

BSEP Minutes for April 28, 2014

BERKELEY HIGH SCHOOL

Meeting Room: Conference Room B

Name	Community	Attended
Hector Cardenas	Parent	Yes
Pasquale Scuderi	Principal	Yes
Sarah Cline	Teacher	Yes
Aaron Glimme	Teacher	Yes
John Lavine	Parent	Yes
Michael Peltz	Parent	Yes
Toni Stein	Parent	Yes
Debbie Symes	Parent	Yes
Joseph Battles	Student	Yes
Nia Hampton	Student	Yes
Austin Lloyd	Student	Yes
Matt Albinson	Staff	Yes
Maya Smith	Student	Yes
Rhonda Jefferson	Staff	No
Catherine Lazio	Staff	No
Orlando Williams	Parent	No
Sara Cerami	Student	No

Quorum: 4:37 pm

8 Voting members present

Approval of Minutes from Last Meeting:

JL: Makes motion to approve minutes

MP: Seconds

All voted for passing minutes

Approval of Agenda- Additions/Changes:

No changes

Public Comment:

Vernon Walton: Introduces Academic Development proposal. Class is about changing students mindsets that they can be successful in a school setting.

Jessie Luxford: Turns it over to parents and students.

- Devon Reddick, 9th grade. Class helps him get work done. Knows that Ms. Luxford will call home if he doesn't go to class. She helps him get back on track. He likes the classroom "work conducive environment"

- Aya, 10th grade: was here, the class is important to most kids she knows, especially for her. Transition between 9th and 10th is tough. It has a lot more tests like CAHSEE, CST, ACTs, etc. It's a lot of help because in her personal experience she's been up studying until 2pm. Really wants to do well and go to a 4 year college. She wants to also help her mom.

- Aya's mother: Loves her 5th period class. It has helped her a lot. She loves school more and does homework once she started going to Ms. Luxford's class.

- Jiamond, 10th grade: Sophomore year is really hard. Harder than freshmen year. Ms. Luxford makes sure that students came on Saturdays for CAHSEE prep. She did well on CAHSEE because of the prep classes

- Jimond's mother: Luxford has helped her with her kid, and is kept informed on tests, etc. She came from a private school setting, so she wasn't ready when she came to HS because it's a larger school setting. Ms. Mahli has also helped her a lot.

- HC: I remember last year when we talked about the program and there was this idea of scaling back to having a smaller group over two years.

- Jessie Luxford: We initially recruited students during their 9th grade year...agreed to fold classes together because of funding. Decision was made with Vernon Walton. There are a lot of counselors and teachers requesting that students go into the Academic Development class. Erika co-teaches the class.

Dave Stevens:

I'm here to speak about the proposal for the College Preparation class. One of the major things about this class is the funding for this class, which is the instructor's salary. That said, I'm passing around a few docs. What is it that you're doing for students who are not passing the CAHSEE. Now this class is in its 12th year. We ask for about \$10,000 each year but we don't always spend it all because we're never sure how BCC will fund. Here's how we fund it. It's a good return on the communities' generous tax measures. *See HANDOUT*

By taking the class now they are in the system. We give students information for decisions they might make. Last year we had a student who graduated in 2006, he came back. He just finished school at Cal State East Bay, and I never would've thought he was going to do that based on life experiences he had as well as academic skills. The EL Home School liaison has played a significant role in recruiting kids for the class.

Large return on investment

PS: The credits that students recover come at a bargain, right?

DS: We get double that on about \$8-9,000 investment – this course is providing a significant bump ...

HC: Was this called The Outsiders Club?

DS: Yes, we dumped the name this year.

SC:

DS: cohort variance makes a big difference

Heidi Ramirez-Weber:

I'm Heidi and I'm the lead teacher for the ELL program. I can answer questions after the kids talk.

Cynthia: I'm an ELL student, Patricia is one of the people that are helping a lot. I've applied for test and she helps me a lot. Javier has been a big help to me, and he explains to me. He tries his best to help us.

Jessily: I'm an EL student. Ms. Patricia helps me a lot. She helped me to sign up for BCC class.

Yeshi: Ms. Patricia is a big help for me. Every day she reminds me that I need to come to school for myself.

Iliana: I also get a lot help from Patricia, Javier and Joseph Battles.

Ly Phey: I'm still an EL student, but this year I'm in regular classes in the AHA program. Patricia still helps me. Mr. McHugh gave me lower grades, Ms. Patricia found a tutor for me, and my grades have gone up. Physics class is very difficult. I don't know where I would be without Patricia

Javier: I'm a tutor for the ELD program. I am a former graduate from this school and the program. I'm currently working on my bachelor in architecture.

Questions for Heidi:

I wrote two possible funds. One included Patricia, \$54,000 as a total

VT: FTW is .53 the cost is closer to \$31,500

AG: The other part is tutors \$31,024

HW: We included tutors for the Academic Language Program class.

