

**BSEP Minutes for February 10, 2014
Berkeley High School
Location: Conference Room B**

Name	Community	Attended
Michael Peltz	Parent	Yes
John Lavine	Parent	Yes
Catherine Lazio	Parent	Yes
Joseph Battles	Student	Yes
Maya Smith	Student	Yes
Rhonda Jefferson	Staff	Yes
Pasquale Scuderi	Principal	Yes
Hector Cardenas	Parent	Yes
Sara Cerami	Student	No
Orlando Williams	Parent	No
Austin Lloyd	Student	No
Deebie Symes	Parent	No
Toni Stein	Parent	No

Quorum Established: Yes 4:37pm

Introductions – Members go around introducing themselves to the committee.

Approval of Minutes From Last Meeting:

- No changes to the minutes.
- Motion to Approve minutes by P.S. Motion is second by J.L.

- *Minutes approved. No votes against.*

Approval of Agenda-Additions/Changes:

Public Comment: Donna Storey, parent of a BHS freshman. *See handout*

I was referred by Natasha Beery with whom I spoke at the BSEP communications meeting on January 23rd, and she said because I have site specific concerns it would be good to speak with the Berkeley High BSEP committee, and that is why I'm here.

To summarize briefly, since before 2004 all BHS students who are in honor or AP math classes are required to get signatures for tutoring hours and if they don't do this they lose a full letter grade, so there are consequences. Theoretically this program provides over 55 hundred hours of peer tutoring, that is the first page of my handout here. Numerous studies show that a successful tutoring program includes the following: 1) Participation is voluntary on both sides. 2) Tutors receive training 3) Students are purposefully paired overtime, so there is a relationship that continues and 4) Peer tutoring is actively

monitored by teachers. And none of these requirements are met by the BHS. So, there are well documented programs that works like Willard Math Works, and that accounts for 400 hours of tutoring per year.

Majority of honor students are left on their own to complete their required math tutoring hours. Many students do find ways to do it; many do not.

I've come to you for help. I've come with three proposals that are briefly outlined. They would require funding of various levels

Three Proposals:

- 1) Set up an informative website that lists the opportunities available, and the specific rules of the program. This does not exist at BHS. The tutoring available at the BHS website right now outlines the program that teachers do at lunch or after school. My son tried to go there, and the teacher told him "no, you have to bring your own person, this is for me", so this is all that the students get as far as I can tell, and I looked pretty hard. This gives the general goal, it does not give all the opportunities, it does not give teacher guidelines, etc.
- 2) The second proposal would involve creating more opportunities for teacher-supervised for tutoring at school. When I came to an SSC meeting before all the students told me about a program last year with Mr. Bloomberg that sounded perfect. Students could drop in during lunch and after school, and they said it's a great atmosphere, but it was canceled because the funding had run out. We could possibly use some of the money for the current tutoring model and have the teachers would oversee the tutors
- 3) The last and best proposal is to create a position for a peer-tutor coordinator, it would be someone who knows the program, someone that cares about the program and wants it to really happen. My understanding is that nobody is really in charge right now. So this would be encouraging demand, gather teachers recommended lists, tutoring training. Coordinators could work with teachers to find incentives for demand.

These are some of the core proposals that would be supported by the funding to make use of these hours. I think right now the program is well-intentioned, but sadly neglected.

JL: I have a couple of questions: Does anybody know when did this mandate originate?

PS: It was definitely here in 2006 when I started here

Donna Storey: I want to say 2003, because I have an article from October 2004 from the BHS Jacket records talking about how they altered the system so cheating isn't as easy. I'm not sure exactly, but I think 2003.

JL: In all that history was there ever any structure? Or a coordinator that was guiding this?

PS: No, I think there is a couple different things going on here, and I appreciate the elements of the critique in places we can tighten up. I do think we need to be cautious that the sentiment of the teacher who probably told your student to figure it out themselves; that that is not a prevalent sentiment of all teachers. That is an ongoing dilemma of things that kids are required to do.

PS: After you first brought this, we brought it up to the math department, and the majority of Math teachers are still very much in favor of wanting to have a tutoring requirement in honors. What I told them was the question that seemed to be brought forward is that the consistency, and the implementation expectation is sort of at the question here. I've also said that there are many places around campus, and we do this with attendance that we don't necessarily have a reduction in grade because is a school-wide policy, but many teachers factor in tardies and attendance in their participation grades, and teachers are in control of their grades largely. 17.23

MP: I appreciate you bringing the issue to the committee, and I frankly don't understand why there would be a requirement and no structure to make it easier for kids to meet the requirement. So, I'm wondering, do you believe that is easy for kids across that math honors program to find a way to provide tutoring? Or do they have to spend a lot of time hunting around ?

