

LCFF/LCAP Public Forum
December 3, 2013
LeConte Elementary School Cafeteria
7 to 8:30pm

Javetta Cleveland, Deputy Superintendent of Schools, presented information on the Local Control Funding Formula and the Local Accountability Plan (LCAP) with a detailed powerpoint presentation and handout.

Donald Evans, EdD, Superintendent of Schools, and staff, facilitated the public comments portion of the event. Dr. Evans asked attendees to break into small groups and discuss what programs and services should be considered in the development of the LCAP. Attendees wrote down their comments on sticky notes and posted them on large pages with each of the 8 California priority areas written on them. A complete list of the comments is given below

Public comments in connection with these 8 California priority areas: what programs and services should the District consider in the development of the Local Control Accountability Plan (LCAP)?

- **Student Achievement**
 1. Lengthen school year in comparison to other countries.
 2. EL and African American kids need a lot of tutoring and intervention services and programs can be designed to provide these services in a well-designed after school program.
 3. Keep BHS library open later. Provide a tutoring center. More guidance counselors. Make kids feel safe.
 4. Work with community organization for student enhancement student awareness, personal growth and positive exposure. Self-development and additional preparation for life. International study and college tours.
 5. Parent education.
 6. More bilingual, Latino and African American teachers.
 7. ELD teachers at schools that have English learners. Thirty minutes a day is not enough. An ELD teacher can do the CELDT, organize language lab, and create ELD intervention groups after school. For intervention, a teacher should be full time to work with the after school program to teach tutors how to work with small groups, to organize intervention groups and to encourage families to see the after school program as an academic extra that will help students learn.
 8. RtI² throughout the District and at BHS.

9. Have 80% of 9th graders do at least 20 push-ups. 10% of time to just think. Give kids time to think. 10% time to invent. Give kids time to brainstorm together.
10. Transparencia: Donde estan los tacos? Dijeron que habria. Comida! Tenemos hambre. Tambien el guardia de seguridad tiene hambre! Supongo!
11. Teacher assistants in each elementary classroom. More teachers to help with students who are below proficient. Money should be dedicated/prioritized to direct service for students who are at basic, below basic and far below basic rather than spreading money out to serve the whole school.
12. Every penny of the state funds that are coming to the district for English Learners and low-income students should be spent on those students not spread out to serve all students.
13. More reading specialists in elementary schools.
14. Kids need to be motivated in ways that are relevant to them, i.e., in the garden, in the shop, in the gym, on the playing field.
15. Resource centers in each school for each subject: Math resource center, English center, Social Studies. Educator/Teacher/Support Person available throughout the day.
16. Math coaches to match literacy coaches at the site level.
17. School gardens and cooking.
18. More teacher support. More teachers per class. Interns.
19. The district should track the students in the dual immersion program from kindergarten through 12th grade. If students drop from the program every effort should be made to determine the reason.
20. The TWI program needs to be supported with materials and personnel. The students need to be assessed in both languages. The graduation rates for TWI students must be tracked so that the program can either show that it helps decrease the achievement gap or not.
21. Student progress should be aggregated and tracked from Kindergarten through 12th grade—including students in the dual immersion program.
22. Each school with students learning English as a second language should have a teacher that is trained and focuses on making the new Common Core accessible to English learners. All curriculum should be translated into Spanish for students in the dual immersion program.
23. Predictable formula for regular, proportional increase in teacher compensation in order to retain and attract the highest quality teachers.

