

Minutes of May 6, 2014
BHS School Site Council
Conference Room B, D Building
4:15 – 6:00pm

Present:

BHS Staff: Pasquale Scuderi, Anne Busacca-Ryan, Dharini Rasiah, Robin van der Vegt

Parents: Landi Ehnle, Sandi Hunt (co-Secretary), Margit Roos-Collins (co-Secretary), Alejandra Nunez

Students: none

Absent: Mark Griffin, Iris Grace, Satish Rao, Jesse Barber, Sophia Olaya-Hermes (co-Chair), Sophie Andrews, Kevin Flood-Bryzman (co-Chair)

Others Present: Hector Cardenas, BSEP Committee Chair

Call to order at 4:28 p.m.

Beginning Business Items (Decision) – 5 minutes

- SGC Members sign in
- Establish a quorum. Sandi Hunt offered to chair the meeting since both student Co-Chairs were absent.

No quorum since all students were absent (AP/IB exam week)

- Approve agenda

Comments from members of the BHS Community (Information) -- 10 minutes

There was no public comment.

Principal's Report (Information) – 5 minutes

The district has entered into a transcript evaluation agreement with the University of California Office of the President [UCOP] that will help families track their student's progress in completing the a – g distribution of courses that qualify them to apply to the UC/CSU system. The school will hold a meeting for 10th grade families after the grades are in for the first three semesters, to show students and parents how far the students have gotten in meeting those distribution requirements.

In other news, the school is deep into the AP/IB testing period and into assassin. The graduation rates for EL's and students with disabilities and African American students have all jumped since the year before. While it's true that the state graduation rates also jumped for each of these categories, BHS's rates rose more than did those state averages.

The Berkeley Development Group [BDG] is reorganizing/rethinking how they serve the school. He thinks it's wise. They've invested a lot in hardware over the last 3 years so they can get

closer to the 1:1 ratio of computer to student that's currently recommended. The BDG wants to do something similar in relation to instructional needs. They are working with Pasquale to create focused support rather than randomness.

Principal's Question and Answer (Information) – 10 minutes

Asked to elaborate on numbers of African American students achieving their a-g requirements and graduating UC/CSU eligible:

In 2012, of 212 graduating African American students, about 81 were a-g eligible. The main problem for the rest is not that they aren't taking the right courses but rather that they are getting too many D's and F's in those courses.

Busacca-Ryan: She has 9th graders that she knows are in police custody who nonetheless continue to be on her class roster, and there's no communication from the school to the teachers of those kids. She hears about these students from her other students.

Scuderi: School can't disenroll kids until they've missed 20 consecutive days of class. Until then, have to treat them as though they are still enrolled. One of the reasons we want a higher ratio of student support advisors to the most struggling students is because we know we need to change the culture about skipping school. We need something closer to the culture in Culver City, where kids tell each other, "I'm on permit. I can't get into anything."

Van der Vegt has too many kids who miss or are late to even 2nd period and tell her it's because they live too far away to be able to make it to school on time.

Scuderi: District has a lot of kids who aren't on permit and aren't being honest about where they live.

Van der Vegt: If the kids have permits, that means someone in their home district has to sign off to let them go, whereas if they don't have a permit, they can avoid that.

Scuderi: The kids who are on permit haven't had that problem. Their districts have been willing to sign off on their transfer permits.

Roos-Collins: Piedmont and Albany have a reputation for requiring house deeds or rental agreements as proof of residency and of having fewer faked applications. Should BUSD be doing that?

Scuderi: The other thing they do is require multiple sign-ups – upon entering the system and then again at middle school and again for entering high school. And if a student moves out of district, they are allowed to finish the year but not longer than that.

Nunez: People think they are sending their kids here from out of district so they'll be safer, but then they get here and aren't safe from their own chronic tardiness.

Van der Vegt wants us to start focusing on the chronic tardies. If you are so far away that you are missing school, then being here is not serving you and you need to go to a closer school.

Future of SSC? Scuderi: some people are talking about combining BSEP and SSC into one committee, the way it is in the K-8's.

Ehnle: School needs to develop a way of allowing parents to check in on a running total of how their kid is doing in checking off the a-g's. Could the information be on PowerSchool? Could there be some other online location where parents could go to look it up?

Presentation of draft BSEP budget (Discussion) – 55 minutes

Hector Cardenas presented the draft BSEP budget to the SSC.

The BSEP committee passed the budget last week. They work throughout the school year to get to this point. First, they set up the rules for their evaluation criteria. They invite speakers to talk about school priorities. They look at what was funded last year for the current school year. Then teams study how those funds are being used and evaluate the success of the programs that were funded. They write-up their assessments to share with the full committee. This year, for the first time, program leaders completed a BSEP-generated self-assessment as well. In January, BSEP sends out a request for proposals. In the past, this was a paper process but this year, they used an online form.

Then they hold two long meetings. This year both were in April, a month later than usual, partly because of all the changes in the district's funding formulas. Each program that was evaluated is talked about in depth. At the 2nd meeting, they score the proposals on a rubric and then look at a spreadsheet that shows how the programs compare to each other in relation to the rubric. They then go around the table and each member gets to speak on each proposal. The vote for the budget was unanimous this year and he thinks it's because everyone is involved. Then they start entertaining motions for how to adjust the proposals. Then they look at how they want to allocate the carryover funds – they set the carryover priorities. Carryover funds come about a variety of ways. One example is if a junior, therefore cheaper, BSEP-funded employee replaces a more senior one over the summer. The difference in salary between them creates a surplus, which goes into the carryover funds.

