

January 19th, 2017 6:30-8:00PM

**A. Welcome & Purpose : Tasha**

- Meeting began at 6:35

**B.Public Comment**

- Question : Last year, as the Lcap plan was nearing approval, there was one other thing proposed about having a consultant evaluate the math program, and i'm just wondering if that has happened
- Answer: It wasn't for math, it was for RTI so we have started to engage with one research consultant about having him come on board, but what we agreed on was having an external evaluator come in and take a look at RTI
- Question: if funding streams are going to be tighter, Is there going to be a rollover of funds
- Answer: So we have done that with LCAP , we put it in a reserve account, when we get to a million dollars we can design a plan , we are close to \$600,000, this committee will have a chance to have a voice about recommendations on what we do with that money once we reach a million.

**C.Approval of Minutes from 12.15.16**

- Maya motioned to approved the minutes from 11.17.16, Tim David seconds the motions, with corrections noted, everyone says "I"
- Maya motioned to approve December notes with the notion of the time change , Laura Cho Seconds the motion, everyone says "I"

**D.EL presentation (k-8) : Gloria**

- Question : Read 180 isn't it also for kids who are struggling in reading in general?
- Answer: Correct
- Question : How do you differentiate, how different learning or teaching strategies
- Answer: so this is a good question, i'm glad it was brought up, hopefully technology doesn't fail us, where i think it's a fine line that we walk in terms of how is it different from additional support say threw RTI, and i would say that, if you're coming at with a lense of what's the explicit language instruction that's taken place it's not just reading strategy it's really taking a step back , are we talking about compare and contrast, that's a specific kind of language demand that were placing on students. Is it sequence of events , that's a different kind of language that perhaps people who are native english speakers kind of take for granted. In terms of what's the purpose and the language of registers, the register of language that we place on students.I think we have to be really critical , but i want you to bring up this question again. It isn't a program specific for english language learners, but a struggling reader.

- Question : at willard we have a lot of kids how are struggling, who don't meet the reading standard for their grade level and they are in that class. So I wanted to know if there is different instructions for students who are ELD and kids who are struggling with reading
- Answer: Pat : when we first brought read 180 in it was strictly for the kids who weren't reading at grade level. We assess every kid at middle school using accelerated reader assessment.the ideal Read 180 student is a student that is reading 2 grade levels below. And what the school have done is cooperate english language learners in read 180. School are looking at incoming six grades and identify them and trying to put them in the strongest support model they have at the school which right now is read 180. We also have the academic language development class, which is designed for long term ELs. the disadvantage of that model if you're in the ALD class you can't take any other elective. And read 180 the challenge with that is that it replaces your english and history core.
- Question : At willard the class is integrated so i was wondering are they getting different text or materials.
- Answer: The system 44 programs is designed for english learners. It aligns with read 180. System 44 was designed for long term ELS
- Question: there is only one teacher so i was wondering if there was an assistant teacher or something
- Answer: So there is an academic language development class, Long term english language learners or reclassified year 1 and 2, As a district after students are found to meet criteria eligible for reclassification then as a district were obligated to continue to progress monitor and offer support for an additional 2 years beyond reclassification. I think that is something we need to take a look closely at. To continue to see a progression of academic success.

#### **Gloria Continues Presentation..**

- Question : can we talk about the reclassification like how often does that happen?
- Answer: Once a year the state mandated test, that's the first step in reclassification
- Question : how many people, how common is it ?
- Answer: it's common, if we are running a tight program, if we are giving those supports , an ideal world we should see a 1 level of proficiency growth until we reach the 5th level and then the student becomes reclassified, research states between 5-7 years
- Questions: The demographic says 14% in elementary school 10% in middle school and 6% in high school, I guess half the people are graduating out and others are constantly coming into the district?
- Answer: yes, especially in the month of january. There are a number of factors that come into play,
- Question : there are students who stay EL students their whole school career?
- Answer: LT long term , meaning that they been with u 5 or 6 years, but the sixth year they are giving that title.

- Question: what's the difference between reclassified and redesignated, those terms are used interchangeably
- Answer: yes they are
- Question : so there is no term for someone who reached proficiency but then fell back down?
- Answer: no, they would probably fall into a different category of student at risk academically
- Question :So let's say like a kid, I have two students in mind , became reclassified and they do fine in 7th and 8th grade, and 9th grade but as of 10th grade, the fact that their still an english language learner still has an impact on certain aspects of their comprehension. That's kind of lost to us.
- Answer: I don't think so, classroom teachers are aware that there is that history, and that's where we need to rely on the coordination of services or the RTI team would need to pick up.
- Question : but we never reclassify that person as an EL
- Answer: No

#### **Pat goes over Stats and numbers of ELs**

- School board : RFEPS

#### **Gloria Continues Presentation..**

Questions : so when the kids take this test do they get pulled out of class, is it during lunch or during recess?

Answer: It happens pretty early on in the school year and we do our best to coordinate and to happen as quickly and humanely as possible, so when can give students a fair chance and with the least amount of instructional time interrupted. So It takes a lot of coordination and communication amongst the teachers to make sure students aren't missing out on too much but it does happen during the school day.

Question : how long is this test ?

Answer: depends on the grade level, for the second graders it takes a long time, with that being said , it is coordinate with the classroom teachers, its paper and pencil, bubbling in. it requires more collaboration from staff as well, for non classroom teachers to help make it happen as quickly as possible but also make sure not to rush them because we know that this is an important test.