HC: We are considering the whole thing.

Questions:

TS: Is anyone being home schooled?

Other questions? No

Lisa Sibony:

This is my first time doing this, I think the most important thing is that we provide hundreds of helping hands to help the school run as a whole. In the future I would like to do outreach to the parents who have not been reached at all. Keeping on top of everything, keeps me busy enough. I need to do more outreach to parents of kids of color, the bridge program, etc. That is very important to me. Slowly we are making progress. I'm thankful

DS: Can you explain a little bit more about the money:

LS: .63 and that is all my salary

DS: How many volunteers do you coordinate?

LS: Hundreds, AP and IB exams. I don't have the numbers of how many people I've been working with. We've given tours to about 600 people. Nervous new families have lots of question, and I write them thoughtful letters ...My goal is in connecting with those prospective families. I hope to have all parents comfortable being here and helping out.

SC: We have this event in the music dept. We have 10 page packet of information. It's been my only experience in this institution that has helped me how to proactively do my job.

LS:

DS: Information about Goal 3. I help with registration...How do you say you impact academic outcomes in your job

LS: Having more parent volunteers...

PS: To add to that. It is an indirect relationship that Lisa takes care of...

Andy Waranoff:

I'm here to talk about the Associate Athletic position with the focus on academic support for student athletes. I wanted to share with you a couple things. We maintain a requirement to have a 2.0 to participate. In my opinion it sways a little higher. There is a full point differential between Af. American students and their white counterparts. I'm proposing a proactive intervention with subject specific academic support. To develop a stronger sense of who they can be on this campus.

I was a math teacher for 9 years. Two of them here, I left to pursue a masters degree at CAL in Sports in education. A lot of the research that I've looked at. I'm proposing to target those kids and push them up. Not every coach makes those connections.

Questions:

MP: How many students become academically ineligible?

AW: Our football program alone lost about a quarter of their athletes at the mid-season assessment of our program. Mostly from the freshmen program.

MP: Second question is given that amount of time. Will your time be dedicated to channel students to

AW: We have 1000 student athletes, it would be impossible for me to interact with all those students...I have regularly 10 to 15 kids that come see me directly. I know the teachers, so I can take kids and introduce them to specific teachers and build that relationships.

JLT: Discipline eligibility.

AW: Hard for our coaches to know what is going on with students during the school year.

SC: I'm the jazz teacher.

AW: I do this 60%. I'm not sure where the funding came from

PS: There were unexpected surpluses in the extended course offering. We were able to do something. It was a one time. Not continuing, that is why BSEP comes in.

Ben Sanoff:

My name is Anne Bussacca-Ryan. We started a program called AP Scholars. This helped students who didn't think they could pass the AP test, to actually pass the AP test. We want all our AC students to graduate with an AP class. I teach the AP scholars class twice a year.

I would preview in those classes for them before the class actually happens. We give them an incentive so they get a grade boost for coming the AP Scholars

Sai Garlapatti: I had very little knowledge about AP Classes, but after coming to Ms. BR's class and I got to improve my grade/test. I also added Mr. Sanoff's class.

Ben Sanoff: The goal of the position is to encourage AC students to take an AP classes before they graduate. This year we had all of our Seniors take AP Gov't. For next year, every junior in academic choice is going to take at least 1 AP class. We're asking money to scale up this program. That captures the essence of our proposal

Question:

AG: where is the expanded course offering money?

BS: We are thinking about that for that program. It is true that the small schools have the model of AP Augmentation. Our model is slightly different. We are bigger and can't afford the Augmentation model.

MP: How do you select the students?

BS: We sort and select students who have the highest at-risk indicator. We also look for kids who are struggling in the class. We mostly recruit in advance.

JL:

BS: We try to align and we can't force students to come to the class, but we can't make it a required class.

Anne: Lunch time is the most popular time. Students at the mid-point join. It helps students feel good about their classes

JB: Are those the only three teachers that are going to be doing those classes.

Anne: It aligns all teachers to have them teach the same thing.

BS: We try to select people who have a good track record...

HC: This would be a teacher on special assignment?

PS: What is the FTE allocation you're asking for.

Anne: I have a .1 for this.

BS: We're asking a .3

Anne: LCAP committee

AG: I want to clarify structure because we need to work out a budget.

Anne: About 3 hours a week, plus some planning time.

AG: Are we talking about an afterschool tutorial?

BS: We're envisioning as an after school enrichment.

