

NO QUORUM - UNABLE TO APPROVE,

LCAP PAC Meeting Minutes

March 12, 2015

Longfellow Middle School Library
1500 Derby Street, Berkeley, CA

PAC Members Present

Deidre Tansey – Emerson Elem.
Timothy Carter – Jefferson Elem.
Paz Melendez-Canales – LeConte Elem.
Rena Dorph - Rosa Parks Elem.
Jennifer Kaufer - Washington Elem.
Bethany Schoenfeld - Longfellow Middle
Mimi Pulich – Martin Luther King Middle
Marc Beyeler - District

PAC Members Absent

Mike Sowie - Berkeley Arts Magnet Elem.
Martin de Mucha Flores -Cragmont Elem.
Navy Saray -Jefferson Elem.
Timesha Lee - John Muir Elem.
Brett Cook- Malcolm X Elem.
Donna Jones - Oxford Elem.
Patricia Montano -Thousand Oaks Elem.
Anthony Acosta - Washington Elem.
Kimberle Sanders - Longfellow Middle School
Laura Cho – Willard Middle School
Christine Meuris - Willard Middle School/Dist.
Orlando Williams - Berkeley High School
Iris Grace – Berkeley High School
Deebie Symmes - Berkeley High School
Athena Addison - Berkeley Tech Academy
Lynn Brewster – Berkeley Tech Academy
Laura Babit- District

1. Welcome and Introductions

Ms. Saddler, BUSD Director of Programs & Special Projects, called the meeting to order at 6:30 p.m. by welcoming attendees and asking everyone to introduce themselves.

Handouts provided:

- *LCAP Parent Advisory Committee/ PAC Meeting Agenda, dated March 12, 2015*
- *BUSD Budget LCAP Summary, prepared by Laura Babitt-PAC*
- *Preliminary Site Allocation Summary 2015-2016 Draft*
- *BUSD Local Control & Accountability Plan LCAP:2014-2017*

2. Agenda Review/Quorum

Questions and Answer will be allowed at the end of each agenda item.

No quorum was established

Quorum is 11 of the 21 appointed members of the LCAP Committee.

3. Minutes

Minutes from the stakeholder meeting will be shared on **April 7, 2015**

4. Recap LCAP Forum - Ms. Saddler

The LCAP Forum took place in the theatre after the stakeholder's meeting. There were questions about toolbox for preschool and middle school, and the recruitment of teachers of color. The process to get toolbox into middle schools is already in motion for implementation in the 2015-2016 school year. Ms. Saddler hopes to bring Catherine Bartz (*School Psychologist/Behavior Analyst Positive Behavioral Interventions and Support (PBIS) Coach*) to a district PAC meeting to address planned implementation of toolbox in the district.

Regarding the hiring of teachers of color in the BUSD, Ms. Saddler shared that it has been difficult recruiting and retaining teachers of color. At a board meeting where teachers spoke about their experiences in the district. Some of the stories were heart breaking as teachers talked about their experiences of being the only teacher of color at their schools. One teacher of color who worked for the district for twelve years teared up when she talked about a parent wanting her child transferred to a different class when this parent found out that she was a teacher of color and did not have a reputation. This particular parent did not trust that the administrators hired a qualified person who happens to be a teacher of color. It is hoped that by working with the National Equity Project, the district can build a systematic approach to going out to the community, the Bay Area, and California to find and recruit teachers of color.

The Executive Director for the National Equity Project was a teacher at Berkeley High School for seven years and is therefore familiar with the culture. She has done work with Pedro Nogera, and she says that she was torn when she decided to walk away. Still-to this day, she cannot go back to Berkeley High School. She is excited to be back working in Berkeley and she hopes she can get over her fear, but also really help us because she understands the depth of the problem we are facing in Berkeley.

6. BUSD Budget LCAP Summary - Ms. Saddler

Ms. Saddler had a Business Analyst review the BUSD Budget LCAP Summary and update it because a few of the numbers were off. This is partly because the LCAP numbers keep shifting. These are the most accurate numbers. In this budget you will see the goal description, sub-goal, which is the action summary; the amount of money budgeted for 2014/15, and the amount projected for the 2015/2016 & 2016/17 school years.

This is all from the work that the PAC did last year. For example, RTI staffing and RTI coach are dual funded - partly out of BSEP and partly out of Supplemental Services. \$507,100 is funded out of BSEP and \$387,200 is funded out of Supplemental Services.

