

# LOCAL CONTROL AND ACCOUNTABILITY PLAN

## Parent Advisory Committee

### English Learner Parent Advisory Committee

February 5, 2014

7:00-9:00 pm

Berkeley Technology Academy

2701 Martin Luther King Jr. Way, Berkeley

#### 1. Welcome and Table Talk

Neil Smith, Asst. Superintendent for Educational Services, welcomed participants and asked the table groups (DLAC, Elementary 1 & 2, Middle School, and High School) to introduce themselves to one another and speak to why they volunteered to be on the parent advisory committee. Donald Evans, BUSD Superintendent, also welcomed the participants.

**NOTE:** Handouts to participants included the following:

1. *Meeting Agenda February 5, 2014*
2. Hardcopy of PowerPoint Presentation *BUSD Local Control and Accountability Plan: February 5, 2014*
3. *LCAP Partners for Success/Perspective Mapping*
4. Focus on School Climate: Four questions to consider
5. *Parent Advisory Committee Draft Bylaws February 4, 2014*
6. *Parent Advisory Committee and DELAC Committee Roster 2013-14*

#### 2. Agenda Review and Introductions

Smith gave a brief review of the agenda and asked the participants to introduce themselves to the group as a whole.

#### 3. Public Comment

There was no public comment.

#### 4. Overview of Local Control Accountability Plan (LCAP)

Smith presented a PowerPoint slide overview of the Local Control Funding Formula (LCFF) and LCAP to the participants that covered the LCFF, State Priorities, BUSD Data: Indicators of Progress, and LCAP Process, PAC and ELPAC roles.

#### 5. Table Group Discussions: Natasha Beery, Director BSEP and Communications

Beery presented *LCAP Partners for Success* to the group and asked the group to identify each area presented. She asked each table to work on a *Perspective Mapping* exercise. After the exercise some groups presented their thoughts for the Hopes, Concerns, Trade-offs and Tie-Ins for imagined scenarios.

## 6. Focus on School Climate

Smith noted that the PAC groups were an important group for the district to consult in working on the LCAP. He asked the table groups to work together on what ideas they could come up with for *Focus on School Climate* questions and, importantly, what their top three recommendations would be for improving SCHOOL CLIMATE. Participants briefly gave their recommendations at the end of the exercise.

## 7. Future Meeting Agendas, Bylaws and Goals

It was noted that the next meeting would be February 20, 2014. Participants were given *Parent Advisory Committee Draft Bylaws February 4, 2014* to read before the next meeting. (Future meetings were noted at the bottom of the evenings agenda)

## 8. Adjournment

Superintendent Evans adjourned the meeting at 9:00 pm.

## RESPONSES TO FOCUS ON SCHOOL CLIMATE: Four Questions to Consider

### • FOCUS ON SCHOOL CLIMATE–DELAC GROUP

1. What BUSD programs, activities have been **most effective** for our students in improving SCHOOL CLIMATE?
  - Playworks
  - Language Lab = ALL students/Spanish, ELD, English
  - Systematic ELD + ELL Students
  - ELAC
  - Coalition of families for African students
  - Toolbox
  - Afterschool programs
  
2. What are **barriers** in the area of SCHOOL CLIMATE that could be preventing students from achieving their potential?
  - Materials for parents to use at home
  - No structure on the play yard
  - ELAC – more representation on SGC & PTA
  - Language barriers
  - So many committees, most are predominantly white
  - Cultural barriers
  - Educational system different from “home” country
  - Uncomfortable at the site
  - Strategies for parents to use at home
  - Parents can’t help students at home
  - High teacher turnover
  - Access to technology & Internet

3. What are some **actions, programs or services** for SCHOOL CLIMATE that could outcomes for our students?
  - Study skills
  - Social emotional tools
  - Mentoring
  - Counseling
  - Art therapy
  - Cultural programs for students & parents
  - Social emotional groups
  - Computer programs
  - Teaching specialist
  - Learning games
  - Educational games
  - Good/consistent teacher
  - Support & help for students
  - Utilize parents strengths/skills
  - Parent education
  
4. What are **your top three recommendations** for improvement in SCHOOL CLIMATE?
  - Social Emotional program/curriculum
  - Involve all cultures & ethnicities/cultural competency, training staff & parents
  - Technology, educational materials, utilizing resources, students & parents to school, home to school links

• **FOCUS ON SCHOOL CLIMATE–ELEMENTARY GROUP 1**

1. What BUSD programs, activities have been **most effective** for our students in improving SCHOOL CLIMATE?
  - Enrichment programs (cooking & gardening), music, PE, art, dance – PTA funding results in equity issues across the district
  - Literary coach
  - Parent liaison – working with ELD students & parents, scheduling conferences (pilot program); brings ELAC parents into parent community
  - Mental Health – provides 1:1 & group support for specific students
  - Positive Behavior reinforcement
  
