MEETING NOTICE

COMMITTEE:	BSEP Planning & Oversight Committee		
DATE:	Tuesday, November 15, 2011		
LOCATION:	Malcolm X School Library	TIME: 7:00	
	1731 Prince Street	Gavel down:	7:15
CO-CHAIRPERSON:	Chris Martin		

[Discussion]	7:15	1.	Call to Order & Introductions
		2.	Establish the Quorum/ Approve Agenda
		3.	
		4.	BSEP Manager Report (Nancy Hoeffer) Orientation for New P&O Representatives
		5.	Public Comment
[Presentation]	7:30	6.	P&O Member Orientation Series part IV: Berkeley Evaluation & Assessment Office Debbi D'Angelo, Director Evaluation & Assessment
	8:20	7.	

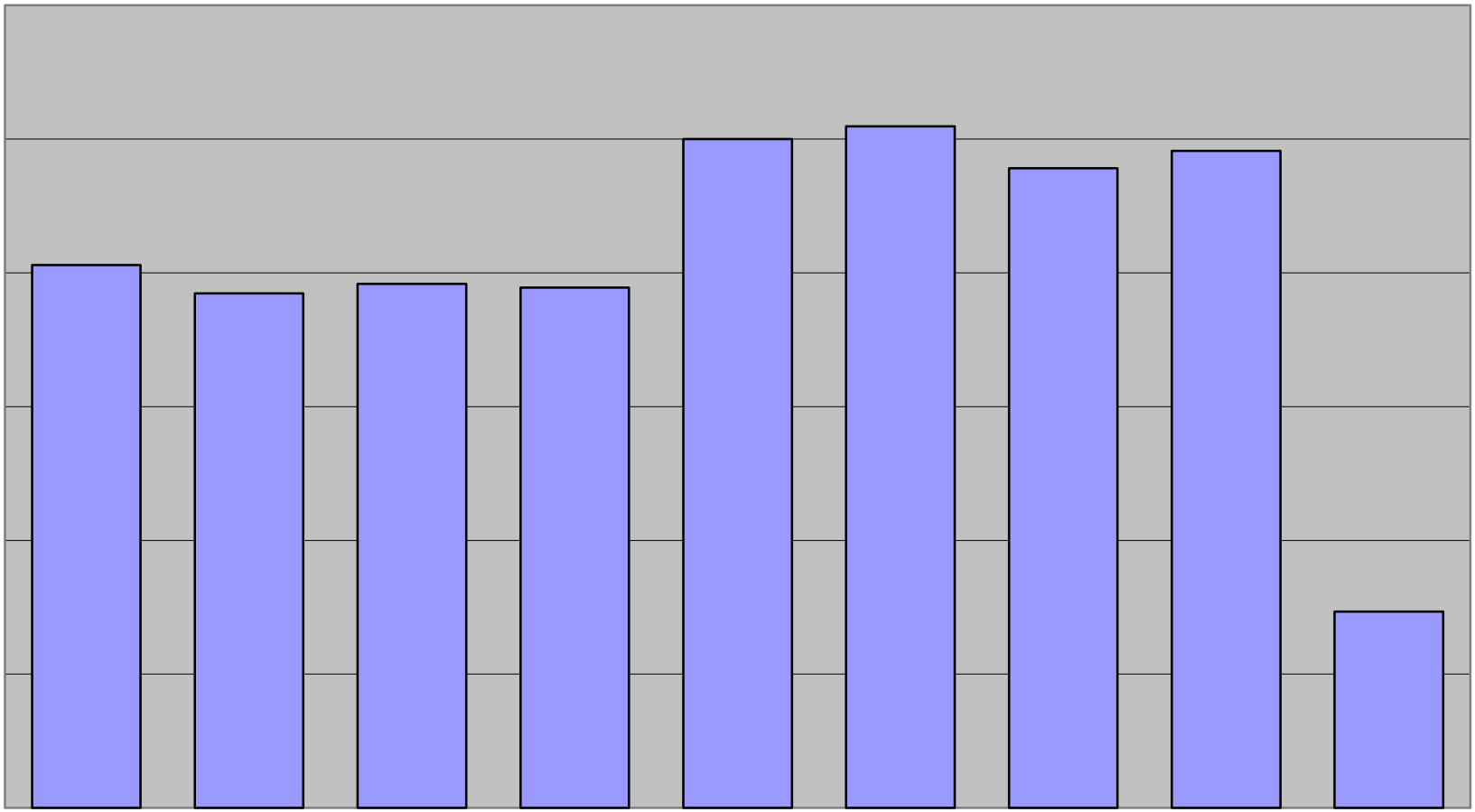
[Action] Nomination/selection of Reps to districtwide & P&O committees:

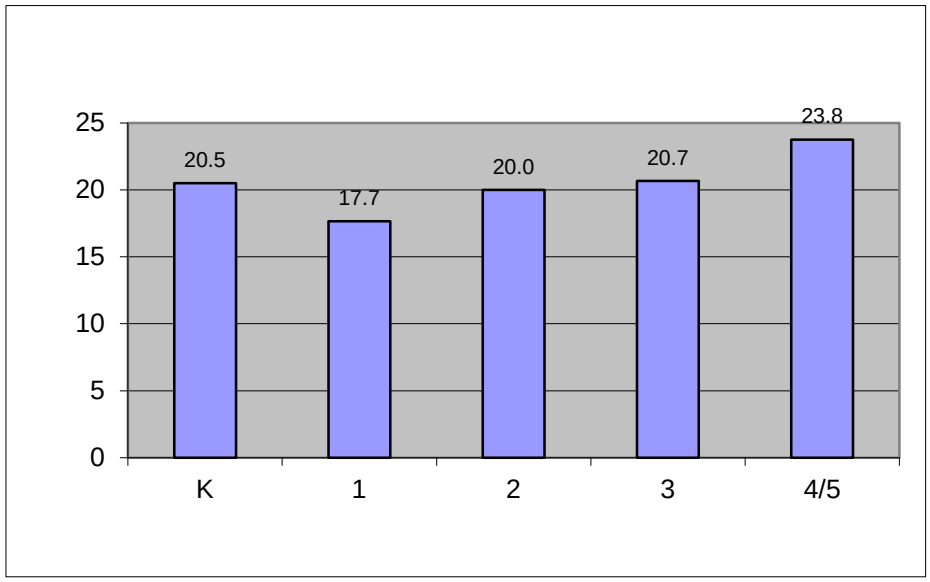
- Superintendent's Budget Advisory Committee (SBAC)
- Facilities, Safety & Oversight Committee (FSMOC)
- P&O Steering Committee
- Other P&O Subcommittees

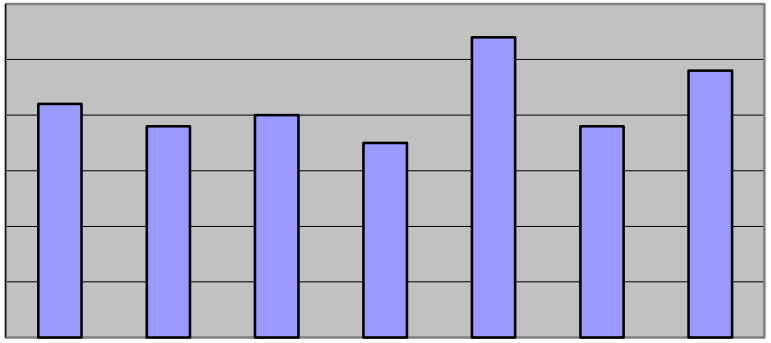
Upcoming Meeting Dates:

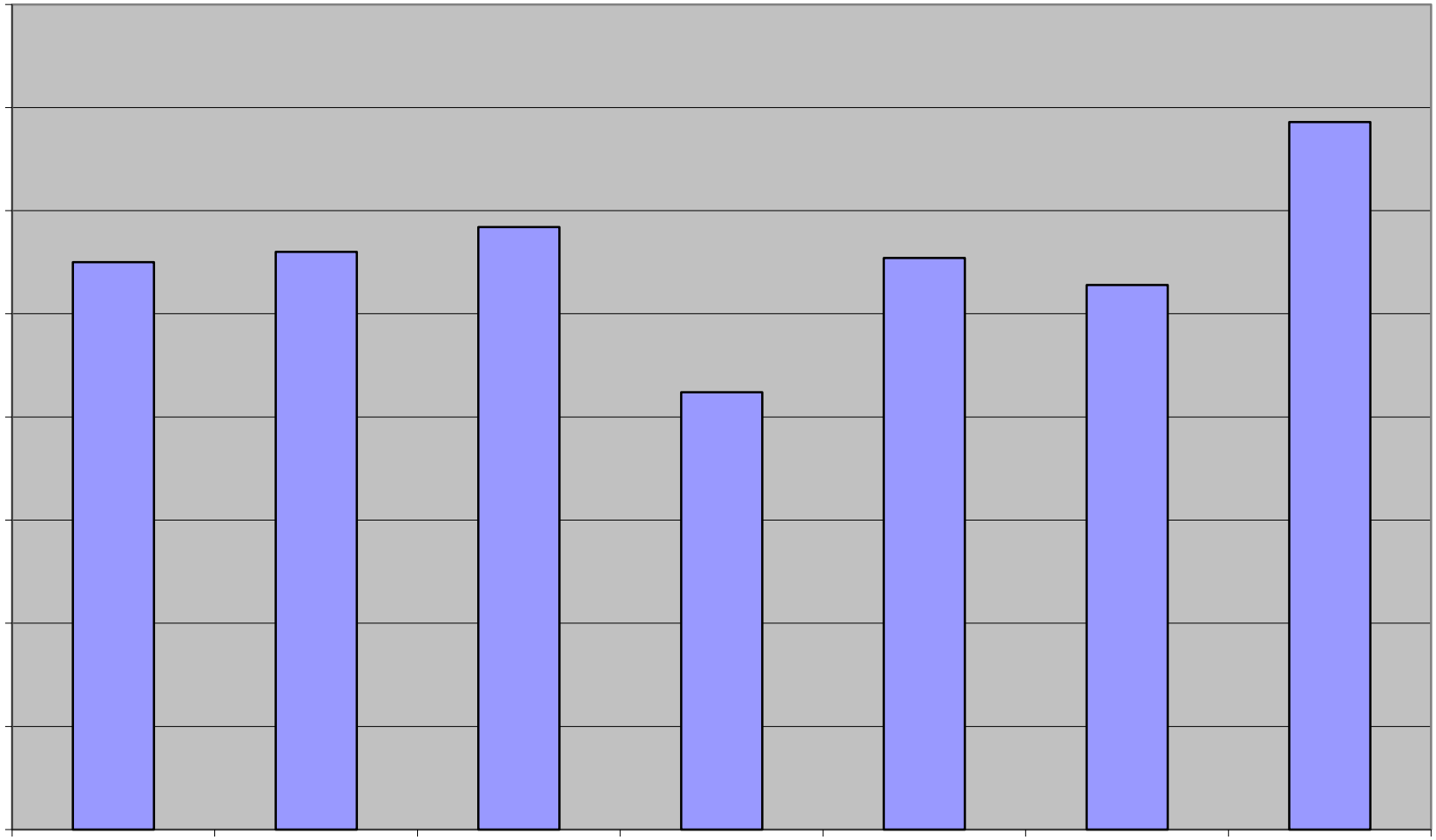
November 29th : New Member Orientation : All members welcome!

