

**BHS BSEP Meeting
March 9, 2015
Conference Room B**

NAME	COMMUNITY	ATTENDANCE
Sandi Hunt	Parent	Yes
Nia Hampton	Student	Yes
Susi Lopez-Platt	Staff	Yes
Nerine Ortiz Pon	Student	Yes
Jackson Grisgby	Student	Yes
Zack Marienthal	Student	Yes
Toni Stein	Parent	Yes
John Lavine	Parent	Yes
Catherine Lazio	Parent	Yes
Kristin Glenchur	Principal	Yes
Matt Albinson	Staff	Yes
Timothy Carter	Parent	Yes
Sarah Cline	Staff	Yes
Aaron Glimme	Staff	No
Harry Overstreet	Parent	No
Rhonda Jefferson	Staff	No
Walter Mitchell	Staff	No
Max Cramer	Student	No

Quorum: 4:30pm

Approval of Minutes from last meeting:

-Minutes from January Meeting:

Votes:

1 abstention,
9 members vote to approve
Motion carries

-Minutes from February Meeting:

Votes:

All members vote to approve
Motion carries

Approval of Agenda-Additions/Changes:

Motion: Susi Lopez-Platt

Seconds motion: Catherine Lazio

Votes:

All members vote to approve

Motion carries

Public Comment: No Public comment

Chair Report: The report is just that we got 21 proposals in, and we've got a process in place for how we're going to go through those at the next meeting. This meeting is about going over the evaluations of the currently funded programs. I put together a spreadsheet of who will be doing the more in-depth review of the new proposals. We will take a look at that when Matt brings the projector.

P&O Report:

CL: The meeting was not very memorable, and it was not relevant to this site committee.

SSC Report:

KG: We've gone to this alternate meetings scheduled of having sub-committee meetings, and last week was the first sub-committee meeting. We formed 3 sub-committees: 1) Restorative Justice models: we had a group of students and parents get together to talk about that. 2) Looking at volunteer teacher surveys 3) Thinking about more regular feedback to students and parents whether on PS or another form of technology to give them more early and honest feedback.

We also have some other groups that are coming together. Questions about specific ways we are retaining and recruiting more teachers of color. For example: concerning about A-G and how we're increasing the numbers of students of color getting them A-G qualified. We had a meeting with a number of school site committee members in my office on Friday to talk about that. We also had continued conversation about the safety plan. We have a lot of revisions that need to be made to bring it up to date. In our next meeting we should be able to review that and hopefully move it forward for approval. In addition I would like to invite all of you to come to the next SSC.

SH: Is there anything changing in the safety plan?

KG: We're still discussing evacuation plan changes.

Principal's Report:

I've been working a lot with LCAP funding, Common Core funding, etc. I met with Tamara Friedman today and we looked at some of the request being made for funds. So, we're looking at a portion of the EL coordinator, can they pick up a little bit more of that?. They

are currently funding a 1.0 of Jasdeep Mahli. These are the kinds of discussions I've been having with LCAP and with the district to see if other things can be shifted.

There is some common core implementation funding that isn't necessarily going to touch any of them, but to the extent that I can get them connected to common core, or to support common core implementation, I will try to have some of these proposals at least in part. I'm aware that our projected enrollment is increasing, so that means increase in FTE and is the reason why we increase our funding for BSEP. That doesn't mean that the increase in FTE funding doesn't mean we have more money rolling around, it means we have to cover more kids. It is a positive thing in the sense that I haven't got any indication that there will be cuts in FTE. That said that there is some pressures on how they want us to allocate resources. We have a fairly strong teacher leadership model; there is some movement to implement Math 1 across the 9th grade, which will require some professional development and potential release time. So, there is some pressures on the FTE allocations, but I'm very much thinking about personnel, budget, and all these worlds coming together. To that extend, I brought proposals to the Admin team to give recommendations on what we need to do. They express, that they would really like to know of these proposals, how many students are supported on a per pupil dollar basis.

SH: In the evaluation template, I was going to add point because I think is really important that we understand how many people are served. I think having a sense of the numbers is really important.

