

## **ACAC Meeting with Principal Scuderi**

**Wednesday, August 18, 2010 – 7-9:30PM Meeting Minutes**

**Participants:** Alex Angell, Jose Colon, Lenore Goldman, Lawrence Grown, Gregory Lewis, Rosa Luevano, Jeanne Schuman, Peggy Scott, Principal Pasquale Scuderi, Vice Principal Vernon Walton, Leah Wilson, Kim Zvik

[Items in bold italics require AC action or are items on which Pasquale requested AC support.]

After welcome and introductions, Principal Scuderi requested a brief background on the SSC, provided by Peggy Scott and on AC issues, provided by meeting participants. Data assembled by Natasha Beery was shared by Lawrence Grown, in her absence.

### **1. AC Resource Equity Priority Concerns**

- **Counselor: Student Ratio**

Pasquale has reduced AC counselor caseloads to 1: 525 from 1:700 students.

- **Class Size**

Pasquale has reduced AC class size to an average of 27.5 from 32 for September 1. In addition, AC will now share placement of students who start school after September 1 and refugees from other schools with IB and Green Academy.

- **Lead Teachers**

Pasquale agreed that AC's .4 FTE for its lead teacher should be increased (Green Academy has .6 for its first year and the other schools have .4 or .2). He wants this further addressed through a new AC Program Coordinator position. (See 3 below.)

- **Access to Outside Funds**

After a year with Pasquale's more collaborative approach and everyone working together on the WASC process, he thinks touchy issues like budget transparency will be less threatening and easier to implement. ***AC could still explore the few arenas in which it might be able to access foundation support.***

- **Teacher Expectations**

Pasquale and Vernon will follow up on continuing and completing the BPAR process for affected teachers. He and Vernon will also press for teachers who were folded into AC by default to adhere to the AC curriculum rigor and expectations. Pasquale will fully back teacher accountability.

### **2. Pasquale's Vision of AC/AC Redesign Plan**

Being at AC during his previous tenure at Berkeley High, he is familiar with many AC issues. Small, homogenous schools with greater resources are seeing some positive outcomes (including test results) for struggling students. AC's larger, more diverse classrooms with fewer resources leaves many AC students unsupported. Pasquale thinks reducing ratios or adding staff helps, but doesn't get to the heart of the matter, particularly with shrinking budgets.

**Pasquale thinks that programmatic, instructional, structural solutions are central. He would like to fund and hire a new AC Program Coordinator at a full FTE.** It's a model that worked in BIHS. Pasquale learned that an AC redesign proposal was already developed last year by Sherene and Amanda. He also learned it was already approved by the ACAC, the parents, the

teachers, and the principal, but was never funded – so the lengthy job of developing a coherent plan and getting it approved has already been done.

Pasquale agreed that funding a program coordinator at a .4 FTE level wouldn't give it enough traction to accomplish its goals and see results (One key to small schools' success is to receive greater funding levels at an initiative's start-up, rather than ramp up slowly.)

Although there's little money, he saw no major obstacles to approaching the School Board, and was thinking of funding pools for the position to start by 2<sup>nd</sup> semester. ***Pasquale needs a copy of the redesign plan and possibly some materials developed to frame the role of an AC Program Coordinator in implementing the plan and addressing AC needs.***

Pasquale confirmed his interest in creating a collaborative climate among the schools at BHS.

### 3. **The WASC Process** (Evaluation of BHS that occurs every 6 years)

Dan Roos and Aaron Glimme will be working on WASC. WASC prefers using existing structures to evaluate ("Home Groups"). ***Pasquale could use support getting:***

- ***Parents on the SSC***
- ***Parents to attend Tuesday Leadership Team meetings***
- ***Parents to attend WASC Leadership Team meetings***
- ***Parents to attend Advisory Group meetings***
- ***Parent and teacher help putting the governance structure together***
- ***Parents and teachers to attend focus groups held at Leadership Team meetings.***

Pasquale thinks the WASC process can provide a context for schools to work together better.

### 4. **AC Picnic**

Pasquale will attend Sunday August 29<sup>th</sup> from 5-5:45PM to meet parents and students and to say a few words.

### 5. **Post-Meeting Confirmation on Slide Prevention/Early intervention** (catching kids before grades slip).

AC Vice Principal Vernon Walton strongly supports the proposal being made to AC teachers by Lead Teacher Jose Colon with Alex Angell and Evy Kavalier: that all AC teachers require 9<sup>th</sup> and 10<sup>th</sup> grade students receiving a C or lower on an assignment OR who have not turned in an assignment to attend tutoring for extra credit to complete/re-do/keep up with assignments.

This changes BHS's culture about tutoring: reduces stigma; diversifies those using tutors; builds habits of routinely seeking help quickly; and catches students at all skill levels before a misstep deepens - a rapid, preventative intervention that ultimately saves resources and students. The extra credit "carrot" is proven effective. Parents are prepared to help raise money to expand tutoring services if this plan results in the positive outcome of greater use of currently underutilized tutors.

### 6. **Outstanding Issue** (for future discussion): Teacher participation in hires and transfers.