December 13th : Year End Financial Report for 2010-2011



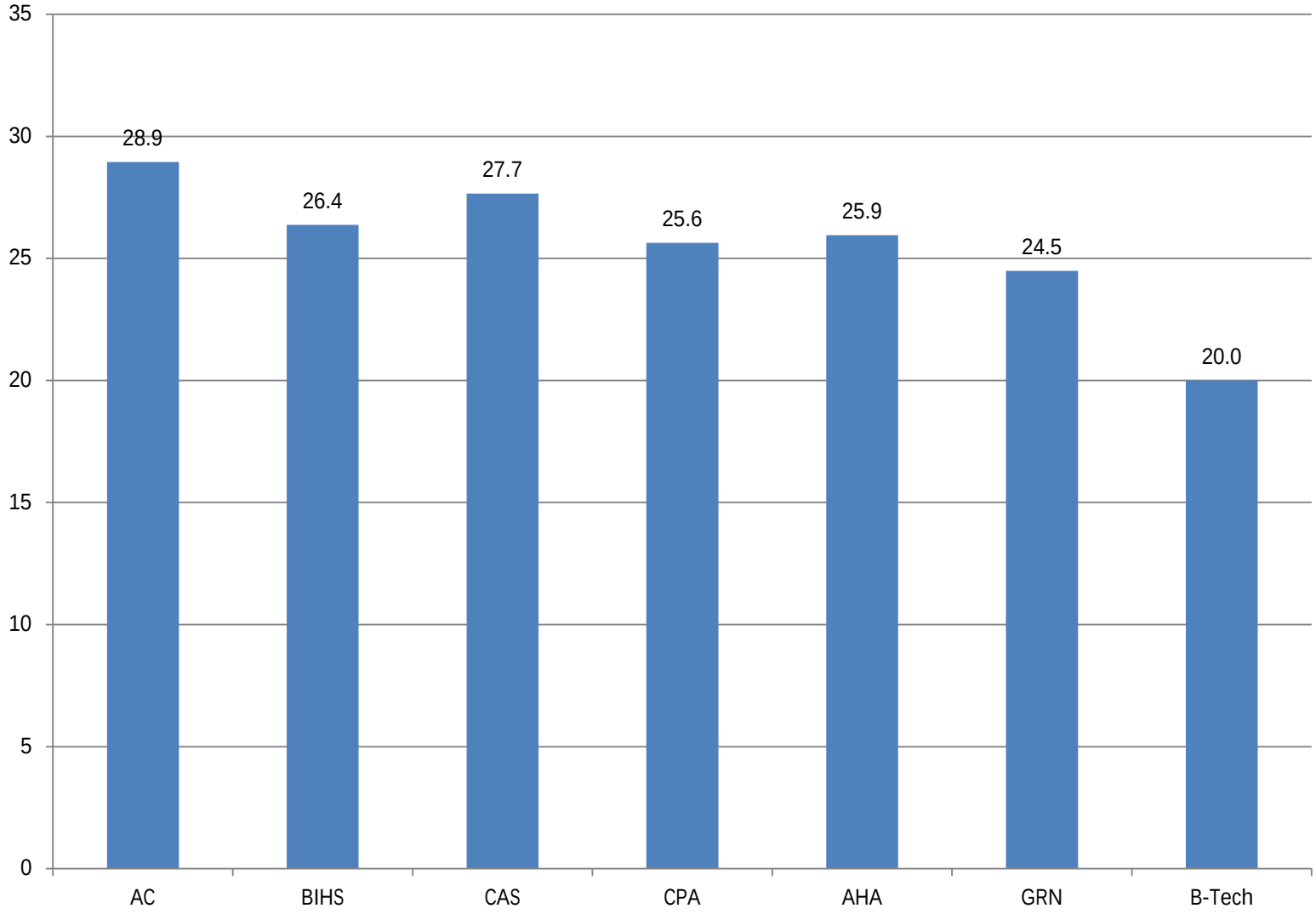

25
20
15
10
5
0
20.5
17.7
20.0
20.7
23.8
K
1
2
3
4/5



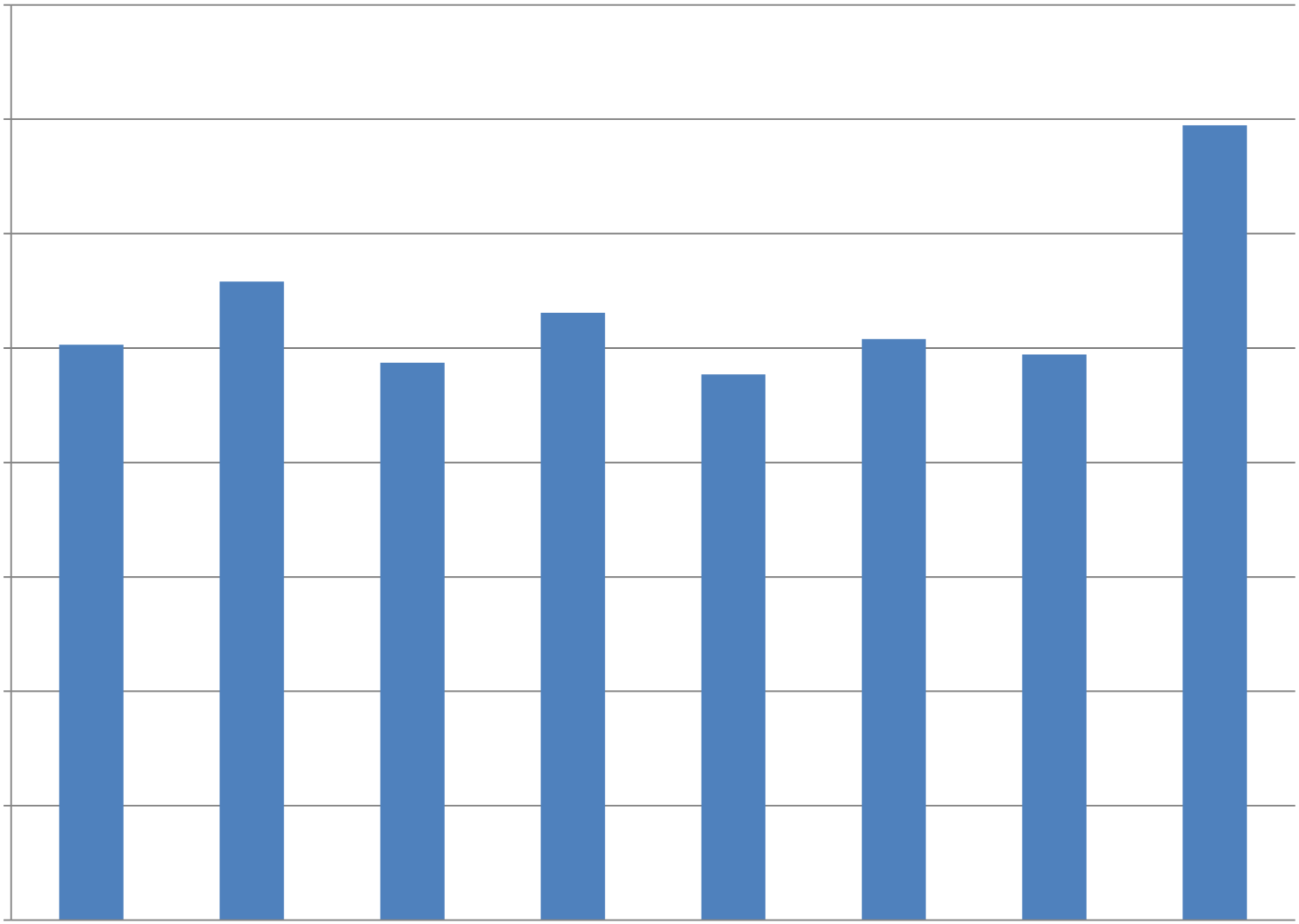


Berkeley Unified School District

B-Tech & Berkeley High School Class Size Average by Small School



November 1,2011
BHS



November 1, 2011
BHS

Berkeley Schools Excellence Project, Measure A of 2006

Berkeley Unified School District
BSEP Planning & Oversight Committee

Appointments to District-wide Committees

Superintendent's Budget Advisory Committee (SBAC)

Charge:	To advise the Superintendent on districtwide budget issues
Meeting Day & Time:	3rd Tuesdays?
Staff Liaison:	Bill Huyett, Superintendent
P&O Reps:	2 P&O Reps & 1 Alternate
Status:	• Larry Gordon is in 2nd year of 2-yr term (10-11 & 11-12) • Vacancy for 2nd Rep (term: 11-12 & 12-13) • Vacancy for Alternate

At

Berkeley Evaluation and Assessment (BEA) Office

Division of Responsibilities & Phone Contacts

_____ Through the partnership of the Site Principal, BEA Data Coach and Data Teams, the BEA provides: Beginning of year _____ for teachers of grades 2-9; Back to School Night _____; Data reports and support for Principals to assess their _____ and work with their _____; Support and analysis of district-

_____

All District Departments
BHS and BTECH/WASC
Secondary Math
Research requests
Evaluation projects
District/ Board Reports
2020 Vision Lead
Research Interns
Single Plan Review
Accountability Report Cards

_____

644-6959 for [v P , o }
Wiggins, Dong

644-8928 for MacDonald, Joiner, and Schweng

644-7786 BEA fax

_____

Berkeley High School
Independent Study
Berkeley Tech*
King*
Emerson*
Malcolm X
Washington
Willard*
HS Math**
MS Math **
BUSD/BFT Surveys**
Nutrition / Garden Focus **

PI School. ** BEA Lead
+ Pilot School

_____

Berkeley Arts Magnet*
Cragmont*
Jefferson
John Muir
Thousand Oaks*
LEARNS Support (Spring)
MS Writing **
MS Reading **
GATE Multiple Measures**
RTI2 Assessment** (Spring)