24. Plan for technology across the district that looks at best practices from other districts and provides sufficient professional development for teachers.
25. Common Core: As a district BUS should adopt Gradual Release of Responsibility, Construction Meaning, and Systematic ELD to train and follow up supporting all teachers in teaching English learners. The high school has trained all teachers in CM. It needs to be district wide to be effective. Salinas (with more ELS) has done this CM & GRR and has results.
26. The reclassification criteria needs to change at the high school level. New: Proficient on CAHSEE or SBAC, Grades of C's or better in core classes, CELT level 4 or 5 overall.
27. More reading specialist support at large elementary schools.
28. If we focus on student achievement we can improve student engagement, other student outcome, and school climate! We need to put as many resources as we can to improve student achievement. (there is no reason for why we have the achievement gap that we do at BUSD).
29. EL coaches to support teachers for the high school needs to be full time and fully funded. Would be good at the middle school, especially King Middle, since it has more ELS.
30. Tutoring programs in the after school program for EL and African American students. Bilingual Teachers Aides in the classrooms. Bilingual early intervention teachers for all grades/earlier grades. Bilingual intervention teachers for 4th & 5th grades too.
31. Use technology to monitor classes and get accountability of teacher engagement, teaching, training, & preparation. Give teachers constructive feedback & monitor implementation.
32. Figure out how students learn that are failing. Close the GAP with this money. Use some of the initial funds to start the process of those suffering the most in the achievement gap: African American males. Activate student involvement in what they need to achieve. Involve experts to fix this problem.
33. Have a forum with the students that are impacted the most to find out specifics on what road blocks they experience & feelings on school climate/environment.
34. If all students need access to AP & IB classes at BHS, LCAP should plan for & fund AP augmentation classes, AP Scholars classes, & EALS (AP Environmental academic support class) now with BSEP enhancement dollars.
35. Inclusion of measures of non-cognitive skills: (resilience), creativity, problem solving, & collaboration.
36. Accountability for implementing best practices in teaching a diverse student body. Ensure teachers are doing it.

37. Teachers need more support: translation, more teachers in classroom.
38. Equity in terms of access to technology: possibly distributing equipment to low income.
39. For English learner Reclassification what test will be used? Need more communication for Spanish speakers.
40. We need to make sure our bilingual and TWI programs have ample staff and appropriate curriculum & assessment materials in English and Spanish. We don't have this at the moment despite several years of requests from bilingual TWI teachers.
41. Given the achievement gap in BUSD, we need to give priority of resources to English Learners and students disadvantaged by their socio-economic status: offer training and accountability on teaching students of color.
42. We need training on culturally responsive pedagogy and accountability for sites to implement it. We need ELD teachers at sites. (At least 1 per site at the schools with the most ELs.)
43. What about Special ed Students?
44. Discrepancy in African American achievement at BHS needs more attention/solutions.
45. Models that support high rates of student EL reclassification.
46. Learn from existing strengths/models from the exiting school programs & build on successes/share models, e.g., Rosa Parks academic intervention model for Language and Math.
47. Language lab at Rosa Parks. (Flood)
48. After school reading club & math club as targeted interventions.
49. EL teacher at each school to deliver new masterplan for EL.
50. Look to schools where programs are already in place & are working for targeted groups (i.e. Rosa Parks).

- **Student Engagement**

1. We need to rekindle the goals and aspirations of the "Equity Rubric." Who is holding that work? How are teachers being supported to implement the goals in Equity Rubric?
2. Diverse Teacher/Administration population.
3. Expand student exposure to varied environments—low-income exchange student programs, college tours, cultural activities e.g., Broadway plays, company visits.
4. There has to be engagement before you'll see improved achievement!
5. Better funded extended day program with late bus (if necessary).
6. Reading/Math intervention groups
7. Keyboarding & cyber skills taught by qualified, trained personnel.
8. Assess for engagement as well as for achievement!

9. The (MS) Bridge Program.
10. Niroga's Program: Transformative Life Skills (TLS) for having an impact on attendance climate. Worth looking at.
11. Provide counseling & mental health services as just free-will, walk-in, available to talk now. "Then I can go back to class with a freer mind or more encouraged."
12. LCAP/LCFF needs to provide money for bilingual tutors/mentors at BHS (& middle schools). Currently funded by BSEP.
13. Teachers should receive training on positive reinforcement rather than punitive consequences.
14. Implement restorative justice program in all schools.
15. Implement peer to peer conflict resolution program in all schools.
16. Involve students to find out what they need so they will want to come to school, which will increase attendance rates.
17. Find out how we are failing students by not finding way to engage them.
18. Better funded inclusion program support.
19. Support for whole child, and alternative learning through cooking and gardening.
20. Better support in terms of supplies for teachers/students.

- **Other Student Outcomes**

1. How are students with special needs addressed i.e., IEPs, Common Core?
2. Meet needs of students at large elementary schools with extra Special Ed/Rtl²/ULSS staff.
3. Really good tutoring programs after/before school with qualified certified teachers.
4. Bilingual teachers to work with EL students. Bilingual teacher aides for all classrooms or just teacher aides to help teachers.
5. Early intervention teachers for kids that need it.
6. Math Coach for each elementary school. Distribute coaches/other personnel by school population, not by site.
7. Emphasize reading instruction on K-2, not 3rd grade.
8. Teacher learning.