Adriana Betti:

My name is Adriana Betti. The city has mostly funded this program. Right now we have the innovation grant from CAL. Our program is a case management program. They are people that kids go to in confidence and discuss what is going on. Their biggest job is those obstacles. We have an intimate relationship with our families. We have tutors that work on weekends also. We're having a little more problems with chemistry and math. The money is vital, especially with the city imposing a living wage. Most of our tutors have an intimate relationship with our students...When we select for tutors, we look for skills, but also for passion for the kids. Javier was one of our tutors. We employ some of our kids to help them out.

Gisselle, 10th grade. Second year with RISE. I'm able to get tutoring on Sat. Two tutors in particular have helped. I've increased two letter grades with the tutoring help.

Gabriela, 11th grade. I'm thankful for RISE because I'm there every day, I get help from Javier on Math.

Sevan, 12th grade. The tutors have really helped. I started freshmen year with a 1.8 and now I've been accepted to Humbolt State.

Tutors are friendly and know their subjects.

Chris, 10th, RISE really helps me. If I didn't have RISE I wouldn't really make it.

Javier: I'm also a graduate from this program as well. I gladly stay and help students and help them even if I don't get paid

AB: We have a lot of activities. We force interaction and group work so they all get to know each other.

Ashley Milton:

My presentation I'm advocating for is funding for the IB Coordinator position. When we started our first junior class we didn't have funding for the district, we had a very generous parent community that donated funds for the position for the first three years of its existence. After that we still had very generous parents donations that were willing to fund half of that position. The district was able to pick up a portion of that, now the district pays for 50% of it. As of now, our generous donations from parents are no longer available, so we are coming to BSEP to ask for some funding to help us make that position whole. Our IB Coordinator is responsible for a tremendous number of logistics, she provides support for the Juniors and Seniors separate from what our academic counselors do. The IB Coordinator is really the only one that holds information about what courses students have available to take to get college credit or go for the IB diploma and then they manage that support. One of the things that our coordinator is able to do is to provide the support of all

the elements we do in the IB program to be available to all of our students. We believe that our students doing this independent research project is vital to be able to prepare themselves for college. Our students tell us regardless of the schools they went to after high school is that that process really helped them. The coordinator also helps them to reach out to the community, to do community service, etc. We want to make sure that it continues for all students, so efforts must be made for them to have access to that.

Questions:

HC: What happened? Is it because the donations have stopped?

AM: 50% has always been funded by the general fund, the other 50% is funded by donations. Those have been anonymous, so I don't know if a kid is graduating, of they just have a different plan, but that is why we are coming now. I will add that our parent community is still very much involved, and are helping us fundraise about 40%.

HC: So if they raise 40% that would leave 10% to be funded?

AM: Yes. So, its \$10,000

AG: One of the thing that the proposal doesn't have is FTE. What FTE are you asking from us?

AM: We are looking for funding for a .45 FTE so we can make it for a full FTE.

PS: It's a .50 FTE funded by the district. They are proposing 40% of shouldering that cost depending on what we have to float. The hope is that as base revenue continues to increase over the years we will fund this. So we're looking at a .10 FTE to cover their cost.

JL: I'm trying to figure out which comes first. Depending on what we're willing to fund the parents commit to raising the rest?

PS: The parents proposal explicitly says 40%, 30%, 20%, 10% as you assume an increasing amount of the total cost.

AM: So, right now we're looking for essentially \$10,000

SC: Since IB requires this position, I just don't understand how a small schools requires a position it doesn't have the budget for?

PS: That is how the donor thing came through. There was no 1.0 FTE for the school.

SC: What happens if the required position is not funded?

AM: The reality of it is that we will still have an IB program. Whether or not the IB coordinator can do anything beyond the logistical work really is the point of that. If the coordinator is just doing logistical work, she not doing outreach to students, etc.

SC: I'm wondering, what this "required position" means financially for the district and for IB.

PS: The organization that gives us accreditation to be an IB school requires that there be someone in this position. They don't require the FTE.

HC: Any other questions?

No questions.

Dharini Rasiah:

I teach video in CAS and run the Jacket Newspaper. I'm here to present our instructional media technician position. This position has been around for many years. In the late 90s it moved in to digital media technology, so it required a higher level of skill to teaching this multi-media technology in the classroom.

The position serves 50% of its time to teachers and administration.

See Summary of duties

Media technology changes all the time, so this position has to really keep up with the changes in technology.

Dharini: This position also serves the jacket.

Laura Babbit:

Parent presented her views on how programs should be funded.

Chair Report:

HC: Just make sure we're on the same page. It's a long night. Since we were able to go through all the evaluations we won't have to do that tonight. We will work on the rubric and project it on the screen. We will go around the table at least once, so that everyone gets to speak. The next stage is going to go through and discuss in detail every one of the proposals and decide how much we're going to allocate. Once we reach a budget. The way we usually do it is that we try to arrive to a budget we will then allocate carryover. My proposal is that we do that the same way because that is the way that we know how to do it, and we're still going to get to the same place. The difference this time is that there is a very strong expectation that some of these positions will be taken over by the District. It's important that we achieve a ranking. There will be a list of priorities. We're having to improvise a bit this year compared to other year, but that is the way it its this year.

