

**Minutes of October 15, 2013
BHS School Site Council
Conference Room B, D Building
4:15 – 6:00pm**

Present:

BHS Staff: Pasquale Scuderi, Anne Busacca-Ryan, Dharini Rasiah

Parents: Landi Ehnle, Iris Grace, Sandi Hunt, Margit Roos-Collins (Secretary)

Students: Sophie Andrews, Jesse Barber, Kevin Flood-Bryzman, Sophia Olaya-Hermes (Chair)

Absent: Mark Griffin, Robin van der Vegt, Satish Rao, Alejandra Nuñez, Efejon Ustenci

Also Present: Dave Stevens

Call to order: 4:20 p.m.

Beginning business items

- SSC Members sign in
- Confirm a quorum

Quorum confirmed

- Approve Agenda

Agenda changed to defer discussion of Single Plan for Student Achievement (since there had been no summer carryover funds added) and to add a presentation by Dave Stevens. Changed agenda approved unanimously.

Comments from members of the BHS community

There was no public comment.

Introductions

Dharini, in CAS, is in charge of video and the Jacket

Sandi is the parent of a BIHS junior and of a former BHS student

Kevin is a junior in CAS

Jesse is a junior in CAS

Anne teaches history in AC

Iris is the parent of a freshman in CAS and of two former BHS students

Landi is the parent of a senior in AHA

Margit is the parent of two former AC BHS students

Sophia is a senior in CAS

Principal's Report

Literacy focus: The school's accreditation plan [WASC plan] is focused on developing students' academic language skills. Constructed Meaning and Constructed Response are the approaches the school chose to teach literacy. This focus is aligned with the emphasis of the new Common

Core curricular standards, which emphasize richer, deeper literacy demands in every subject. The new state standardized tests will require that students write explanations of their reasoning on math questions.

The idea is to use Constructed Meaning [CM] approaches to build capacity in both teachers and students. Some science and math teachers have been hesitant about spending time teaching writing skills but now it is everyone's responsibility. Every thing they are being asked to teach is already in the California teaching standards. Pasquale thinks some teachers have underestimated the role of literacy in mastering science and math skills. The school must build teacher capacity in using CM in order to hold teachers accountable for using it properly. At this point, half the teachers have had the three-day CM training. The other half got their first day of training at yesterday's professional development [PD] day and will get their second day at the November PD day. Three board members and Superintendent Evans came to see the training.

While English teachers will continue to have primary responsibility for teaching writing, all courses will incorporate the writing skill of the year. This year it is writing persuasively. [In response, Anne reports that her students are indeed telling her that they are learning the same things in other classes.] Another year, the skill could be "compare and contrast" or how to diagram sentences.

Constructed Response is the output that students produce to show the increased mastery they've gotten from the CM training. In grades 9 – 11, each student will write three essays per year, the first in English, then one in social studies, and then one in science, all of which will be scored by the whole school in order to norm what's expected of students. Looking at the school's scores as a whole, they will figure out where the biggest weaknesses are and how to retool the curriculum to address those. The essays will also be examined in relation to the strengths and weaknesses of individual students.

Attendance was at 96% in September – the best opening in the last 15 to 20 years at BHS. Comparable high schools in less accessible settings are at around 97-98%, so to be at 96% in the middle of town [with all its easily accessed distractions] is very good. Tardies remain a big problem, especially at the beginning of the day and for 4th period, right after lunch.

Presentation on 2012-2013 Assessment Outcomes by Dave Stevens

The following notes cover the interpretation of and responses to the data presented in the Powerpoint. They do not summarize the data itself.

Discussion began with list of data that would be very useful to have but that is not currently available to the school. What's needed is data that tracks students over time, broken out by their starting points. The school and district are doing some of that. Longitudinal data that tracks individual students throughout their education and into college, would make the biggest difference in the ability to assess what works. Want to know how many students, especially students of color, need to take remedial courses in English and math when they get to college. CALPADS, the state's individualized student tracking, tracks only students who go to California colleges [California Longitudinal Pupil Achievement Data System]. There is not a service that

tracks where students go to college if they leave the state. And the student I.D. numbers are California-specific, so the system loses track of the progress of students who move between states.

Pasquale: we need national student I.D. numbers.

The BHS small schools have had to do annual evaluations of student performance; these are a required element of their annual applications to continue their Community Partnership Academy grants. But they haven't gotten to keep the information themselves. Dave has asked for it.

Fourteen BHS courses have developed common assessments. This is the second year of doing formative assessments (at the start of a course, to measure what the kids know going in) and summative assessments at the midpoint and at the end, to see what they learned.

