-Collins: What about student course surveys? The survey model we looked at last year?

Scuderi: Really likes that idea; would like to get it off the ground.

Goal Five: Social and Emotional Support Systems (reduce dropouts)

Rodney and Lopez met on this; Olaya-Hermes will also be in this group.

Idea of focusing on attendance and suspensions: Af Am and Latino students

Rodney: Missing piece is the mental health component. The goals are very measurable but the mental health piece is hard to measure. She'd like to use some of the SCE money in this direction. The Alcohol, Tobacco, and Other Drugs [ATOD] counselor coming in on Fridays is helping with mental health.

Lopez: wants to see all staff trained on how to spot mental health issues and what to do about red flags.

Homeless Support

Brownstein: has spoken with Parent Resource Center staff about how they deal with students who need mental health services. Felt they were working in isolation.

Pace: Supports putting staff through training. Depending on the severity of what a student is going through, they want to talk with someone they know, like their teachers. So teachers need training to be able to help kids.

Discuss how to proceed on SPSA

Roos-Collins: Handout titled "Very preliminary SSC subcommittee template for you to think about and change at will" is designed to list and standardize the information we need from the school to evaluate action items (example: "strongest research that supports the effectiveness of this item") and to evaluate their implementation. Also lists standard questions for SSC members to answer (example: "What additional data does the SSC think is necessary to evaluate this item, if any, and why?").

The questions on this page seem like the ones we need to answer to do our job.

Agreements at 11/20/12 meeting and Michelle Nakayama's proposal tabled; Nakayama not present.

Agenda for next meeting AND future meetings as relevant to SPSA review

Proposed agenda for future SSC meetings. We have to approve next meeting's agenda right now.

- Bring pre-assessment data to see where we're going. Something that would be easy to present.
- Is it possible to assess interventions of goal five. Where are we? Compare students on intervention list vs students who are not. How do we measure that?

Answer: There are no matched pairs because they are working with all the students who had three or more suspensions last year. In order to measure effectiveness of interventions, they are comparing the students' disciplinary records this year to the year before.

The big things we're working on this year are common assessments.

Bussacca-Ryan: proposes a presentation on common assessments.

Stevens: individual teachers can be invited to talk about how that process is manifesting in the process.

Potential presentations:

Hard data from Susannah Bell/Debbi D'Angelo.

Common Assessments

Interventions under Goal Five

Next meeting January 15 4:15pm to 6pm

Meeting Adjourn: 6:15