Pasquale, we need you to give us any news that you may have on LCAP, any news on Carryover, and also any last minute issues re: the IB coordinator, we heard a moment ago to make sure everyone knows exactly what the request funding is from the school.

PS: On the carryover, the current figure; not hard figure by any means, it will be about \$35,000 much smaller than we've had in previous years. That savings has primarily come from an unfilled Student Court position that went throughout the year. We had to pay David Luu for filling in on that position hourly throughout the year to the tune of \$10,000. There is also an un-allocated reserve that is roughly holding \$15,000. One of the College Advisors went on to medical leave, as a result we put Rory Bled in that position, she has experience, she costs more than what a normal replacement would.

LCAP: We've long talked about positions that this committee would like to see funded from a more permanent source. We may have Jasdeep's position taken over by LCAP. That would be a full time position in year 1. Let me tell you what I know to be true about those two

positions. David Luu is a 1.0 classified position. Jasdeep is .60 certificated position funded by BSEP and 40% by general fund. Looks like LCAP will pick up her position at 1.0, that is 100% of her position. The other place that I'm actually concerned about is the family outreach coordinator in LCAP proposal in the parent resource center. Despite our advocacy here is what unfolded with that. The initial LCAP proposal. That is a loss for us because 1.27 is what we used to have and then we used to have funding that Site counsel used to approve. I do not have LCAP funds to cover that family resource. I'm confident that it will happen in the 3 years span of the budget. David Luu's position was never given consideration under the LCAP. The other thing that factors in this discussion by the district is that we currently have an infrastructure for professional development for teacher leaders that is costing 5.0. There is a big investment in professional development that is putting us at a 5.0 on teachers on special assignments, that is a significant investment being put on teacher development that is being looked at. AVID remained in the budget, but it doesn't impact us here. We did get .40 of the EL liaison position funded. So, I still have half of that position to fund. The only clear relief I have is for the intervention coordinator.

AG: What is the request for the Parent Resource Center? We need to know what is the actual amount? I don't have a dollar amount. What is the actual request?

HC: We're assuming is the same as last year. .53?

Discussion – Evaluate Proposals Using Rubric:

See Budget Worksheet

HC: The bottom line is that we are being asked for \$1,050,186.20 – Out of that \$809,398.20 is on FTE. We have \$695,750. We have to cut about \$354,436.20 of the proposals submitted.

SC: How are we going to make up those \$25,000?

PS: It will work for the year and reconsider for next year.

HC: I want to show you the rubric. Basically we have running across are the diff proposals. The numbers are what people score them.

Members discuss rubric.

HC: The Z score is the measure of the dispersion of the underline score. High Z score scored above average; a low Z score is below average.

The circles program is one of the lowest evaluated programs by the committee. The IB program also got a low score.

HC: There was most disagreement as a committee is the CCC. Some scored it very high, others scored it very low.

DS: zero sum game

HC: What this shows is that there are certain programs that we as a committee agreed on the scoring.

DS: This helped me separate programs.

HC: The highest score was ; the lowest score was the IB coordinator. No program scored a perfect 3 on every single item

JL: I just want to make a comment about the rubric.

HC: Noticed how the students served item has a very low point. The whole point of you is to show you how we graded this.

HC: If anyone wants to ask questions”

DS: Can you go through a line and read out...

HC: Let's go through 11. For the WASC goal

SC: Her proposal doesn't meet WASC goals, is not designed to, but it doesn't mean we don't need it.

MP: To your point (points to SC)...the rubric only goes so far.

HC: Once we've done this, we will go around the room and everyone will have about a minute to say something about this. I want everyone to have a chance to express their opinion on their evaluation of the program.

HC: I suggest we begin AG. Be brief and to the point. Make sure if you have something to say about it that it gets said. Remember those of you who did evaluations

Leveling the Musical Plain field:

AG: Seems like a great program not a lot of money

MP: Ditto

PS: Me too

DS: I'm in

TS: The way I'm grouping things is that in my mind that keeping things in school and matriculating them is number one on my list. This is a great program, but I've put it in the back burner.

NH: I kinda agree with that, but I don't know that it serves the most diverse group of kids.

AL: Pass

MA: I think it goes in the second bucket

MS: ?

SC: Pass

JL: I like it, I think is great program, not much money.

HC: I have a similar point of view, I want to fund arts programs.

RISE:

AG: Nice program. A small part of the much larger budget.

MP: to me it seems like exactly the kind of program that we need to make a big diff in kids lives. Under the circumstances, I support the program, more along the lines of the level that we've funded before

PS: I have this dilemma...we're opening the door where I have to assume funding. At least at the funding level we did last year.

