

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**  
**Parent Advisory Committee/PAC**  
**DELAC**

**March 20, 2014**

**7:00-9:00 pm**

Berkeley Technology Academy  
2701 Martin Luther King Jr. Way, Berkeley

**1. Welcome**

Donald Evans, BUSD Superintendent welcomed participants to the meeting.

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

1. *Meeting Agenda March 20, 2014*
2. *LCAP Priorities Survey 2014 - DELAC*
3. *LCAP Priorities Survey 2014 - PAC*
4. *Results of LCAP Process to Date: DRAFT 3 as of 3/20/14*
5. *Bridge Mentoring Program Brochure*
6. *LCAP Priorities for PAC and DELAC: Assessing Effectiveness of Programs PowerPoint 3/20/2014*
7. *Positive Behavioral Interventions and Supports Pyramid and Overview of Evidence of Effectiveness (PBIS reference sheet)*
8. Each table had a reference sheet that listed the LCAP targeted populations.

**2. Agenda Review**

Neil Smith, Superintendent for Educational Services, welcomed participants and asked the table groups (Elementary 1 & 2, Middle School/High School 1 & 2, DELAC), staff and visitors to introduce themselves.

Smith gave a brief review of the agenda.

**3. Public Comment**

Carol Perez read some highlights of a letter to the Superintendent from approximately 30 parents of the Coalition of Families for Students of African American Descent at LeConte Elementary School. Prioritize these items for LCAP:

- Hire FT dedicated Rtl<sup>2</sup> specialists
- Hire teacher assistants to provide direct service in the classrooms for students below grade level
- Prioritize the hiring of African American and Latino teachers and staff
- Provide a FT ELD? specialist for English language acquisition
- Design and implement afterschool programming with certified teachers providing tutoring
- Provide direct support to African American and ELL students in the dual immersion program and their parents to increase participation, improve attention & ensure successful completion of the program

- Provide direct support to parents of African American and Latino students in the form of regular ongoing workshops to engage the parents in the academic success of their children. These workshops should include such things as positive parenting skills, help in understanding their child's school studies and homework, family math and literacy skills etc.
- Support development of parent mutual support & leadership
- Improve outreach and communications of parents, including translation of ALL information

Perez thanked the attendees for their attention.

#### **4. Results of PAC/DELAC and Other Surveys**

Smith referred to the copies of the *LCAP Surveys* and noted that the PAC received notes from BOCA-Berkeley Organizing Congregations for Action and PCAD-Parents of Children of African American Descent. There are a few other groups that will be turning in their notes/feedback as well. DELAC will also receive this feedback. Smith added that all the notes are going to the Superintendent's Cabinet, which will be held responsible for drafting the LCAP plan that will come back to the public, the School Board and the PAC and DELAC committees for approval. The comments are made public so that everyone knows what is being discussed.

Smith also referred to the *Results of LCAP Process to Date: DRAFT 3 as of 3/20/14* and noted that these were the priorities that were surfacing based on the feedback that was being received from groups.

Smith invited presenters to attend the meeting to brief the committees on programs.

#### **5. Presentations on Programs by District Staff – Refer to *LCAP Priorities for PAC and DELAC: Assessing Effectiveness of Programs PowerPoint 3/20/2014* for more information**

- ELD Teachers, RtI<sup>2</sup> Coaches, Math Coaches – Michelle Sinclair, Coordinator of Professional Development
- Literacy Coaches – Tom Prince, BUSD Lead Literacy Coach
- High School Initiatives – Pasquale Scuderi, Berkeley High School/BHS Principal
- Intervention Counselor at BTA – Sheila Quintana, Berkeley Technical Academy/BTA Principal
- Social/Emotional Curriculum, Mental Health Counseling, Positive Behavior Systems, ATOD Counseling – Catherine Bartz, School Psychologist, and Susan Craig, Director of Student Services
- Family Engagement, Cultural Competency, Recruitment and Retention of Teachers of Color – Charity DaMarto, Supervisor of Family Engagement & Equity/OFEE
- Middle School Bridge, Instructional Technology, Evaluation – Debbi D'Angelo, Director of Evaluation and Assessment/BEA

Questions:

- Would the ELD Teacher at every site mean teachers or coaches for teacher in providing the instruction? Sinclair stated that it could be either or both. It is to provide services for the targeted students. The Elementary ELD Coach, added that they are meeting twice a month with EL teacher leaders that are either FT classroom teacher and in some cases Literacy Coaches. They are hoping to write a job description for that person and how they should be utilized, with input from the principals. They want to offer ELD at the student's proficiency level and either facilitate the system and/or pull out students as help is needed. It was noted by another PAC member that at Washington Elementary funding for the .6 FTE EL teacher was coming out of the SGC and PTA budgets, how much of a say will the school have about this. Smith stated that the idea was to have a teacher on site working with students and to provide resources for teachers in teaching English Learners.
- What is a culturally responsive system of support (referring to the PBIS slide)? Sinclair stated that it was referring to how the school climate was responsive to the needs of the student. That means going beyond just putting the basic systems in place for teaching and learning expectations, but also by honoring the family values in the home of the students in the community.
- One participant stated that she was heartened to hear that a lot of the programming that happens in the District is "evidence-based" and that there is research behind it. It would be nice to know if the programs were working in the District and not just in the evidence study. If that data cannot be collected, the District should make sure that the programs are implemented in the way they were intended. She went on to say that she was struck by the substance use data of students in BUSD and the need to find treatment for the students that really needed it, at the same time she felt that having an ATOD counselor would not really change the overall District numbers that were so high in alcohol and substance abuse. What was the District going to do about that? Craig stated that the ATOD Task Force was meeting monthly with the City of Berkeley and the Berkeley Police Department about it. Part of the problem stems from the community culture, which is larger than the District. Educating students and parents about marijuana use and how it has a significantly different impact on teenagers than it does on adults. What programs are available that could address alcohol problems systemically? At the middle schools, the "Project Alert" curriculum is being used (<http://www.projectalert.com/>). Project T and D are being used at BTA but not at BHS. Low-income students don't have the access to the supports that the higher income students do and the low-income students have more of the risk factors.
- Why are the Common Core Math Coaches not funded by the General Fund as opposed to using the Supplemental Fund? Evans stated that he thought it may be that people are thinking about the students that need help in accessing Common Core through differentiated instruction and providing some money for that.
- A participant stated that in calculating funds for the interventions she came up with \$3.5M and that it needed to come down to \$2.4M and that would mean harder tradeoffs. She stated that the presentations given were excellent and she could not imagine cutting anything. She got a sense in the intervention area that

there may be some overlap and that there could be some winnowing down. Smith reminded the Committees that the LCAP plan was a 3-year plan that started with \$2.4M and in years 2 and 3, \$1.6 would be added to that amount. If a program could not be included for next September could the Committees see the program funded in the other years?

- Scuderi stated that in providing funding for the HS Bridge Program they would be looking to expand the existing program to fund and connect with a larger number of freshmen than they are able to at this point. The Intervention and Welfare Coordinator (FTE .6) is partially funded by BSEP. If this position is integral to the school should it be funded by the General Fund?
- Quintana stated that at BTA a large number of their students are homeless and they need intervention supports that will minimize the barriers to learning/instruction they are experiencing: hunger, alcohol/drug support, social-emotional support.
- Can the District implement and integrate new staff and support for these programs? Smith responded that right now the constraints of the timeline are having an overlapping impact on the SGCs that are trying to decide what to fund when they don't know what the Board will approve and the District will fund. This is going on up and down the State of California.

## **6. LCAP Budget Exercise**

Smith and DaMarto asked the participants to build a budget based on the costs of programs from the priorities developed by the various committees and others and fit them into the funding of \$2.4M. Participants used laptops provided by the District for this workshop to input their ideas for programs to be supported through the LCAP budget.

Smith asked if there were any comments on the exercise. It was noted that the \$2.4M does not meet the needs.

Smith stated that there would be a public forum in April at the Frances Albrier Center. Beatriz Leyva-Cutler, School Board Director, stated that there would be a Forum in Spanish for Spanish speakers Monday, March 24, 2014, 6:00pm, at James Kenney Park.

## **7. Agenda for Next Meeting**

Smith noted that there would be a Draft LCAP plan for the Committee at the next meeting.

D'Angelo will be sending out information on surveys.

Karen Hemphill, School Board, stated that she appreciated seeing the PAC/DELAC LCAP process and that it seemed to be a very thoughtful process.

## **8. Adjournment**

Superintendent Smith adjourned the meeting at 9:10pm.

**Next Meeting: April 24, 2014: Draft LCAP for Review and Comment**