There was less money this year than last, and it shows in the instructional materials allocation. If they get all the carryover funds, there will be about \$80,000 and instructional materials are the committee's first carryover priority. The allocation would be about 40% to general instructional, 20% each to science and to art, and 15-20% to music.

Communications, Outreach, and Volunteers is the Volunteer Coordinator position. They did not change the FTE, but the allocation is smaller because the position is filled by a less senior [expensive] person than in prior years.

BSEP Committee Support is the clerical support for the committee; Jessica Lopez did an excellent job with that this year.

Academic Support for Student Athletes [.5 FTE] is a pilot project to reduce the number of kids who have to drop off teams at the end of the 1st quarter due to inadequate grades. This will pay for an assistant athletic director who will use kids' eagerness for athletics as leverage to improve their academics.

College and Career Center Advisors was funded at a full 2.0 FTE. Last year, they tried to drop a bit below that to get the district to participate in helping pay for that, but the district refused. The College and Career Center asked for a clerical position back, but BSEP wants the school or district to pay for that. They don't like to fund clerical positions. The Career Technical/Vocational Advisor position looks like it will be funded by the Alameda County program so they didn't fund that.

RISE Tutorial's funding was restored to its 2012 level. The city funds the bulk of that program.

Parent Resource Center: They'd hoped that the family liaison staff positions would be off-loaded to the District's LCAP funding, but instead, the District provided only 1.0 FTE for that, which means the school lost money relative to past years. BSEP funded the same .53 FTE as before, but it's slightly more expensive than before because of increasing seniority of the staff.

Leveling the Musical Playing Field is a new program for jazz. The plan is to provide master classes and lessons for the lower income kids in the music program who cannot afford the private music training that others in the program use. The goal is to help the lower income students achieve comparable levels of musical skill as their better-financed peers in the jazz program.

The EL Home-School Liaison and the EL Bilingual Tutors are funded at the same levels as last year.

College Preparation Class: This is for struggling students in the 12th grade.

Academic Choice Academic Development Classes: This is help during school hours for 9th and 10th graders with 2 or more D's or F's.

AP Scholars: Busacca-Ryan: These funds are for kids who needed more help to do AP history/government. They preview what's going to happen in class that week and go over the AP workbooks together at lunch and after school. She offers a grade boost to those who participate. The students who've been working with her in this program are participating a lot more in class. Next year, when all AC juniors must take an AP course, they expect a big bump-up in AP English sign-ups. The proposal was for a much larger position. Funded at 250 hours instead.

OCI Coordinator: This is David Luu's position. Jasdeep Mahli's position will be funded by the District's LCAP funds. Funding for the Student Court position was cut because the committee had funded it as a .5FTE for this year and the position remained vacant all year. They believe that as conceived (half time, with inflexible hours), it may not be viable and staff are thinking about how to redesign, reimagine the program.

BHS Academic Support Services at .8 and BHS Academic Support Tutors. This is Wyn Skeel's program of after-school tutoring. Funded as last year.

Things they didn't fund this year: The Media Tech position. The BIHS Coordinator position that was proposed for BSEP funding. The OCI position, which ended up being funded by the District. And many proposals were for higher amounts originally.

As to the Media Tech position: this year, the sentiment on the BSEP committee was that this position needs to be reworked. They concluded that the position is currently more about old media and they are thinking that this is the moment to stop and rework it.

Nunez: Is there anyone else to do this work?

Cardenas: A student on the BSEP Committee found a discrepancy between the number of hours reported and the total actual workweek hours that should be accounted for.

Roos-Collins: Kevin mentioned that he didn't know he was supposed to write down all his time and he omitted things like the time he spends repairing the equipment.

Rasiah: The position is school-wide in its impacts. The position is what has allowed the school to move into digital media; it has served as a bridge for teachers. The tech department does not have this expertise – one needs to know four different editing programs. This position is what makes it possible for the students to do filmmaking. There's no pot of money to replace the BSEP funds.

Van der Vegt reiterated that she'd gotten very useful help from the Media Tech in updating and thus making valuable "old media" classroom materials usable.

Those doing the voting on this position tend to be tech-savvy, so probably see less need for assistance than those who actually use the Media Tech. If you know how to do these tasks yourself you don't need assistance.

Cardenas: The SSC can only vote the budget up or down in total. The SSC cannot vote to make specific changes.

Scuderi: There are three options: 1) The SSC votes to accept the budget as submitted; 2) The SSC votes to reject the budget as submitted and the BSEP committee changes and presents a new budget; and 3) The SSC votes to reject the budget, BSEP committee doesn't change the budget, and the Principal creates an alternative budget.

Discuss topics for next meeting, on May 20 – 5 minutes

This subject was not discussed because the group ran out of time. The BSEP budget will be discussed by the SSC and brought to a vote, among other topics.

Adjournment at 6:20 p.m.