Berkeley High School Site Council
May 7, 2013, 4:15 - 6:00 p.m., Conf. Room B, D Building
Minutes

Present:
<u>Staff:</u> Pasquale Scuderi, Jessica Lopez-Tello, Janelle Bugarini, Anne Busacca-Ryan, Laurie Rodney, Wyn Skeels, David Stevens

<u>Parents:</u> Rita Himes, Margit Roos-Collins, Landi Ehnle, Diana Kuderna, Satish Rao

<u>Students:</u> Alyssa Pace, Shira Rothman

Absent:
Robin van der Vegt, Sophia Olaya-Hermes

Meeting called to order at 4:15 p.m.

Beginning Business Items
• SGC Members sign in
• Establish a quorum
Quorum established
• Approve agenda
Agenda approved, with moving BSEP measure immediately after discussion with Christina Faulkner

Comments from members of the BHS Community (Information)
Roos-Collins noted that she'd received a text message from Cooper Walton, that he had resigned from his SSC position.

SSC role clarification (Information/Discussion with Christina Faulkner)
Faulkner: she's the District employee in charge of accountability in the use of the categorical funds (at BHS, those are SCE/EIA and SCE/LEP).

Himes: Background for why we asked her to come speak with us:
The SPSA came out of the WASC plan and process, not from the SSC. When the SSC asked about the basis for and supporting data behind the choice of action items in the SPSA, Daniel Roose and administration said it's not the SSC's role to examine that or oversee it. This is the document that will guide the school for the next three years. We've been looking at implementation of the action items, but haven't been able to look at anything else.

Roos-Collins: And SSC in prior years has also been refused when members requested to engage with school about how data was being used to measure success or measure effectiveness of different choices of actions. So SSC wasn't able to do much during WASC process, either.

Faulkner: SSC's job is to look at the student data, look at the WASC plan, look at the SPSA in order to spend the categorical funds in support of the school's goals.   We have about $150,000 to allocate.

Himes: but then what about the rest of the plan?   The EIA funds cover only a very small part of what's covered by the plan.

Faulkner: An SPSA is required only because we have categorical funds.   If school did not take those funds, then would not need an SPSA, just a WASC plan.

Scuderi: The SPSA's for the high schools in Santa Monica and Hayward only cover the use of the EIA funds.   The BHS SPSA is broader because the School Board asked to see a one-year work plan for implementation of the 3-year WASC plan, and SPSA was developed in response to that request.

Faulkner: The SSC's big question is supposed to be, "Is the school making progress towards its goals? If so, fine. If not, then let's revisit this plan."

Roos-Collins: What about Program Evaluation Advisory Committee [PEAC] in SSC bylaws? Clearly Board meant for PEAC to be doing more in-depth data work, and we haven't been allowed to establish PEAC this year – principal is not willing to staff it without funding from District.   Director of BEA offered to participate, per the bylaws.

Faulkner: Assumption by Board was that staff participation on PEAC would be voluntary so no extra funding needed.   As to role of PEAC, a lot of stuff was put into those bylaws because the District was in an unusual situation.   [did not elaborate].   Much of the bylaws are not really applicable to ordinary SSC review work.

Himes: SSC is required to exist per Ed. Code.

Faulkner: yes, and funding should always be part of our discussion.   We should ask 1) what are the outcomes we are hoping to get? And 2) how will we evaluate progress towards those outcomes?   And 3) how will we pay for getting there?

Rao: Having trouble understanding rationale for why the school thinks these measures (action items) will work to acheive the goals.

Faulkner: Can't readily separate the data by single items to test how much impact a given item is having or will have.   The District signed on to implement Constructed Meaning throughout the district, based on the data showing great progress from using it.

Roos-Collins: where do we get that data?

Faulkner: [BEA? Didn't catch an answer to that question]. It's appropriate for SSC to look at the data that the district has developed on student progress, such as what's being presented at the School Board Study Session on the high school next week.

Scuderi: We're only partway through bringing in Constructed Meaning.   Roughly 70 out of 200 teachers have had the full training.
As an example of the challenges of interpreting data: suspensions have dropped but maybe that's not because of the interventions and is because this particular cohort of 9th and 10th graders are becoming 10th and 11th graders (suspensions typically drop as students get older).

2013-2014 BSEP budget proposal (Discussion/Decision)
Wyn Skeels reviewed the number of students served by the BSEP-funded Teacher on Special Assignment (himself) and then he left the meeting for the remainder of the BSEP discussion, to avoid a conflict.

Roos-Collins said she cannot vote for a BSEP budget that cuts College and Career Center [CCC] funding, even if the cut is small and largely symbolic. Program serves virtually every student and is critical to helping students find their way to good college choices, especially from families that are new to college-going.   CCC is one of the very few BSEP-funded programs that addresses the needs of students at every academic level. CCC meets with all students junior year.

Scuderi notes BSEP budget had to be cut by $7000 from somewhere and he thinks it's an equity issue that the cuts should not be made from the drummer for African dance or from the programs that serve struggling students. Thinks he can make up the gap from Perkins funds if School Board won't allot monies.
Stevens: Special Education students aren't helped by CCC. There's a BSEP-funded program to help them with post-secondary options.