Ms. Saddler gave an LCAP Quiz – Some of the questions were: How do we generate LCAP funding? How does the state determine how much supplemental funding we get? And who are our targeted students? Responses: Targeted students are Foster youth, free and reduced priced lunch students, and English Language Learners.

On the Preliminary Site Allocation Summary this year Ms. Saddler noted that there are many English Language Learners at each school and she discussed next year's projections. The data is pulled from CAL-PADS, (California Longitudinal Pupil Achievement Data System-) the system that identifies EL, foster youth, and free and reduced students and it is pulled every year on October 3rd. Therefore it does not matter if a school gets ten new kids in the middle of the school year, the number does not change.

For ELD (English Language Development) and RTI, (Response To Intervention) allocation was based on the funding formula and these schools received a minimum of .2 and maximum is .6 staff allocation.

The LCAP Summary document was emailed to everyone. It would be helpful to look through sections 3a and 3b - review services, targeted and action to prepare for the April 7 meeting.

LCAP funded Parent Liaisons and Supervisor - Charity DaMarto, will give an update on the Office of Family Engagement and Equity (OFEE).

Middle schools received Bridge, a part time TSA for ELD, a Bridge .2 for 6th grade and a .2 for 7th grade. \$5,000 was allocated for mental health services for each school. Ms. Saddler questions what we are doing with the \$5,000 and if it is equitable. Restorative justice should be under mental health services. You will hear more on April 7.

Ms. Saddler will talk to Neil Smith about how the decision was made about Literacy Coaches and how the BSEP allocation was made originally.

Question: Mark Coplan asked about an LCAP summary spreadsheet and an overview of funding.
Ms. Saddler responded that Michelle Sinclair will speak more about this in her presentation.

6. Berkeley Public Schools Local Control and Accountability Plan LCAP 2014-17

Michelle Sinclair, Coordinator for Professional Development and BTSA (Teacher training program)

Ms. Sinclair discussed the structure of professional development and how it works in the district. Her department is multi-funded. All positions on the team for this department are multi-funded. There is a math coach and 11 teacher leaders, one at each site that work as a team and the district coach leads them. The district coach leads them. There is a middle school math coach and four teacher leaders at the schools sites. King Middle School has two teacher leaders because of its size.

Elementary literacy coaches- There is one district level Literacy Coach Position, which is shared by two people. There are Literacy Coaches at each site. There is a district literacy coach for middle schools and three literacy coaches at the sites.

There are Science Teacher Leaders, and no district coach.

One ELD (English Language Development) coach at district, and an ELD teacher at every site in the district.

One Positive Behavior Intervention Support coach (These are not all full time) at the district and we have professional development site teams that consist of teachers and staff.

There are RTI coaches at every elementary site, which is new this year with LCAP funding, and there are Equity Teacher Leaders at each site

We have Professional Development (PD) opportunities for teachers each year in their contract. These are two full day professional development that take place when students are not in school and teachers come to school

There are 5 district collaboration days. The district decides and sometimes the sites decide the PD for this time. There are other opportunities for Professional Development such as the last two weeks in June, August, and before school starts. Teachers are released and get subs; sometimes, for after school PD opportunities, teachers are paid.

Professional Development has been focused on: Common Core Math - Story of Unit at the elementary level, and the Story of Ratios at the middle school level. The PD has focused on understanding the standards, modeling, how to teach math the new way, differentiation, engagement, and technology.

Question: Can you give us more detail about PD for Math?

For middle school math, during collaboration they come together two times a year. In October teachers met in the afternoon and in November they met for ½ day. They are holding a training for middle school math at the end of this year.

Question: What about Elementary?

Elementary school does not have as many collaboration days as middle school because we are competing with other subjects. We normally keep the teachers at the site on those days because there are too many start and end times. We just did one on Wednesday and we had time to collaborate on Math. The Math coaches then take the information to the sites.

English Language Arts (ELA), is divided by elementary and middle school.

Question: The teacher leaders, are they just giving training on staff development days?

Teachers are stipend and they meet twice a month for 1.5 hours with the district coach. The leads take the information back to their sites. This model works well, as they select the strongest math teachers at every site and they come together and plan professional development. For example: in October for elementary they had various workshops where teachers choose which workshops they wanted to attend. They had Anchor Charts, differentiation, and the Math Teacher Leaders lead the workshops.