PS: I think that is definitely an issue in the critique of issue. I do think that some teachers are communicating that better than others, and what we got is something that we're calling a collective requirement, that isn't.

MP: It seems like for BSEP someone would have to write a proposal, and it seems like a great way to leverage student resources, and also for them to learn how to tutor.

JL: Coming at it from the other end of it as the parent of two students who could use some tutoring every now and then, they only know of one place to go and it doesn't always work with their other schedule after school. So, from my end of it, I would like to see something that would facilitate connecting these two, whether is a community board where you can informally find a tutor to align with your needs, or vice-versa find a student in need of tutoring.

JB: Speaking from someone that has tutored...I agree what you're saying. What I did was I went to the library, and is an issue of demand because there are four tutors there every day at lung, and rarely students would show up. I would sit there because no one would come. But I also think that just because you're good at math doesn't mean that you're a good teacher at it. It's difficult.

RJ: Is this something that would have to be overseen by a credentialed teacher? Is it something that can be overseen on an overseen by a volunteer like parents? It needs to be overseen by someone who knows what they are doing.

JL: I was going to pick up on what JB was saying, for a number of years I volunteered as a writers' coach and we got training. It wasn't lots of hours, maybe one evening. But it wouldn't take a lot of guidance on the part of a teacher to get things going.

RJ: My concern is that we're providing hours to tutor, but I'm concerned for the students being tutored. It seems to me the program needs to be overseen by someone so they get what they need from the students that are tutoring them.

PS: That is a good point, and I want to offer that for the students receiving tutoring is a far more complex problem than having an honor student trying to find someone to tutor. If you look at way attendance and tardiness are disproportion and how that impacts those challenges, that becomes a very complex part of the equation.

MS: There are kids that are also failing these high level classes who also need to be tutored. I want to tutor, but a lot of the time I can't find places to do it.

PS: In that spirit we might consider potential compromise. Just because we might not be able to build an streamlined system that is perfect, maybe in rolling back in some of the hours, we can provide some incentive.

HC: I appreciate your proposal. We're going to be releasing the proposal form very soon, so if you want to find someone to sponsor your project. You can bring a proposal. It would be easier and better, if is backed by a math teacher, for example. Bring a proposal that has a specific dollar amount and a specific set of goals and targets.

Chair Report:

HC: I talked to Valerie Tay about the process for this year, which is a lot different from other years. First we're probably going to get the numbers for the BSEP money amount by the end of February. or early March, that is more or less in line of what we get other years. That is the simple news. The other good news is that they are very receptive to the idea to developing a letter to go to the assistant superintendent regarding some of the program we currently fund to send to general budget. However, they suggested that we come up with not one budget, but we several scenarios. This is unsettling to me. We vote after a very long period of deliberation. And whatever doesn't get funded, then it gets put on the alternative budget, that might be a simple way to do it. The idea to come up with three different budgets is complicated. I told her we would consider the different options. Our funding process and the process for defining the details funding formula are going to be in parallel. The district won't know what will be funded by the new funding formula by June. At that point we will already have a budget.

PS: There was some discussion at the LCAP meeting of this committee giving me direction to bringing back to the LCAP committee. Say, something like, "these are the programs we would like you to consider.

HC: That would be the purpose of the letter. That letter would be a really important thing to have approved and discussed for the next meeting.

Principal's Report: One thing I want to tell you about. We have an intervention team that meets this year. We are making a lot of headway in a much tighter stream of incoming ninth graders, and one of the things being created is a rubric for middle school from counselors to address where kids fall in different areas, so addition to Dave Stevens index, which I shared before we have this additional personal information we are getting from middle school counselors, and somehow create a value created from the rubric and Dave Stevens to target those kids.

- We're putting together an FAQ sheet for our incoming frosh families. It's more like 10 pages of who do you contact, etc. If there is anything that comes to mind that middle school incoming families would need right away, please shoot us an email.
- We should be able to move in March 1st. And classes will be in the new building on March 3rd. The portables in fact, will start disassembling March 3rd.
- The LCAP meeting, is what I'm sitting on. Next meeting is Feb. 21st
- We are up again and we miscalculated. We have increased attendance again. It's big news financially. We're holding to a .71 year to date % increase. That is a three-year gain. So more kids in class relatively to five years ago.
- Sarah Cline doing amazing things with our talented kids.
- Feb. 12th we have our new families coming in.
- We had a great ceremony last night. We now have these automated defibrillation devices around BHS. This was in honor of a former student at BHS that died of a heart attack, a big thanks to Cindy Chang for making that happened.
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- Al Wilright is leaving. He's had an unfair burden for the past 3 years of managing the facilities here at BHS.
- The new math program: Common Core is going to change the course progression.