_____

Longfellow*
Oxford*
Leconte*
Rosa Parks*+
Elem. Math **
MS Math Lead

_____

Berkeley High School+

_____

CHKS Implementation
Research Symposium
Training on:
- Datawise
-

_____

District assessment logistics and support
Data analysis
Data reports
Elem. Literacy**
Elem. Music **

_____

_____

Test Coordination, Ordering, Pre-Identification of:
- CST (grades 2-11)
- STS (2-11)
- CMA (3-11)
- EAP (11)
- PFT (5, 7, 9)
- CAPA (K-12)
- CAHSEE (10-12)
- CELDT (K-12)
- CHKS (5, 7, 9, 11)
- NAEP (4)

Manages BEA office

_____

_____

d Z v } o } P Ç v D } Œ Y

As depicted in the figure on the previous page, the Using Data Process is made up of five components. Within each component is a sequence of tasks that Data Teams carry out with the support of a lead or Data Coach. The first component is Building the Foundation . Here, Data Coaches lay important groundwork with the Data Teams to get them off to a good start. The team focuses on establishing the culture and commitment to equity that will serve as the foundation of the bridge of collaborative inquiry. They establish their purpose as a team, learn about the Using Data Process, and make commitments to each other. They reflect on their school by examining demographic data and assessing where their school is on the road to creating a high-performing Using Data culture. They raise their awareness of cultural proficiency and begin a process of open dialogue about issues of race/ethnicity, class, culture, gender, and diversity. Finally, they envision a desired future for their school and plan for moving toward it. The themes that are introduced in this component ² norms of collaboration, Data-Driven Dialogue (Wellman & Lipton, 2004), cultural proficiency, vision, values, and high-performing culture ² are recurrent throughout the Using Data Process.

The second component is Identifying a Student -Learning Problem . Guided by the Data Coach, the team members develop data literacy and examine multiple sources of student-learning data. They learn to use tools to make sense of the data and surface assumptions and frames of reference. The outcome of this component is a clearly articulated student-learning problem that can be supported with evidence from multiple data sources, including student work.

The third component is Verifying Causes . This component is critical because it is the one often omitted in other improvement processes. Here the team members look carefully at the possible causes of their student-learning problems and examine data about their own practices as well as relevant research before drawing conclusions. The goal here is to make sure that the causes that are being acted upon are supported in research and focused on policies, practices, and beliefs that are within H G X F DoWRU V¶ control to act upon ² not on blaming students or their circumstances.

Generating Solutions is the fourth component. Here, Data Teams apply logic-mTm l3Q q 7

6. Reduce the number of African-American students identified for special education services with a specific focus on reducing the percentage of African-American students who are found eligible as specific learning disabled (SLD).

Special Education	2010-2011	2009-2010

8. Pilot a district pare

10. Increase the percentage of certificated employees of color by 3% annually.

The ethnicity for all certificated employees is listed below; the ethnicity for students is included for comparison. In 2010-2011, the Human Resources Department was able to collect data on 100% of Certificated Staff Since there is incomplete data for previous years, the percentages below will serve as a base. Baseline includes K-12 BFT Members and all certificated administrative staff. Total: 775 Administrative Staff.

Race /Ethnicity	% of Students in 10-11 CBEDS: 9468	% of Certificated Staff in 10-11 Total: 775
African-American, not Hispanic	22.2%	9.0%

BUSD BSEP PLANNING & OVERSIGHT COMMITTEE CALENDAR, 2011-2012

BSEP Planning and Oversight Committee meetings are held in the Malcolm X School Library, 1731 Prince Street, Berkeley, on 1st & 3rd Tuesdays @ 7:00 pm, unless otherwise noted.

September 20	Last meeting of 2010- 2011 P&O Committee. Presentation : BUSD Communication Plan. Review : School Gov. Council elections & training
	October 27 (Thursday) – Site Committee Training (SGC, BHS BSEP & SSC)
November 1	Organization: Election of Chair. Establishment of P&O calendar. Appointment of P&O Reps to district committees. Review: BSEP Annual Plan for FY 12. Discussion: Threshold for Annual Plan changes. Presentation: Request for additional equipment from BSEP Technology C/O funds.
November 15	Presentations: yClass Size Report for FY 2011-12. yBerkeley Evaluation & Assessment (BEA).
	November 29 (Site TBD) Orientation: New P&O Committee Representatives

To include an item on the agenda, please notify the P&O Chair or the BSEP Manager @ 644-8717 11-17-11 NH/meh