2. What are **barriers** in the area of SCHOOL CLIMATE that could be preventing students from achieving their potential?
  - Lack of social learning programs and mental health support
  - Inadequate Special Ed services
  - Problems in home & other environments that the child has that are not identified or school is not resourced to address
  - Inequitable distribution of inadequate resources in elementary school, especially literacy coaching
  - Securing the participation of AA and Latino families in the school parent community in elementary schools

3. What are some **actions, programs or services** for SCHOOL CLIMATE that could outcomes for our students?
  - Mental health support
  - Enrichment
  - Social learning
  - Robust equitable resources
  - Parent liaisons
  - Literary and math coaching
  
4. What are **your top three recommendations** for improvement in SCHOOL CLIMATE?
  - Parent liaison to support parent/community engagement
  - Mental health/Social learning
  - Coach: literary & math

• **FOCUS ON SCHOOL CLIMATE–ELEMENTARY GROUP 2**

1. What BUSD programs, activities have been **most effective** for our students in improving SCHOOL CLIMATE?
  - Parent engagement = engaged students = Parent Liaisons
  - Playdates for parents (structured on campus)
  - Mosaic – Program to develop the emotional needs
  - Emotional Toolbox program (ET) – Program to develop the emotional needs
  - Emotional Education feeds Academic Performance
  
2. What are **barriers** in the area of SCHOOL CLIMATE that could be preventing students from achieving their potential?
  - \$ – cost to implement programs like Mosaic/ET/TM
  - Teacher/administration buy-in/integration of programs at the site
  - Unaddressed issues of Racism in continued performance in African American populations
  
3. What are some **actions, programs or services** for SCHOOL CLIMATE that could outcomes for our students?
  - Mosaic/Emotional Toolbox
  - Uniforms
  
4. What are **your top three recommendations** for improvement in SCHOOL CLIMATE? No comments

• **FOCUS ON SCHOOL CLIMATE–MIDDLE SCHOOL GROUP**

1. What BUSD programs, activities have been **most effective** for our students in improving SCHOOL CLIMATE?
  - Export Longfellow’s counseling program model to other schools. Staff member gets MFTs to facilitate groups & individual sessions to get hours.
  - Playground support
  - Cooking and Gardening program – nutrition
  - District level parenting and nutrition classes
  - Also district level groups aimed at Latino parents & African American parents to facilitate engagement in the schools & the district.
  - Positive Behavior support – Tool box, Safe/responsible, respectful, Restorative Justice
  
2. What are **barriers** in the area of SCHOOL CLIMATE that could be preventing students from achieving their potential?
  - Differences in site programs (spectacular field trips at one school and none at another)
  - Differences in PTA funding
  - Resistance of parents who see expenditures on higher needs students as not equitable
  - Conflict between interventions vs. enrichment
  
3. What are some **actions, programs or services** for SCHOOL CLIMATE that could outcomes for our students?
  - 1. Expand Longfellow’s counseling program to other school sites at all levels.
  - 2. District wide adoption of Social Emotional curriculum such as the toolbox
  - Bringing more community members who can contribute to curriculum into the classroom. Artist
  - Service learning/community service
  - 3. Positive behavioral support
  - Making achievement fun – Principal dressing up as a superhero the week before testing.
  - Spirituality
  - More opportunities for Kinesthetic learning
  - Extend the school day!
  - Year-round school.
  
4. What are **your top three recommendations** for improvement in SCHOOL CLIMATE?
  1. Expand Longfellow’s counseling program to other school sites at all levels.
  2. District wide adoption of Social Emotional curriculum such as the toolbox
  3. Positive behavioral support

• **FOCUS ON SCHOOL CLIMATE–HIGH SCHOOL GROUP**

1. What BUSD programs, activities have been **most effective** for our students in improving SCHOOL CLIMATE?
  - Music programs esp. jazz labs
  - School spirit evidenced by teacher
  
2. What are **barriers** in the area of SCHOOL CLIMATE that could be preventing students from achieving their potential?
  - Lack of administrative support/reluctance to dive in to initiatives that are designed to address climate.
  
3. What are some **actions, programs or services** for SCHOOL CLIMATE that could outcomes for our students? No comments.
  
4. What are **your top three recommendations** for improvement in SCHOOL CLIMATE?
  - More intermural music – outside existing audition opportunities
  - School pride Principal “Roast” by SGA
  - Winter Ball structured by parents for sharing exposure
  - Visibility at homecoming game by senior staff
  - Other activities like talent show more promoted by teachers
  - Alumni presence cultivated
  - Survey to get voice of student body about pulse at school