KG: That brings a really important piece of data we would like to see. We rely heavily on the ASI for interventions, who needs them, etc. And it would be helpful if we can look at the ASI, which is a concept of measuring the relative headwinds and tailwinds that students come in to school with. Headwinds meaning those things that keep students from succeeding; Tailwinds meaning those extra pushes that students come in to help them be successful. Who are the students? What is their average ASI, etc.

SH: From the proposals we've received, that information is not in there. Would the grant writers have the ability to include that information? Or is that something the district would need to provide? Where does that come from?

KG: I think what we need to do is take the proposals and know who wrote the proposals and what group we are talking about will give you some sense of that.

KG: Finally, I just want to let you know that March 23rd and 24th the WASC committee will be visiting our school.

Report out on Evaluations of Currently Funded Programs (five minutes per program):

AC Academic Development Classes:

Evaluation Writers:

Toni Stein

Max Cramer: Not present at meeting

TS: From the review that I did, it included two personnel. One is an aid, and one is a primary. The program is suffering from Jessie Luxford being gone on maternity leave. They don't have the institutional memory or facilities that the primary has. The thing that this program brings is that it really helps the 9th and 10 grader at-risk students. It helps them navigate this big school. It's a great resource. What is important to remember is that to be part of this program you have 3 Ds and an F; so you really have to be at-risk. The program requested money for 40 students, but only 26 students are being helped. All of the tutors are free tutors. That is a limitation for this program. That is something to think about to get better funding for tutors. It only addresses AC students. The truth is they can only address 26 kids.

SH: Is the limitation in capacity?

JL: I evaluated this program for the past couple of years, and we cut funding in half. It was just Jessie Luxford and her aid (Erica Gratton). It is a very labor intensive program.

SH: Can this be sent to LCAP?

KG: I don't think so. They are not funding classes, but rather programs. This is a program that we put some FTE funding.

SC: How do they choose their kids?

KG: My sense is that this class did not fill until soon after the first quarter ended. It takes a bit of time for the class to fill up. I would say that as a condition to the program they should use the money a little sooner.

JG: Do they not use the ASI?

TS: They use grades mainly.

CL: Are they using grades from the current year? Or the year before? I'm wondering about measures of success. Last year, there wasn't improvement. It didn't appear on paper to be successful.

TS: I couldn't see measures of anything in terms of paperwork.

KG: I want to caution you that you want to see improvement on D and F. There is a backwards movement. There are drop-out rates, etc. There is a benefit that may not be measure their success.

TC: Is 26 their capacity? Or 40 their capacity?

TS: 40 is their capacity.

KG: It can be a master schedule issue. Parents may not want the student to miss the class

SL: What do we pay for?

JL: The FTE.

Academic Support for Student Athletes

Evaluation Writers

Nia Hampton

Matt Albinson

MA: We talked with Andy Waranoff about the program. This is also an FTE program. He is seeking funding to be an academic resource point of contact for all students. It's a new program. It's a new position. We haven't had a DA assistant position. Is a very beneficial program. There is accountability for student athletes who are ineligible. No one was doing that work prior to this.

NH: He holds after-school tutoring for athletes to come in. There are no tutors. Is just a space for students to come in.

KG: He does collaborate with Wyn Skeels. There are a few things that have changed in the athletic world over the last two to three years. One is that we used to have an academic probation policy where if students dropped below a 2.0 they could actually go on a quarter of time where we would monitor their grades, and that has gone away. To the extent that if you do not have a 2.0 we don't offer an academic probation. The only academic probation that we do offer is for incoming freshmen. They are immediately eligible; we don't check their 8th grade grades. The reason that went away is because we went to the board when I was the AD about ten years ago we said that we would gradually do away with academic probation. It used to be the case that if you had a 1.0 GPA you could go on probation, and we gradually got that to the place that if you got to a 2.0 we would get rid of academic probation all-together with the caveat that we needed to have some kind of support system. So, there is a bit of a board document to support some kind of position that supports student athletes, so I wanted to advocate and let you know about that. Also, this is a change in the California Interscholastic Federation in the next year or two, They've prescribed in their bylaws what eligibility looks like. What has changed is that they used to have a period of time where a student could review his or her grade with the teacher and that grade could potentially be changed, and that kid could become eligible. Students athletes, coaches cannot go to teachers to petition for grade changes, the fact of the matter is that people were doing this, people were reaching out to their teachers to ask for a grade change. There is a layer of rigidity around the date of determination. One important layer I want to put on is that Andy is actually a .40 FTE has actually built the capacity of our athletic department to cover a variety of events. So, his release time is also supporting our athletic department. His capacity to do some extra work is really important. There is a fine layer of students who need to the support to become academically eligible, so I'm not as interested in how the GPA of all of our athletes has increased, because the average grades of most of our athletes is over a 3.0. There is a thin layer of athletes that need the academic support.