DS: It was a compelling presentation. Reducing from the request is probably the best way.

TS: IT really addresses the at-risk kids directly. This is more of a preventative program. I don't think people understand is that there is enrichment involved. They are asking for us to fund 100% of the tutors. They do a lot more than just tutoring. We should also build in wherever we can.

NH: Pass

JB: Proven record of success

AL: Pass

MA: Is about 10% of the budget.

MS: I support funding.

SC: Of all of these programs, this seems like a really great program. The one that will really changes people's lives.

JL: I like the program alike. I worry about the city thinking we will pick up more of the funding

HC: in favor of keeping it at last year's funding.

Dance and Drum:

AF: Expensive and is the only thing that the school board is overuled us in the past

MP: I'm a supporter of the program. And I agree with the sentiment brought up by Sara. I would reduce funding for the program under the circumstances

PS: I'm a big supporter of this.

DS: I am concerned with the classification. It seems to me that has gone on for a while. IT is too expensive for what it does for the school. I recommend to reduce

TS: Support it. Its great

NH: I support it. It's a class that a lot of students take. I liked her presentation.

JB: ?

AL: I would encourage increasing what we fund the drummer so he is there 5 periods. The number of students served is much wider than we see anywhere else. I feel that drumming is a crucial component of the afro-Haitian program.

MA: Seems expensive to me too. On the other hand I walked across the court yard and heard the drummer...

MS: I think is expensive but a really good program.

SC: I think is an essential part of our program, but I think the drummer is paid too much. I would suggest is that we fund the position at the 40,000 but ask that the drummer work 5 periods a day

JL: I really like Sarah's proposal. I think that its surprising to me that there isn't more fund raising to support this position. The program gets lots of community love and support.

HC: I really like Sarah's proposal. I don't know how we would implemented it. I don't know how we would do it?

AG: At least in the past, we don't get to make that decision.

SC: Tell Naomi we will that we will fund it for this year and tell her that next year we won't fund it as a \$50/hr.

Instructional Media Technician:

AG: Pass

MP: It seems to me that is an essential utility of the school. I think is essential that we fund it. We need someone to do that needs to be qualified. Fund at the level that is at.

PS: Briefly. How much service does the position provide to the entire school? Consider to modify the position itself or looking at it as a possible cut.

DS: In favor of the program, I think we should try to squeeze it in.

TS: I know Kevin and he's great, he's talented. Is not an issue of equity. We live in the bay area and we're tech heavy. You would think there would be a grant to support us for tech support. They don't even make an effort to make that happen.

NH: I'm in one of the classes and Kevin is always active in the class. He's an essential part of the school

AL: I second what Nia is saying

MA: I second what Pasquale said. This position is useful to CAS, but the rest of the school but is somewhat limited.

MS: Pass

SC: Curriculum that includes media does have the capacity to reach some students that are struggling.

JL: Pass

HC: I had not heard this argument that you're putting forth Matt, and this gives me new perspective. I think we should differ to the admin and have you put a plan and deciding what you're plan is.

College Preparation Class:

AG: Funding this at last year's level.

MP: Pass

PS: I think is worthwhile. This program heavily recruits from Sped Ed and EL population.

DS: Pass

TS: Pass

NH: Is this class for seniors. I'm for it

Pass: JB, AL, MA, MS, SC, JL

Home School Liaison:

AG: Fund at last year's level

MP: Agreed

PS: Pass

DS: Worthwhile. Limited to last year's funding

TS: Fully funded.

NH: Pass

JB: Fund the position

AL: Pass

MA: Pass

MS: Pass

SC: Fully support this one
JL: last year
HC: last year

BHS Academic Support Services:

AG: We should fund it at last year's level.
MP: Agree
PS: Don't like the proposal to add a new cohort. Fund at last year's level
DS: Agree with PS
TS: Last year's level
NH: Agree with PS
JB: Last year's level
AL: Agree with PS.
MA: Agree with PS
MS: Pass
SC: Agree
JL: Agree
HC: Agree

CCC:

AG: Fund at last year's level
MP: Last year's budget
PS: Pass
DS: Pass
TS: Pass
NH: I like it
JB: Pass
AL: Pass
MA: pass
MS: pass
SC: pass
JL: cut at clerical and maybe beyond
HC: similar to what we did last year. I don't like funding clerical out of bsep committee

AP Scholars:

AG: ECO funding
MP: I liked the proposal. If there is something out there that presents a prospect for funding it.
PS: A well thought of proposal, but there are other potential sources
DS: I liked it. I support it if we can squeeze it in.
TS: I think we should fund programs that
NH: I like the proposal a lot
JB: I liked the proposal.

