

**BUSD LCAP
Parent Advisory Committee**

November 17, 2016

A. Welcome and Purpose – Tasha

- 6:29 Meeting starts

B. Public comment

- NONE

C. Approval of Meeting Minutes from 10.20.16

- Motion to approve: Michael motioned, Deidre seconded.

D. What is Response to Intervention - Recap

- Nichelle: RTI at Cragmont is exciting, a teacher passed at Longfellow which created a loss to the program. Longfellow starting in October and is catching up because they are behind compared to other schools
- Deidre: Did not do homework, representing Emerson, new RTI teacher is coming with a strong teaching background, expecting it to be an excellent program.
- Arianna Thousand Oaks: They are splitting the funding in half for two coordinators. The two focuses are literacy and small reading groups. They have cycles of 6-8

BUSD LCAP
Parent Advisory Committee

weeks and receive referrals from teachers. One coordinator does tracking of progress and does weekly meeting with the RTI teachers about progression. Focus is reading.

- Michael: Spoke with Principal at Jefferson, lead coordinator is now full time, she is meeting weekly with all the different services provided by the school, they are trying to regularly discuss the students who need the most help, trying to remain updated with students' progress. Five or four meetings, students with disabilities or medical issues they are trying to see how to help those children out
- Mimi: Did not discuss with Principal, but prior to homework assignment, had a conversation with Principal. They were working to make elementary RTI coaches more consistent, but what about middle schools. The Principal responded and said not really because the schools are so different, size and other things. In the SCG meeting, talked about how King is shifting its focus to a team of Science and into English teachers looking at one student's work and having different perspectives from different teachers in different fields. RTI teacher is a part of that, at King the RTI

**BUSD LCAP
Parent Advisory Committee**

teachers are working really closely with teachers and identifying which kids are not getting what they need from teachers.

Tasha asks: Joal and Simone, can you elaborate on your roles with u , or is there anything you would like to add?

- Simone: RTI is a safety net, to make sure no student slips thru the cracks. and that every student is getting the help they need. intensive and direct work with students in a short amount of time. Tracking six week data cycles and is the program is working. The schools and principals are adding funding for RTI because they are finding the RTI teachers valuable. It is a social justice. Making sure our students who need the most are getting what they need.
- Joal (District literacy coach): With all the services going on with kids, speaking with the LTI at Malcolm X, there is one person keeping us all tied together, it is a very valuable position when you're in the midst and mess of it.

E. RTI - Data (15-16) and Implementation Update (16-17)
- Pat

**BUSD LCAP
Parent Advisory Committee**

- Kathy: What Is the total population for K-5 students, is it around 3,000?
- Pat: It's in one of the slides, Lina: I will look it up
- Michael: When we say exceeding standards are we talking about the number of people who are receiving intervention services or are there academic results?
- Lina responds: That is just for our own measures
- Michael: Is that a number of children or results of intervention.
- Lina: No
- Lina: The population of K-5 is 4,451
- Lina explains the RTI implementation of 2016-2017 & update of data so far
- Pat describes the Intervention Services
- Tasha speaks on the drive of LCAP PAC
- Jefferson Alternate: What actually gets the ball rolling on the intervention
- Simone: In general, for the grades 1-5 the intervention team looks at the data for all students and they can see who is not performing at grade level by looking at report cards and etc.

**BUSD LCAP
Parent Advisory Committee**

- Kathy: You don't wait for a student to fail or to struggle, or a parent to have to ask for something or a teacher. Its proactive, it's a team
- Jefferson Alternate: Can a teacher automatically flag an intervention
- Kathy: Yes, but chances are they will get flagged anyway based on the RTI team looking at the data
- Simone: Teachers refer to the RTI team all the time
- Jefferson: What if a kid is doing okay but he could still use some emotional support outside the classroom as well.
- Simone: That is RTI as well, teachers can refer students for emotional support
- Pat: Parents can send emails as well
- Jefferson: Is it a new thing, or do we just not talk about it? Parents have to figure out for themselves about RTI
- Simone: Parent discusses with classroom teacher and the teacher would bring it to the team
- Michael: Do you ever look at patterns of teachers and how they flag students, as a parent that's a concern of mine, I have had many parents talk about a certain a teacher.