JL: When you say a thin layer, can you attach a number to that?

NH: He talked about how it specifically targets football, basketball and track runners.

KG: In a squad of a 110 athletes we lost as many of 30 to 40 kids who dropped from the program. Consequently, we didn't have a freshmen football program because we lost many of them because of academics. It's an urgent need.

MA: Andy is intent on helping the ineligible athletes.

TC: How does he interact with the students? How does he give them the support they need?

MA: Study hall times around their practices.

NH: I've seen him advocating for students to continue on.

MA: Andy works with coaches to have students identified to him.

KG: I want to be clear too, though, I think is an important for him to have, I don't know if he should be 1.0 FTE. I want to think more about what that would be.

AP Coordinator:

Evaluation Writers:

Nerine Ortiz-Pon

Rhonda Jefferson: Not present at this meeting

NOP: I evaluated the program/coordinator, the whole objective is to bridge the achievement gap between the students who are in AP classes and those who are not. Mr. Borelli has noticed that many of the kids that are signed up for AP Language have dropped. Each student has a score and if you have a 3 or above you are considered at-risk and need more support. His program, AC AP Scholars is for kids that have an ASI score of 3 or above. It's supposed to help kids in their AP testing in May. The objective is to keep students in the class because he has noticed that most of the kids drop out because they feel that the class is too hard for them. This program is after school and sometimes during lunch helps with tutoring for their homework and understanding how to take the AP test, and skills on getting a better score. Mr. Borelli has noticed over the course of the year that the kids in the program now have gotten a relatively higher score than the kids who are not in the program. There are 18 out of about 56 kids with high ASI scores. That is actually the flaw that I see in the program, is that he only serves about a third of the people that are at-risk. He said that the reason for that is that he needed something to compare how the program was doing, but I don't think I agree with that. I think it should be available to everyone. That said, I would recommend more funding so he can have more people to help more students.

SH: Is it during the class period?

NOP: It's three times after school on Tuesday and Thursday and one time on ___

SH: How did they get in the class?

NOP: You have to be invited to be in the program. He selects the students at random.

College Preparation Class:

Evaluation Writers:

Jackson Grisby

Sarah Cline

JG: We evaluated this program, Dave Stevens actually created this program, and is also responsible for creating the ASI. The goals of this program are to target at-risk students from the ASI, the special education program and the EL students. This year, they had a smaller cohort from the EL program. The goals are for these kids who are off-track for graduating, it helps them to first off, graduate and give them options after high school, such as the Peralta Colleges. The goals are that "students will be able to communicate their academic strengths and weakness, understanding the relationship between continuing education, and career opportunities. Understanding the relationship between study habits and academic success, and knowing the steps of the community college and CSU/UC

application process. Knowledge of FAFSA, and what they need to be a successful student.”
1:05

SC: We fund one class and the community college funds the other class. They take field trips and tour the community colleges. This program is not very expensive.

JG: Its probably one of the most cost effective programs that BSEP funds.

SC: He provided us with some useful data. After the class 92% want to continue their education. Where as before the class 75% wanted to continue their education after high school.

TC: how many kids in the class?

SC: 68 = two classes.

Timothy Carter passes on his evaluation until next meeting.