Question : there is no time limit ?

Answer: no it is not timed

Question : Im curious, maybe this is purposeful , are you also including special ed students

Answer: Again this is where collaboration is critical and key. So if i have a student that has certain accommodations in place, those accommodations should be honored, Maybe the directions need to be read aloud so they will be read aloud, As per the IEP

#### **Gloria Continues Presentation..**

Question :Initiative has come up year after year, not in the context of EIs but more so in the context of special ed.Is that our special ed teachers have huge caseloads, especially in elementary schools and so for these double classified students, I'm just wondering about band width of these special ed teachers , it sounds great but does it really happen this way?

Answer: It's for the student, i hear what you're saying and i know that the caseloads are high but i think this is where we need some cross articulation. So it does take some coordination, sometimes it's before school sometimes it's during a prep, or sometimes resource specialist will schedule blocks in their day to do assessments. We look for opportunities like that where we can cross collaborate.

#### **Gloria Continues Presentation..**

Question : So you said you were on special assignment , So does that mean next year someone else or new starts over again

Answer: I feel like we are making a lot of momentum and yes there was someone different in this position last year and another person prior to that.

Question : how long has the position been in placed

Answer: I think this about year 5.

Question: what if a child is wrongly classified? What do you guys do for that?

Answer: I think that's the beauty of the ELD site lead because you have someone doing the detective work. It takes someone going to bat and advocating , but ultimately it is the state's final decision.

Question : what happens to actual progress that may be loss when you're pulling that student out of class that didn't need to be pulled out of class

Answer: This is where the coordination of services teams and knowing what the student needs to be able to advocate for that. As of 2014 it's not state mandated for a dedicated ELD its highly recommended because research supports academic progress But it's not a requirement

#### **E. Budget Update: Mimi**

##### **Mimi discusses the (2.6s ELD teachers ) page.**

Question:Can you explain the 600 to 200 drop, is that just because there is a greater number of grades?

Answer: I can't explain it, but maybe it's the redesignation that has happened over time.

Answer:The one thing that it could be is that , you have to be a berkeley resident to be able to go to BHS, that's not necessarily tracked as well in the elementary and middle schools, but once you look at a middle school and see how many actually went to BHS compared to how many left the district maybe that would explain the difference.

Statement: Wouldn't the other thing just be also the TWI program?

Statement: My kids were EL K-5 and in the 7th grade they weren't . The numbers are going to drop as kids reach proficiency.

**Mimi continues...**

#### **F. Pat discusses the Spring 2017 LCAP timeline**

#### **G. PAC Board Comments: Nichelle**

- Mimi: we are seeing better data just expressing appreciation for Debbie and Lina for being responsible for the data, and based off tonight we look to see about data on double identified students, just more data to see the outcomes of our programs.
- Lina: I don't know if that's possible to tease out , because berkeley itself has local sub groups that we crunch data for . I understand what you're saying
- Mimi: i think the general message is are there more ways to have the data that we have better inform us
- Lina: I support that idea but in terms of capacity to provide the data that is necessary just to inform the supplemental funding stuff i don't know, there wouldn't be capacity to do something that isn't within the lane of unduplicated students
- Michael: we also talked about accountability, in terms of putting the programs in place but we don't have outside sources to measure how effective they are. But sometimes the program can work it just may be the staff in place. Maybe we can fixing that problem Instead of abandoning the entire program
- Statement: i think that ties together with comments about culture and the atmosphere and differentiated treatment of students. Thats a consistent issue.
- Nichelle: Mimi you're saying thank you for the data but get more ways for data to inform us
- Mimi: i can get more specific by this year by being able to see the not unduplicated numbers
- Nichelle : accountability and programs
- Micheala : the big buzz word has been equity. We always hear about has this group of BUSD staff has gone to this and that equity thing, but it doesn't matter how many classes you go if you're racist. And there needs to be a way to get those type of people who are doing such damage to students, out of the system . There needs to be a way to see if these classes are enough or which teachers will be a problem no matter how many classes they take.
- Question: for the RTI students and ELD students , are parents informed when their kids are in this program?
- Answer: So with EL you are informed when your child enters the school. For RTI , they should be working in tangent with the family engagement person and the families , is that happening 100% across the board? Thats a great question.
- Question: Were hearing a lot about the coordination of services team, were hearing this team is doing all these things, but how do we know they are doing all these things.
- Question: who is the team made of?
- Answer: At our site , that team is RTI, that team consists of classroom teachers, ELD teachers, RTI lead teacher, grade level colleagues. The structures is the Professional Learning Communities the district has all sites doing,so it's through those meetings that the coordination happens and when kids are identified as below grade level they fall into what we call a focus student category and these focus students become the conversation

and how to support these students. Where are they struggling and what supports can we put in place for them. And how do we know it's working. We have a 6 week learning cycle. We have a pre assessment where are they now and what service to put in place, implement those services and after 6 week let's see if those services worked. We just complete our first cycle. Many of my students progressed but some did not. Are parents informed ? yes.

- Question: is there any external element that introduces itself? Semi annually?
- Answer: I'm not exactly sure, but I think with the team in place there is a lot of great discussion and input. Its nice to get outside input . That sort of collaboration is helpful.

#### **H. Future Meeting Topics**

#### **I. Meeting feedback and Adjournment**

**Meeting adjourned at 8:21**