AL: Seems like a good deal
MA: Funding to demonstrate support. Come back next year with more data.
MS: I like it. If it can be funded elsewhere then it can be funded elsewhere
SC: Doesn't the Berkeley Development group fund this sort of thing?
PS: I think they would argue...
JL: I really liked this program. I like to support this, but more at a token level
HC: reshuffle some programs so we can fund it.

Communications Outreach Volunteers

AG: Yes
MP: Yes
PS: Huge return on investments
TS: Pass
NH: Pass
JB: clerical
AL:
SC: highly support
JL: Not clerical
HC: huge return on investment.

OCI Coordinator:

AG: We have to have it. I wish the district would fund it.
MP: I don't know how we would do with less.
PS: Agree
DS: Agree
TS: Support it
All kids pass
MA: We have to fund, SC, JL, HC

Academic Choice Development Classes:

AG: find a way to fund it at level
MP: same feeling I have on other programs. You need them more expensive to make a difference. I would fund it at last year's level
PS: conflict of interest
DS: I like it.
TS: pass
NH: I like it
JB: Pass
AL: Agree
MA: I see good work going on in this program
MS: I value this program
SC: Pass
JL: Agree with Maya. We have to fund this somehow.

HC: the dollar amount requested is not very clear. Always liked this program. Sorry we cut it last year. Fund it at what they are asking for.

Circles Program

AG: Fund it at last year's

MP: I'm not sure we can afford it.

PS: This is the classic case you have to consider the position, not the person. A half-time job hasn't been appealing. The program has frankly been so inconsistent. I want to propose cutting it for a year

DS: I would be in favor of what PS is saying. While is an admirable program. I thought there were issues in how it would measure itself.

TS: I really think that is solution based and not punitive. Calls for people to get along. We should be spending more money

NH: pass

JB: great program, but too expensive

AL: I agree with Scuderi.

MA: a bit of a red flag, its been funded in the past and not fully implemented.

MS: pass

SC: I think that OCI is trying to fold restorative justice

JL: pass

HC: ask them to come back next year

BSEP program support:

Typically not voted on. Jessica's position. Big return on or money

Parent Resource Center:

AG: fund it

MP: Fund it. No clerical

PS: pass

DS: I like it

TS: support

NH: agree

JB: agree

AL: I spent many hours in the PRC and I got the impression that she was working on many different projects in many different areas. Her role is not clearly defined. It would change if there was an administrator supervising it. Who is supervising them?

PS: We need to clarify family engagement.

AL: Ms. Parker works incredibly hard. She doesn't get paid for most of what she does. She is

MA: Pass

MS: Pass

SC: She's really important

JL: Pass

HC: We've heard this before. What exactly are they doing? The BSEP office overruled us.

Academic Support for Student Athletes:

AG: I think is interesting, but can't afford it at this level

MP: In diff words I'm going to say the same thing. Sounds like a great program. I think that anything Andy does will be effective. I just can't see how we can fund this at this level

PS: 1.0 FTE is not going to happen. I would like to find fund it.

DS: I think the leverage is too great to pass up. We should find a way to fund a least half of it.

TS: Pass

NH: I support this. I feel that Andy Warnoff is really effective person.

JB: Pass

AL: Pass

MA: I think BHS suffers from a large number of off campus coaches. The athletic world seems foreign to me. I'm in favor of helping that process

MS: lower level

SC: Create a diff. kind of culture in the Athletics Dept.

JL: I really like the idea of creating a support culture within athletics. I was alarmed about the notion of dropping disqualification for low performance.

HC: I would love to give it some seed money to get them started.

Destination College:

AG: I think this interesting that this is a matching money. We already have a lot of college advising money we spend out of our budget

MP: I agree with that. I think is kind of overkill, but I like the idea of leveraging other funds. Reducing the College Advising money to funding this.

PS: When I look at this program, I think it has a lot of promise. Right now, I'm conservative to cut things

DS: Cut it.

TS:

NH: Pass

JB: Cool idea, but not in favor of funding this

AL: Fund this position and cut the College and Career Counselors.

MA: Pass

MS: Pass

SC: Pass

JL: I would like to explore MP's idea

HC: Me too

IB Coordinator:

AG: not 100% sure of funding a 1.0

MP: not sure

PS: I don't want to fund it from here

DS: pass

TS: pass
NH: pass
JB: I don't think why this position
AL: ?
MA: This position seem very problematic.
MS: I don't like the fact that we have to fund it.
SC: Not in favor of funding this
JL: same
HC: Push the district to fund it

Instructional Materials:

AG: We have to fund it
MP: No question that this needs to be funded. At what level?
PS: What would the proportional reduction be?
DS: Agree.
TS: Support it.
NH: Support
JB: Pass
AL: Pass
MA: Support it
MS: Pass
SC: The only budget money I get from the school, except from my salary
JL: pass
HC: differ to PS.