JB: what is the first class that will impact?

PS: The first class will be the class of 15-16 because next year 8th graders will begin Common Core math. No more IMP, etc. It will be Math 1, 2, 3. There will be an accelerated pathway, you can take a Math 1/2. All the coursework will be changed. So, we have a lot to do over the next three semesters.

MS: How will that affect IB? Especially at the higher levels?

PS: That is a question we haven't resolved because we have all kinds issues right now with Calculus BC and the HL class being a blend. We're trying to sort that out right now. I'm talking about what will replace Algebra 1, 2, that is something we have to consider soon. Community wise, board wise there is a lack of understanding of how challenging that has been.

P&O Report:

HC: I know we should definitely check with our P&O reps. Could you briefly let us know what's going, especially with regards to the funding formula.

CL: We had a meeting almost a month ago. We are reiterating this base of non-information. We did get a little chart which illustrated how supplemental funding will increasing over the next couple of years. What was unfortunate about that illustration was that it didn't include BSEP monies. They threw out some teacher template for how they calculate that money, but no details on how it would be broken down next year.

JL: BSEP office is in this bind of having to move forward with their budget considerations, not knowing on how it will all play out. I don't think we need to go to their model. I would favor the kind of approach you were suggesting of having some secondary budget proposals waiting in the wing.

HC: That would mean that we need to make sure that in our deliberations that we are very clear that is going to happen, so these carryover priorities are really projects we've approved tentatively. We have to think holistically this time. Can I ask you to keep your eyes and ears alert to anything that might help us make decisions here, please send forward documents that might help us.

CL: The teacher template will actually, there is a provision in the measure, a ratio suggested for class size of 28-1 at the high school and there is some discussion that it may have to be modified. And it doesn't relate to this committee per say, but there is no place for a discussion on class size of 28-1. At other schools the class size ratio is discussed at their school site committee. So, if there is anyway to filter up any concerns or recommendations from the school site here, that can be a reactive comment.

HC: I seem to remember that we're under class-size.

PS: We usually build our staffing at 30 to 1. We use that when we are assigning teachers just because we don't know what is going to look like and then it comes down. It takes you a month to get that because you have to have a student who has to be gone for twenty consecutive days before s/he can be dis-enrolled.

CL: It's a complicated process. We don't really have the data from the school. I think it's time to start the conversation as to whether it's essential, etc. I think there will be changes.

PS: Those are not difficult numbers to run. Aaron does it twice a year.

SSC:

That meeting was re-scheduled to next week.

PS: Generally and conceptually we're trying to get ahead of ourselves and think of what that committee (SSC) look like in the LCAP era, in terms of that being a place that includes parent advisory committee, how we might re-shape site counsel.

Progress on Program Evaluations:

HC: We have a list in the minutes. We have a list of evaluation assignments. What progress do we have with those.

Volunteer Coordinator Program: We've scheduled that meeting in two weeks – Sarah Cline

Dance and Drum: Michael Peltz will check with Sara Cerami to see when the meeting is set for.

College and Career Advisors: I haven't heard if they've set a meeting.

RISE: Meeting scheduled for next week.

Parent Liaison: Austin and Orlando. PS: They might have something set up.

Musical Excellence: Setting up meeting with Sarah Cline after she returns from Cuba.

Home School Liaison: PS is setting up a meeting.

Outsiders Club: scheduled for Feb. 26th at 4pm

OCI: Not scheduled yet.

Teacher on Special Assignment: setting up meeting

Student Court: Not scheduled yet.

HC: The ones that we don't have Athletic equipment. We're not sure of parent liaison either.

MP: Can you refresh everyone's memory for when we should complete evaluations?

HC: March 3rd should be the deadline for applications. Evaluations should be due March 10th so people can have time to review.

Action Item: Approve Letter to Board of Education and Superintendent Regarding LCFF impact on BSEP program Funding:

CL: I sat down to write the letter and realized that I don't have enough background information to write the letter. So I brought some materials to frame the conversation. I have a summary of what we funded last year. I found this PowerPoint that might explain LCAP priorities to be. This should give us some idea about what the possibility might be to shifting some of the expenditures elsewhere.

What I tried to do yesterday is to go down this list of the BSEP funded programs here at the high school and by process of elimination I highlighted items that should remain BSEP funded. Then there are other items that LCAP might be interested in funding. I needed some input because I didn't know what to recommend or not.