Bussaca-Ryan: many students with the means have private college placement tutors. Thinks there should be a log showing who's being served by CCC.
Scuderi: doesn't feel big need to help get kids into Yale if it means he has to cut a program that serves students who need the help more.
Roos-Collins: at Cal, a third of the students are the first in their families to attend college. Places like Yale are searching for such students.   CCC is critical for helping students new to the college system to understand the opportunities available to them.
Rao: CCC has to write all the recommendations, too.
Scuderi:. Academic counselors write the recommendations, not CCC.
Rao: A lot of paperwork is needed for each student.
Scuderi: yes.   CCC does a huge coordination job.

Moved by Kuderna and seconded by Bugarini: That the SSC approve the 2013-2014 BSEP budget as proposed by the BSEP committee.   Motion passed with 11 in favor, 1 opposed, and 1 abstention.

EIA/SCE presentation – funds available for next year and proposed expenditure (Principal); presentation by Irma Parker and Leticia Amezcua of Parent Resource Center
Scuderi: EIA/SCE funds for 2012-2013 were about $86,000. For 2013-2014, they're projected to be about $10,000 less.   Funds have been going to Parent Resource Center to pay for Irma (.2

FTE) and Letty (1.0 FTE).   The remainder for Irma has been covered from BSEP (.53 FTE) and BUSD (.27 FTE out of its funds for family outreach).

Parker and Amezcua: Origin of Parent Resource Center (PRC) is from two studies. 1996, there was a UC dissertation on African American male students at BHS and the disproportionately high percentage of suspensions they were given. Study found parents didn't feel welcome at the school and felt they were treated as dumb. Study in 2000 recommended that an office be established on site where families, especially African American families, would feel welcome.

As percentage of Latino students has increased, so has percentage of Latino parents served by the PRC.   White parents also come for help.

Speakers listed some of what they do:
Referrals for where parents can get services – who can help with what
Listen to students who come and need to share information about themselves
Help parents connect wtih each other.
Host parent workshops and trainings.
Host groups for Spanish-speaking parents and English classes for non-English-speaking parents
Teach parents how to use PowerSchool
Host community events
Host welcome events at start of school year for African American and for Latino families
Help homeless students with food, transportation, supplies, and a coat drive
Work with at-risk students
Do Spanish translations
Find a safe place for students to go if for whatever reason it's not safe for them to go home at night.

Himes: What do you do to reach out to parents whose kids have gotten involved with On Campus Intervention?

Ans: OCI does its own calls to those parents.   Scuderi: Irma and Letty's role in Intervention Team is to make the positive phone call.   They've trained 35% to 45% of the parents of the intervention group in how to use PowerSchool.

Review and adoption of minutes (Decision)
Deferred until the following meeting

2013-2014 Single Plan for Student Achievement (Information/Discussion) -- sharing of members' and work groups' suggestions
Members were encouraged at prior meeting to bring their suggestions for what elements of WASC plan should be emphasized for next year. Scuderi will bring those suggestions to the Leadership meeting on the SPSA. They need to be submitted to him in writing by Friday, May 10 so he can do that.

Himes will recommend that SSC not pass the 2013-2014 SPSA because school has refused to produce the information we requested in order to assess the ideas in the plan.   Nonetheless, group shares their suggestions for improving it.

Some of them:
Rao: Emphasize more consistent online support for parents, such as posting of syllabi and homework assignments. Ehnle gets that for all her student's courses in AHA.   Very helpful.
Rao: Speed up giving parents access to Illuminate, to see their student's strengths and what needs attention.
Roos-Collins: Use MET study version of student evaluations of courses and provide info only to the teachers for a few years but require every teacher to collect the surveys. See if it's helpful to them. (Bussaca-Ryan concerned that if electronic, may not stay private; Scuderi says might need to use paper).   Rao recommends article on evaluations in Atlantic Monthly – says correlation between student evaluations and outcomes is weak.   Roos-Collins says MET found they were as much correlated as other measures.

Roos-Collins: Increase emphasis on training administrators to make their teacher evaluations as helpful as possible.   Example: providing teachers a chance to videotape and watch themselves teach. Supposedly quite helpful.   Emphasize calibration of evaluations so different administrators bring same standards to the work.   Real and perceived fairness critical when increasing expectations.

Himes: follow up on Bussaca-Ryan's suggestion to get more free-and-reduced-lunch forms filled out. Perhaps publicize program as Fee Waiver Program. Use increased income to help pay for another year of Summer Bridge.

Himes: Pursue Dave Stevens' iMentor and the AMPS programs that have been so successful [AT INCREASING CAHSEE?]
Rao: Especially the AMPS program since that was done during the normal school day. Wants to broaden the use of the same cycle they did in AMPS. Using Illuminate to help kids see where they are weak and need to concentrate.

Scuderi: recommends "They Say, I Say: Moves that Matter in Academic Writing." Good background relating to Constructed Meaning.

Implementation status of SPSA Action Items 3.2, 4.1 and 4.2 – 20 minutes
Summary by action item (Pasquale Scuderi) (Information and Discussion)
Deferred until the following meeting

Principal's Report (Information)
Deferred until the following meeting