Round 3: Allocate Funds to individual proposals:

HC: Deebie suggested something that if you all agree is a good idea. We add to columns that show's what we're proposing as a reduction.

I'm going to open the floor for motions. So please make specific motions. If it's defeated, the whole thing is defeated. Sometimes people do motions one at a time.

PS: I move that the IB coordinator and Student Court Circle's Program be cut to zero.
AG: Second

14 votes unanimous
No abstention
Motion carried.

HC: 100% reduction in IB coordinator and Student court.

HC: We now need to cut \$284,000

AG: Zero out Academic support for student athletes

MP: Second

AG: I think that additional athletic managerial support is not directly targeted to what we need. We have a number of positions that help directly monitor students and I think there is some overlap with the people he's trying to help and some of the AC classes. I think those classes are directly beneficial to those students.

DS: It was heavily voted, it's an incentive program. Shocking statistics of the freshmen football team being eliminated.

Amendment:

MA: Cut to .25 rather than cutting it all the way.

JB: Second.

Discussion:

PS: This amendment proposes a cut to our overall budget close to the current level of funding?

AG: where is the funding from the current position coming from?

PS: It came from a surplus in general fund, we didn't think we would have it, so we thought it would be money well spent.

Vote: Reduce to 50% of the budget they've asked for.

1 abstention

2 against

10 approve.

HC: The budget is reduced to 50%

AG: Can I ask a clarifying question? Just to make sure we all understand the voting procedures. Abstentions count as a "no" vote? Can we clarify the rules

HC: Abstentions do not count. We need more Yes votes than no votes. Abstentions don't count.

Motion is carried.

JL: I want to make a motion to reduce the College and Career Center Advisor positions by 25%

DS: Second

AG: I think what I printed out is different than what we have on the wall here. This one has a 3.0 position? That is pre- the 3.0

HC: This year they are asking for 3 positions, but one of them is cheaper. The third one is a clerical position at roughly \$30,000

JL: Withdraws original motion.

MP: I want someone to convince us that the college and career center advisor position should be funded at last year's level.

PS: Last year when we got down to crunch time, my feeling was that all the other programs that related to historically under-served students cut were contemplated. It was my feeling that there should be some kind of message sent. This year restoring it to 2.0, I think last year's cut was in essence symbolic. As we consider this upcoming motions, that I do not think that what is being proposed with destination college is necessarily interchangeable. I think that office in general is going to see a bump in what they already have.

MP: Aren't we gonna be face with the same situation if we go along with \$187,000 vs. \$147,000?

HC: I want to give advice the following: We should begin by trimming off the fat first, then go to the difficult issues.

SC: I move that we not fund the clerical part of the CCC.

JB: Second

No discussion

Motion stands to eliminate funding for the \$32,000 for the clerical position of the CCC

13 votes in favor

Motion passes unanimously

PS: I propose that we cut the AP Scholar program down to .1

TS: Second

PS: I think there are potential other sources for this. I cannot guarantee that, there may be ECO funding.

NH: I think is really necessary when students are being forced to take AP classes. No one should be forced to take a class without a support system.

TS: I agree with that, but

HC: without objection I would like to change the agenda to change at 10:00

MA: Funding this program will send a great message, but there are other potential sources of this.

Vote:

11 = Yes

1 = against

1 = abstention

Motion is carried. Reduced to .01

AG: I'm going to lump three programs that have tutors together and fund them at last year's level. The College Preparation Class, funded at last year. The EL tutors, funding at last year, and the BHS Academic Support services funding at last year's level.

Second: MA

MP: One point to make to further support the cut in the college prep class. In their proposal, they said they were okay with \$7550 is not that much of a cut.

Discussion:

TS: The EL program should not be reduced. It should be augmented. It was never given sufficient funding.

AG: Fund at last year's level.

JB: Cutting all tutoring programs at the level before.

HC: The motion is funding for CPC Tutors: \$6,000, EL Tutors \$17,000 and Academic Support for Students at \$17,000

Votes:

In Favor: 12 votes

Against: 1 Vote

Motion is carried.

PS: I propose a complete cut to the Instructional Media Technician.

TS: Second

Discussion

PS: This is serving one program that has a teacher in that position that also has a media release position out of the general fund, so there is an awful lot of allocation going to that program and is just the enduring question over the last five years is how wide spread help is. I just think that question has been on the table too long, and then I hear Matt who works closely with that position also reaffirming the school wide service. So, if there is a proposed amendment to reducing it, that is fine, but it seems there are constant questions about this position.

MP: I want to state for the record that I don't agree with that analysis. I think that from my observation as an evaluator and as someone that has been around for a couple years, when you look at the amount of time of the IMT is clear that the amount of time dedicated is very

clear that is very special the amount of time dedicated to CAS has dropped significantly. That said I think is a critical position for CAS, so it diminishes the media focus to CAS. I guess I just fail to see how many of the needs specific to audio and video at the school for instruction for teachers to the administrators, to all kinds of events. I have a hard time how that position would be replaced. We don't place a high priority on audio video as an instructional tool. It's a service that is unique and separate from the tech dept. that requires a different skill set.