CL: From my limited knowledge based on this one paragraph description of the programs maybe Student Welfare and Attendance Specialist.

PS: Maybe both of the OCI positions

CL: There was discussion earlier about the Parent Liaison being part of a program that is district wide that might apply to the resources of the district mission, so those are a few that I can think of. I don't know how the ELL will figure into these supplement funding works.

PS: That is another area where we can look right off the bat and say any increase in base general funds under LCAP we have an explicit charge to put resources toward ELL.

HC: Would anyone want to take a stab at listing the programs that you think should be included in the letter?

JB: I have the google doc that I worked on last year. We thought about moving district funds and P&O funds where the college advisors, people in OCI and the intervention coordinator, the parent resource center, etc. Below that we have a lot of the ELL stuff, like the EL home school liaison, etc.

HC: CCC Advisors, parent liaison, EL Bilingual Home School Liaison, and the two OCI positions. Is there something we're missing here?

PS: I think the CCC Advisors is definitely something I recall we had that discussion, but having seen more and more of what the LCAP is geared toward, I think that is less likely that is something that can be funded both an increase in general base funding, and definitely in supplemental funding. I want to think strategically as a committee; when I look at the Parent Resources Center line for \$30,000. It is funded by 3 different pots, the smallest pot is funded by BSEP. So, we can have a strong argument for them to fund that position.

MP: Can I ask a follow-up? For those programs that were kind of second tier in Joe's list. Pasquale what do you think on how that fits on priority of increase in base funding and the supplemental funds.

PS: We have a lot more direction now with the way things should be funded. Stuff that reads as enrichment of extra-curricular.

PS: The same logic I'm using for the Parent Resource Center should apply to the ELL because they are again predominately paid by the EIA/ELL money. SO, we're again paying the smallest share of a position that is being largely funded by another budget.

HC: I'm hearing Parent Resource Center, ELL and OCI Intervention coordinators to put on the letter.

JL: Academic support services are not necessarily enrichment. Should those be on that list as well?

PS: I think should be on that letter as well. And the Intervention team may come back with a proposal this Spring for BSEP for someone to literally do coordination of what is becoming a large scope of resources, making sure that all kids that fit these criteria are getting resources.

HC: We're running out of time. I don't want to wait to the next meeting. I want to propose that we vote today to ask CL and MP to draft a letter with these programs in the text and then to send the letter to me and I will circulate them to the committee. We will take an email vote based on an authorization. We'll take two votes. One vote instructing our subcommittee to do this work, and a second vote authorizing an email vote to get that letter out before our next meeting. So before we introduce those motions, is that agreeable to everyone?

CL: I don't have an objection. I'm just not sure. Can we have a draft?

HC: What I would suggest is to take Joe's letter as a starting point. You can send it out to me first or to me and Pasquale and we can look at it.

PS: If that is where we're headed, it might be easier to find a time to meet. We can sit down and do it.

HC: The motion before the committee is that CL and MP continue to develop the letter to the LCAP/The education advisory committee regarding the programs currently funded by BSEP, and those programs would be The Parent Resource Center, the ELL, Academic Choice Resource Coordinator, both intervention support services in OCI, and the Teacher on Special Assignment position.

Do I have a second? – RJ seconded.

Any discussions?

MP: You mentioned that parent liaison is currently funded by LCAP already. Are there any other positions?

PS: Primarily what has happened all categorical funding got swept up, so, not much more besides those two.

JL: This letter should probably be copied to a couple other parties, like the BSEP office and the Board? Or the Assistant superintendent, superintendent, maybe the deputy superintendent?

Votes: Unanimous

Vote is unanimous

Second Motion: Authorize an e-mail vote once the letter is drafted to approve the contents of the letter.

Second: NH

Discussion:

JL: Members of the committee that were not here tonight, we can send them an email to give them a heads up that this is happening.

Without objection I will amend the motion to say that members of the committee who are not here will be notified immediately that this was approved and we will vote by email.

Votes: Unanimous

Motion carried with no votes against.

Action Item: Approve Release of the 2014-2015 Project Application Form:

HC: I would ask the committee with no objection to extend meeting to 5 minutes.
No objection. The meeting will be extended to end at 6:05pm.

We have one more item, which is the approval of the release of the 2014-15 application form. I requested comments on the application form, and I received only one comment from JB. And his comment was to make the goals easier to read by numbering. List of the specific activity that would help accomplish goal 1, etc. It would make it easier to read.

HC makes changes to BSEP form.

JB: I make a motion to approve the BSEP application for all programs and not have a short form.

RJ: Seconds motion

No discussion

Vote: Unanimous – 10 votes.

Adjourn: 6: 05pm