College and Career Advisors:

Evaluation Writers:

Jed Waldman

Nia Hampton

JW: This is a program that serves juniors and seniors across the campus. This is the one stop shop for college preparation. I think is a program that folks are familiar with. In terms of what we saw in our conversations they are staffing 2.0 FTE, I don't know where they got the funding for the additional staff. They feel like an admin support would make a huge difference.

SH: With regard to the admin piece, their proposal is a little confusing because they say they are asking for the admin, but they didn't actually included in the funding request. A question that I have for the committee in terms of protocol, is that they did include discussion in support for the admin position, but we need to go back to Angela and Skyler to add that piece of the proposal if we're going to allow them to fund it. I didn't feel that it was my call to make, I feel that they clearly indicated their intent, but when I asked Angela where the rest of it was; her response was that she didn't know where to get the number for FTE.

JW: They do have an admin now, but they didn't say how is being funded.

SH: it is being funded by the development group.

SH: We need to understand if we're going to include the funding request. I will also say that a large number of the proposals did not include funding request. I had to go to the district to get them.

CL: I think is fine that we allow them to elaborate and get back to us before the 23rd.

KG: Something that changed this year. There was a third part-time person that was added this year. Kate Trimlett = career. I want to advocate for support for the admin position. Mary Jacobs.

TC: How many students do they serve?

NH: All juniors and Seniors.

SC: Do they help students fill out applications? FAFSA?

NH: Yes!

Communications Outreach and Volunteers:

Evaluation Writers:

Jed Waldman

Sarah Cline

JW: We met with Lisa Sibony who is one of the most leveraged positions on campus as far as I can tell. The one take-away Sarah and I left with was this awareness that all of this information was in one person's brain, and I was dizzy listening to it; so one recommendation is that she somehow creates institutional memory in the calendar. She also acknowledges that she wants to develop and implements diversity.

SC: She and the volunteers at the front desk are the point of contact. They are the way that BHS interfaces with the community at large. They provide a tremendous amount of services. I don't know how we would function without them.

MA: Parent resource center and parent volunteers. I evaluated this program last year, and one of Lisa's goals was to reach out to parents of color.

SC: She's tried but she hasn't been successful

Dance and Drum: Deferred to next meeting

EL Home School Liaison/Bilingual Tutors:

Evaluation Writers:

Susi Lopez-Platt

Zack Marienthal

Only one of the positions is requesting money from BSEP the HSL and bilingual tutors. This position is really important to the EL Students. 9th to 12th graders. The key person is Patricia Stewart. They are also working with (Long-Term English Learners) students. I personally as the Spanish for Native Speakers teacher, I'm very familiar with these LTEL students. They need support with English and math. They have requested an increase in their funding. Cost of Living increase.

SC: My understanding about LCAP. Last year was funded at its lowest level, and it would increase every year.

Leveling the Musical Playing Field:

Evaluation Writers:

Susi Lopez-Platt

John Lavine

JL: I want to say briefly that the essence of the program is to provide coaching and mentoring to young musicians. The whole concept is that the music program throughout the district and the HS has been growing by leaps and bounds. One of the goals of that is to make a more diverse population of musicians, which is also happening. Along with that comes this disparity that if you have the means to augment what is happening in the schools with private lessons it makes a huge difference in performance. The name of this program says it all, it is leveling that out by providing musician coaches in the school setting for families that cannot do so otherwise. We have three music-related programs, and the one thing I would ask us to think about is trying to look at the level of money per hourly basis for the mentor musicians, and seeing if we can reach some kind of equalization between those three proposals. At present there is a huge disparity about it. It makes sense to me that we might want to look at the three programs and come up with some kind of hourly rate might make sense.

SH: Are they all built as an hourly rate?

JL: Not sure.

SH: When we meet on the 23rd the reviewers can look at that question.