MA: I want to address a few points. I think a few years ago that those were different pathways, but I think now they are one and the same. I think what makes a ton of sense is to remove that position from its perch in CAS and Ms. Rasiah's studio and release that resource into BHS greater technology ecosystem at BHS.

AG: It make have made a lot of sense when editing video was necessary. I think that is disingenuous to say that they serve the entire community because there is almost no outreach. Is not as difficult as it once was. We need a more generalized level of support is way more useful. The program will continue to run, it might take more time and effort on some of the teachers, but I don't think is a critical damage to the program.

DS: Reduce it to the voting practicality. I would like to vote No on this position, and I think that is doable. We comment enough by reducing it to a no vote

AL: I want to quickly say that none of my teachers needed help setting up projectors, if they have needed help, a student has been able to help

SC: I rather cut \$55,000 here than elsewhere in the other programs.

JB: I'm confused about how it adds up your time. It doesn't seem like is 50% of your time.

PS: We have to look at context. If we're looking to make cuts, and we're looking at proportional support to programs, like Aaron said. My recommendations is that the media teachers teaches 2 sections of media classes, gets a .4 release to run the jacket, and has a .2 media coordinator position that is release time to deal with just the issues of media. Not saying that is not a labor intensive job, but maybe we need to re-think some of the ways that technology is making production more efficient.

Close debate

HC: Our main responsibility is to the taxpayers. This is a taxpayer funded committee.

The motion before us: To reduce funding to zero for IMT

8 in favor

2 against

3 abstentions

Motion is carried 8 to 2

PS: Motion to reduce BHS Support services to .80

JB: second

Discussion:

MP: Why?

PS: That is what he is currently funded at. The extra .20 is to add an extra cohort of students.

Votes:

Favor: 13 unanimous

Against: 0

Abstentions: 0

PS: Move to reduce Instructional materials to \$30,000 and move that to the carryover

Second: Deebie

AL: What is carryover

HC: Unexpended money from previous budget.

Votes:

Favor: unanimous

Against: 0

Abstentions: 0

Motion is carried to \$70,000 and \$30,000 is first priority on carryover

PS: Propose to cut the destination college to zero

AG: Second

TS: can we tell them we fully support it, but don't have the money to fund it this year.

PS:

MA: I agree with the motion

Votes:

Favor: 11

Against: 1

Abstentions: 1

Motion is carried.

AG: Last year we funded RISE at 10,000, so I propose we fund it at \$13,000

MA: Second

This is an increase from what they requested, but it trims from what they originally requested.

JL: I will vote against that. I propose the Athletic Program by 25%

TS: Seems like is practical. It's a well-rounded program. We should be increasing it not decreasing it. It builds community, provides counseling and tutoring. It's sad to cut it back.

JB: I love this program. I value it.

AG: I would like say is an increasing their budget from our previous support. Not to the level they want, but we are increasing it.

HC: very expensive per pupil, but is also a very difficult population that needs a lot of resources. They are budgeting for tutors 10 hours a week.

Motion on the table is to reduce RISE tutors to \$13,820 which increases it from what was funded last year.

Vote:

Favor: 10

Against: 2

Abstention: 1

DS: Cut \$15,000 from Athletic

JL: Second

AG: I'd like to amend it and leave the academic support for student athletes to where it is. And move Instructional materials for \$15,000 to carryover priorities

PS: Second.

Disussion:

PS: The thing about the .50 it gives us a chance to pursue this. The promise in the athletic thing is intriguing. At .50 we have a shot.

SC: We didn't touch any other money from CCC, and Pasquale said there may be extra money from the county.

AG: I'm pretty confident that we can use that money from

JB: Can we make sure that tutoring programs get funded from carryover.

HC: Two options we can vote on AG's amendment, or someone make a new amendment.

Calling a question: a specific motion that means that you close debate

Debate closed: Unanimous

AG: My amendment to leave athletic alone and take \$15,000 to instruction materials to carryover

Votes:

Favor: Unanimous.

HC: Without objection I'm moving the \$523 to instructional materials.

HC: Now we need a motion to approve the budget.

AG: moves to approve budget
JL: Second

Approve budget to \$695,750
Votes: Unanimous
Motion carried

Carryover priorities:

HC: We have adopted a first carryover priority of \$44,466.80 to the Instructional Materials' proposal.

JB: Carryover to RISE \$ 5,000 and EL Tutoring \$5,000
SC: Seconds

Votes: Unanimous in favor.

Motion carried unanimously.

Adjourn: 10:27 p.m.