BUSD LCAP
Parent Advisory Committee

- Simone: Listening to the teachers, and the parents, and the assessments we are trying to use multiple measures
- Tasha: I think what you are trying to say is, are there biases that might be showing up in the classroom? When there might be times when there is not a good fit.
- Pat: That's where the admin intervenes, looking for patterns through the 6 week data, that's an admin to teacher relationship. What I would recommend is that if you feel that the progression of the child is not positive you speak to the teacher and if it doesn't improve discuss with the Principal
- Mimi: Give the perspective of PAC and RTI, the first year are the creation of the PLAN, and people ranked what they thought was valuable, my son received RTI in 2009 in first grade, it got a huge amount of funding because a lot of parents fought for it, speaking from the perspective of an advocate, it all sounds good
- Alternate: It sounds positive you can never have too much support for your kids.
- Pat goes over Data
- Lina explains the data and how it is tracked

BUSD LCAP
Parent Advisory Committee

- Alternative: Does different RTI's from different schools discuss
- Simone: We have monthly meetings and email group, we are pretty tight, and I visit 7 sites weekly.
- Alternative: Do you all pull from the same resources
- Simone: We use LLI and we learn from each other, it's a great group of people for professional development
- Maya: Is there a method to measure success, is there a way we are monitoring when kids no longer need RTI and if they are benefitting from it?
- Lina: The answer is yes because of the data tracking they have implemented. If they are not growing then there is a flag, K-5 it is possible but it would happen towards the end of the year
- Mimi: Are these kids that are receiving special education or not?
- Simone: it's primarily kids who are not special ed but they are not excluded
- Lina: Special ed is such a broad spectrum
- Mimi: Is there anybody coordinating for special ed and is there data being collected. Are kids seeing special ed

BUSD LCAP
Parent Advisory Committee

- teachers or instructional aides, we don't see a lot of professional development for instructional aides
- Simone: We are collecting kids on RTI and IEP, there is a cross over
 - Tasha: In terms of intervention, can you share a couple of examples types of strategies
 - Simone: There is a weekly meeting at every site to see what type of needs children have, they are looking at what's happening in every field for the student, that's why it's really important for the coordination, that's why the team meets weekly. for many programs like LLI and reading recovery
 - Alternate: Do you know about whole families with kids in multiple schools?
 - Simone: Yes, we can see that
 - Pat goes over more data and Tasha adds description to the data
 - Eric: Terminology, unduplicated is English learning and low income, is foster tracked or not tracked?
 - Lina: Yes
 - Eric: That's the language?

**BUSD LCAP
Parent Advisory Committee**

- Pat: Unduplicated means the child is only counted one time
- Alternate: Pretty drastic jump for 1 year 50%
- Pat: That's because we have systems that are in place
- Alternate: Based off exit test?
- Simone: Yes
- Pat: And not just state test but local test also
- Michael: Second time I have heard no child slip through cracks, it should include children who are trying to surpass their max, can someone maybe explain where that money falls in?
- Kathy: The LCAP funding has to be spent in a certain way, we are investing in learning communities,
- Michael: I have a little bit of cynicism, I see teachers voting on money, but not rooting out bad apples, if the professional learning is not the problem but the teacher is.
- Tasha: One thing we are piloting is that BUSD they are making a program for trauma, there are efforts for professional development for teachers, trauma informed system. Addressing some professional development. So much of this is focused on student

**BUSD LCAP
Parent Advisory Committee**

data but we have to look at the adults in the students' lives.

- Michael: The more meetings I attend, it feels like a money grab, let's not only pass money to teachers
- Pat: That's why the committees are important, because obviously we haven't done something right, you have to put systems in place and you have to have data because data will show the gaps and what needs to be improved.
- Tasha: The sad truth is that this is national data, this is not just Berkeley
- Diona: One thing I think gets lost, is we can put all these systems in place, parents have a responsibility also, there is only so much a teacher, admin and PAC can do without all the other parents.
- Pat: LCAP policy, we are the only district in the state that has an LCAP policy, it requires the superintendent to report to the board what sites are present and missing. You have to be the advocate to for programs for your site positive or negative.
- Alternative: Daughter is excelling in reading and teacher told us that that was good enough she just

BUSD LCAP
Parent Advisory Committee

wants her to read faster but Daughter received a 2 on report card

- Simone: We have been trying to train teachers on grading
- Tasha: Parents represent and speak to the school board

F. Literacy Coach (K-5) - Mimi

- Review template, this is information from the LCAP plan, they take the evaluation data and put together a report, 1. LCAP is fulling .2 FTE to make sure every school had a full time lit coach, 2. Middle schools just got Lit coaches, and also in terms of equity. Discusses, the funding details, implementation, outcomes, evaluation measures, the data speaks for itself, district observation, findings and recommendations, past year information, This year's implementation, next year's planning and last year's impact.
- Joal: The lit coaches at each site do a combination of direct service, teaching and they have responsibility at the district level, assessment and model classrooms that happen. Each coach is a grade level expert.