The charts show how many students move into proficiency or mastery. It is also possible to show how each student subgroup is growing over the course of the year, using pivot tables. These can show, for example, how many students move from "below basic" skills to "basic" in a given course. The SSC can ask for pivot tables to be run – we just would need to explain how the data would help us with a decision we need to make.

Math and science: This assessment process works best if the starting and ending assessments cover the exact same material. But that has meant it hasn't worked well in math [as currently taught] since even very prepared students come into most math classes unable to answer questions based on the upcoming course material.

Iris: what is the benefit of the school continuing to use IMP math when math mastery is so much lower for those students than for the students in the traditional math sequence?

Answer: probably math teaching at the school will completely reset as the Common Core math curriculum takes over. The curriculum is being introduced at the middle school level first and year-by-year brought into successive grade levels. Under the Common Core, algebra and geometry will probably be integrated in each year of the math sequence instead of being taught sequentially the way that the traditional courses work now. People think that IMP math is integrated in that way, but it is not. The "I" in IMP stands for Interactive.

Anne: given the low chemistry mastery rates, what about encouraging more students to take chemistry in their junior year instead of as sophomores?

CAHSEE results: The CAHSEE math page is just showing the sophomore pass rate. Those who do not pass it as sophomores do continue trying in junior and senior year and the pass rates do climb, but in order to be able to handle most high school math courses, students need to be able to pass the CAHSEE math contents by sophomore year, so the goal is to get that pass rate up.

The school encourages students who think they might want to go to college to take the CAHSEE without their accommodations (such as extra time), even if they qualify for those accommodations through their Individualized Education Plan [IEP]. It's useful for the kids to

see how they do. So the CAHSEE pass rates are somewhat lower than they would be if the students with IEP's used their normal accommodations, but since BHS thinks it's helpful to the students, it's willing to take the lower pass rate.

Brief orientation and calendar review (Information/Discussion)

Scuderi: Categorical funds (such as EIA/SCE and EIA/EL), which the SSC allocated in past years, will now be sent to the district as a block to be distributed and accounted for by the BUSD. That means that school site councils are not mandated by Cal Education Code for that purpose. It will be up to the Board and District, assisted by any future state guidelines, to figure out what role, if any, they want SSC's to play in helping them allocate the monies.

Margit agreed to forward to the group and post at the SSC website relevant Cal Ed Code provisions and guidance as she comes across them. Pasquale noted that the state's guidance is still evolving.

Anne notes that under the new rules, school districts will get extra money based on what percentage of their students are eligible for and enrolled in free-and-reduced lunch program. She worked with the ACLU on that issue. She'd like the SSC to spend some time working on what can be done to increase the percentage of BHS students who enroll in the program. Many more are eligible than enroll.

Overlap between what SSC works on and what Leadership does is almost nil. Their focus is instruction.

where to find bylaws/member contact information/minutes/SPSA online

Margit explained that the all the above information could be found on the BHS website (Berkeley High's own, not the District one for the high school). Click on *About*, then *Committees*, then *SSC*. The link at the top of the agenda goes there.

calendar of likely dates for 2013-2014 meetings, indicating rough timing of review/voting responsibilities through the year

Margit distributed a draft calendar, explaining that some dates and contents will change, but that in general, the Safety Plan should come for review and voting in March and the BSEP plan in April, irrespective of the other changes. Sandi noted that she could not attend if the next meeting were the first Tuesday of November. Margit could not either. Group agreed for Margit to send out a Doodle poll to see whether the first or third Tuesday will work for more members.

Officers' update on status of the items the SSC voted to send to the Board or Superintendent

Margit: Background: in spring 2012, the SSC sent a set of proposed bylaws changes to the Board. These were changes designed to make the SSC function better – non-controversial within the SSC. The Board referred them to the Board Policy subcommittee, which recommended passing the two that reduced total size of the SSC and reduced quorum. The Board and others, including the school and SSC, thought that the Board subsequently approved those changes but it only get them through first reading and the matter was never recalendared for final approval. The other changes were tabled by the Board Policy subcommittee with a plan to address them later, when there was a new superintendent.

Policy subcommittee met in September and agreed to put the size and quorum reduction on the Board's agenda again. Those two changes have now been passed by the Board. As to the other bylaws changes from spring 2012 and two more from spring 2013, Policy subcommittee is inclined to wait on addressing those until it's clear what the role of the SSC will be next year, if any.

Ideas for next meeting

Group will select the 2013-2014 officers.

Anne wants to vote on the goals for the SSC's work this year, after members discuss what they most want to work on.

Adjournment: 6:05 p.m.