OCI Coordinator:

Evaluation Writers:

Sandi Hunt

Nerine Ortiz-Pon

SH: We met with David Luu, who is the OCI coordinator. He is the first point of contact for students who have been sent out of class by their teachers. He has over 1,000 students contact each year, but he did not have exact data; but the position has been around for quite a while. In the past BSEP had funded his position and another position and LCAP is picking up that other position. He tells us a compelling story. He helps with a lot of things that counselors also help with, so he did not take direct credit for changing the graduation rate, or changing the drop-out rate. He sees it as a holistic part of the effort that the school is making to keep these at-risk students in class. He works primarily with 9th and 10th graders, because by the time they get to the 11th grade they are more mature and therefore less disruptive. A lot of his work is finding resources for students. He is very focused on restorative justice, and connecting with families. He did not have data, and that is a concern for many years.

KG: I do want to say that we have found one-time money to supplement the work that he is doing. David is a vital part on the way the school operates. He doesn't even get a lunch break. Also, the reason he doesn't have data is because he is too busy to keep track of that.

JL: I see in your recommendations here is that your sense is that ideally the LCAP should pick up funding for this position.

SH: I do. Toward the extent that other money can be found. We feel that this is a vital position, and the question is very simply, given how vital it is; is there another place that funding can come from? If not, then we would continue to fund it.

Parent Resource Center:

Evaluation Writer:

Catherine Lazio

CL: The Parent Resource Center is actually a place on the second floor. I met with Ms. Parker and Ms. Amezcua, and they talked about their program. It's been around for 15 years. Originally it was found to help disenfranchised families, and now it serves as a bridge for all families, in particular Latino and African American families. It serves families and children who hang out there at lunch. The grant is for .52 FTE for Ms. Parker's position. Their goal last year was to develop 10-15 parents to become leaders in the community, to help parents help their kids be on track for college graduation, and to partner with local organizations to provide wrap-around services needed. It is a very pleasant and accessible office. Both women who are there are very professional. In terms of evaluating the program, is hard to say they don't have data. We don't know how many students and parents are served, etc. Ms. Parker says that she's launched a number of parents who are now trained, but she does not have numbers or specific examples. They do a huge variety of things there. They describe their services as anything from IEP workshops, common core workshops, lots of college prep stuff. They help place kids in shelters, they help with issues of domestic abuse, feed kids breakfast. The conclusions I have after talking to them, is clear that they are very well respected. This is in my opinion, a perfect program for LCAP. There is a lot of money for parent research. It's that kind of program that is so fluid, so it has no metrics accountability. It is hard to figure out what services are duplicative, the college preparedness, A-G requirement tracking, etc.

TC: I just like to say that I'm here because of Mrs. Parker. She encourages families of color feel comfortable coming in, and helps them how to navigate the system. There are some things at BUSD that you really need to know how to navigate. She provides a place for families of color to ask questions, without feeling as if they should already know it. That being said, her outreach convinced me to do BSEP. She gives families a voice. I think wherever this funding comes from, it needs to be funded.

RISE:

Evaluation Writers:

Toni Stein

Matt Albinson

TS: They have four goals, they are laid out so clearly. By June *all* 10th graders will pass the CAHSEE, *all* student will receive sufficient credits to matriculate. 90% will go to college and lastly, that they provide to tutorial homework assistance. All this program funding is only going to go to tutorial. Everything else is being funded by the city of Berkeley. All we need to care about here is goal #4, which is the tutorial program. The money given to this program by BSEP goes to paying tutors.

MA: They are at-risk students who are targeted in the 8th grade, and they have to commit to a program they have to stick with. They will remove students from the group if the student is not meeting their commitment. That usually is certain amount of hours of study halls, attending retreats and other events. There is both a lot of rigor and great desire from students to be in the program. Also, it is not just at-risk students, but at-risk by Berkeley neighborhoods: South and West Berkeley. There is a geographic component. They have a very organized, very impressive tutorial environment. The tutors that they have there were all engaged. They have an impressive variety of tutors helping there from adults to CAL students to other BHS students.

JL: I see they are asking for an increase of \$13.8 to \$35.8, is that doubling the tutoring hours?

TS: We should consider is what was their proposal for last year? They have a great record-keeping and tracking. Their interaction with other programs is remarkable.

SH: explains worksheets that committee members will be using at the following meeting on March 23rd

Adjourn: 6:45pm