**BUSD LCAP
Parent Advisory Committee**

Curriculum is deep and a lot to learn. we are specialized in that way also

- Simone: We provide a lot of the professional development at the district wide professional development
- Tasha: English Language Learners are the lit coach's or RTI offered in Spanish?
- Joal: Thousand Oaks and Le Count, has SIL. The same interventions are offered in Spanish.
- Tasha: Coordinators are bilingual?
- Joal: Yes
- Eric: Data, SBA versus TCRWP, the achievement Gap looks more acute in the SBA than the TCRWP
- Pat: SBA is the new state assessment, it's required California administers take it once a year. Computer based it gives the students a comfort to take a test online. it also insures that our instructional programs align. They access all district in TCRWP which is our curriculum, we want to make sure we are aligned with the standards. This is our second year administering it, it's new to California. Our structural program will align and more common outcomes.

**BUSD LCAP
Parent Advisory Committee**

- Joal: TCRWP and SBA is almost perfectly aligned for 5th grade.
- Eric: 3rd graders don't know how to use computers
- Joal: It's about typing
- Lina: Side not common conversation in instruction technology, the computer use starts at 3rd grade but that's not sufficient.
- Eric: What's going on is that the achievement gap is 2-3. Unduplicated layer or whatever is that they are doing 2x as poorly because of the computer.
- Pat: Probably 70% of the problem, that's a good point to address with the board and address me and my team with it
- Eric: Maybe it goes away by 8th?
- Joal: No by 5th they begin to align, last year it was more if you wanted to be proficient of SBA you had to be advanced on our district level
- Linea: It does not align at middle school
- Simone: Elementary and middle have different curriculum
- Mimi: I understand why we as a district are looking at 3rd, we are missing the segregation of grades,

BUSD LCAP
Parent Advisory Committee

- Alternate: Where does it pick up, 3rd to what?
- Lina: It's all being tracked
- Alternate: Baseline is at 3rd grade, is there a baseline after that?
- Pat: We look at every grade, we just picked 3rd grade for today
- Deidre: We can pick data on 6th grade
- Line: We usually look at 3 ,5, 8 and 11.
- Pat: I would disagree, 6th grade is really critical, I think we should bring data back, there is something that's going on in the data. There is a huge group of students that we are worried about and we want to make sure RTI is catching them and aligning them
- Mimi: We don't have that many interventions in middle school
- Pat: We are adopting a new English Language Art curriculum for middle school, this is the time to make sure whatever curriculum we adopt has the necessary interventions
- Tasha: LCAP is aligned with the 20/20 that looks at 5 readiness.

**BUSD LCAP
Parent Advisory Committee**

- Michael: Do elementary schools track their students till the 6th grade.
- Pat: We have the capacity to do that, I think that's part of the plan to look at the transition

G. PAC - Board Comments - Tasha/Nichelle

- Nichelle: What I heard, the teachers and how to support kids' reading at different levels, I heard falling thru the cracks, third grade testing and TCRWP
- Diona: What's being done to address students who are at grade level or surpassing it.
- Alternate: Being limited in their growth
- Michael: Falling thru the cracks, I wanted to point out that usually when it's mentioned they are only talking about lower performing/deficit.
- Mimi: In terms of the committee, it's about students who are not succeeding
- Michael: if a school is only supporting mediocrity then that's exactly what they will receive
- Tasha: How are the efforts of the LCAP and the focus and drive on the students. Does it focus on affect students who are succeeding, and what can be done to support

BUSD LCAP
Parent Advisory Committee

- Lina: Validating your feelings, just because your unduplicated does not mean you're falling behind or low performing, what they are saying is very relevant
- Pat: High expectations for every kid and teachers continue to move them forward
- Mimi: Asking the board or are you making statements
- Tasha: Statements that have come from the group and we will provide an update on the meeting and concerns not always concerns, they can be questions and statements
- Mimi: I think the data work is outstanding, It's great.
- Simone: if something is working well we do want to let the board know.

H. Meeting Feedback

- I. Homework: Looking at math next meeting, talk to school site and Principal

Adjourned at 8:02 pm