- **School Climate**

1. Include social-emotional development as a fundamental part of the plan (part of school climate) & everything else!
2. Where does cultural competence fit into this?
3. Restorative Justice programs as an alternative to suspension.
4. Social-emotional curriculum (Toolbox) is working well at Malcolm X.
5. School-wide social/emotional curriculum.
6. More college counselors at BHS.

7. Start college “awareness and college process from freshman year.
8. Prioritize school climate to obtain peer support, student engagement, and parent involvement. Culture where learning, empowerment & initiative are cool.
9. Understand options for school climate and socio-emotional development curricula and interventions. Would be good to know cost/benefit analysis of options available.
10. Find ways to make students feel like they belong. Stop the “othering” process.
11. A key missing piece of our PBIS system is a district-wide social-emotional curriculum. A social-emotional curriculum will build resiliency in students, improve student/teacher relationships, and remove barriers to learning for underserved populations.

- **Parent Involvement**

1. Provide parent teacher liaisons at each school to provide basic support to students and build relationships with families.
2. Need much more ELAC involvement among ESL families, especially since the LCAP will need to address these needs.
3. Need BUSD to fund translation services.
4. Take school funding/meetings outside of the school.
5. Increase outreach to community groups to increase parent involvement.
6. Strengthen engagement offices on site.
7. Other options presented to high school students who don't choose college.
8. Better organization for announcements of meeting for parents at district level (more time).
9. Parent involvement now funded by BSEP and EIA.
10. Home school liaisons at the high school need to be fully funded. In the LCFF & in the LCAP: Two Parent Center and One EL Homeschooler Liaison.
11. Find innovative ways to involve parents that traditionally have been less involved.
12. Counseling/play therapy groups for students.
13. Educational programs for parents and parenting classes.
14. Use more technology for parents to attend meeting virtually (Skype/instant chatting).
15. Parents must have access to information at every stage of the planning & implementation process. Information must be translated—it's the law.
16. Use some of the initial \$650,000 to translate the Common Core curriculum and translation of meetings as well as information about implementation of LCAP.

- **Basic Services**

1. Feels like technology needs to be talked about here: hardware, internet access for all (home & school), teacher/student training for use.
2. EL teacher at each school to support the delivery of new Master Plan for EL.
3. Work with the unions so that subpar teachers can be eliminated. Determine subpar based on concrete result standards. For example, at BHS a chemistry teacher has 90% of his class failing. Some students get A's & B's in other classes or in Chemistry with a different teacher. Teacher was not fired or ?
4. Two literature coaches at big elementary schools (i.e, Thousand Oaks, Malcolm X).
5. Free or reduced lunch program at BHS.
6. Big question: What would equitable distribution of funds to schools look like? Proportional by size? Proportional by eligible unduplicated? Even?
7. Counseling and play groups for students that need it.
8. Elementary schools: Bigger schools should receive more support (proportionately) than smaller schools for Literature coach, Math Coach, Secretary, Office Staff, Custodial, Library.
9. Better counseling/basic services for students/families.
10. Art.

- **Implementation of Common Core State Standards**

Priority: Update Red 180 (reading intervention program) at all three middle schools to the "Next Generation" edition which is aligned to Common Core State Standards. (We are currently using the outdated, and inferior, "Enterprise" edition, which is not aligned with CCSS. For more information contact Nina Ziskin, Read 180 Teacher, Longfellow, ninaziskin@berkeley.net, 510-847-8342.) The majority of Read 180 students are low-income or ELL or both. There is a lot of data collected on students' progress in Read 180.

11. More professional development for all staff, especially for Common Core. We noticed that teachers aren't explicitly mentioned in the 8 California priority areas.
12. Ongoing attention to Common Core after the initial two years, equipment and professional development.
13. We need to train teachers on how to make the Common Core State Standards accessible to English learners. This means teaching them how to scaffold ELA and Math, as well as other content, and learn how to teach academic language.

- **Course Access**

1. Create a better/fairer way for students to access classes. Make sure “all students” know how the system works.
2. Longer day!