Question: Do the teacher leaders get to work with specific teachers one on one for their specific needs?

In math they don't because they are full time teachers. It is different with Literacy Coaches who are not full time teachers. However, the math coaches come around to the sites to work with the teachers in elementary and middle schools.

Elementary level – There was a new teacher training, part 1, 2, 3. Part 2 & 3 teachers go into a model classroom and see a teacher do a whole lesson. There were new teachers, teachers who were new to their grade levels, and teachers who felt they needed support with instruction. Also the Lucy Calkins writing program was introduced.

For Middle School English Language Arts, they get lots of time to get together on collaboration days. The district coach leads them on scoring, rubric, reading, Common Core strategies, etc.

Science – There are teachers who teach 4/5 science; they are focused on science. In K-3, the teacher teaches science. Science teachers meet once per month with the Science Teacher Lead. At the middle school level there is a teacher lead who is a nationally board certified science teacher. She is leading the science teachers into the next generation of science standards. They have been focusing on understanding the standards because they are much more complex than the old standards.

English Language Development (ELD) – District Coach is K-8. He meets with ELD teachers twice per month. They use a program in elementary called Systematic ELD, so they do a lot of collaboration around how to use it. There is also a position funded at the high school .6 and the District Coach has been using Constructing Meaning. They have also attended an EL conference this summer.

PBIS - Toolbox was implemented this year. Toolbox is a new socio-emotional curriculum. Toolbox staff held a PD for staff. Now BUSD will use the train-the-trainer model for ongoing training.

Equity – There was an Equity Professional Development with Elementary school staff. They want to hold one for the middle school. The principals facilitated this along with the Equity Teacher Leaders. They taught teachers four strategies to create more equitable outcomes for students of color. Speaker (Equity Leader) Pamela Harrison Small did a beautiful keynote speech, then teachers went to two workshops where they received two strategies at each workshop. There were a lot of Cultural Competency Foundation Academies, like the ones that Pamela Harrison Small leads. They were held in August, January, March, and two academies will be held in June.

Question: Is the equity training a requirement of their jobs?

Ms. Saddler shared that the goal was to have 100% of Middle School staff trained on cultural competency, but only 80% were trained. All of the Longfellow staff was trained because the trainer was brought in to do the training. There was a goal that when the class of 2020 came to middle school, all teachers were to be trained. Now we are trying to train K-8. Only \$4,500 was allocated in the budget and it was funded through BSEP, but it is in the LCAP plan and therefore this is an area we can look at when we get into the evaluation on April 7. We are trying to get all of the administrators and classified staff (IAs and Safety Officers) into these trainings.

Inclusion – There was an inclusion specialist who came and he was a Keynote Speaker, followed by a choice from 21 workshops (2 that day) on inclusion. The feedback has been that staff wants more of this type of training. Sometimes for trauma, two different sessions are offered.

Question: What percentage of LCAP funding supports these trainings?

It is difficult to say because there are so many other funding sources. Supplemental was connected to the child, not the school site. The sites don't get to decide on supplemental money. The school board decides based on the recommendations from the PAC. If you see that you would

like to have more funds go toward something in particular, then the PAC will make that recommendation to the board. Therefore, when it is determined how much supplemental funds go to a school based on the funding formula, the money does not go directly to the school. It supports the people who go out and do the services that go to the school.

Question: What are the supports for teachers to implement strategies learned from professional development?

When it is something like equity strategies, we work with the equity teacher leads who go back to their sites and share the information.

7. Family Engagement and Equity

Charity DaMarto, Supervisor for the Office of Family Engagement and Equity (OFEE)

This office works with students in the supplemental subgroups.

The focus of this office is chronic absenteeism, which means students miss ten percent or more of school. A lot of the school data is on truancy and not absenteeism. This is something tangible that we can report on. OFEE looked at the systems within Berkeley Unified School District that are connected to attendance and specifically how the data is tracked. Then they identified the resources at the school sites (i.e. school secretary, site coordinators) that could then provide wrap around support to families of chronically absent students.

Ms. DaMarto rewrote the district truancy manual to address chronic absenteeism which might reduce truancy. The 2014-15 school year began with special attention to attendance and the designation of a district wide District Awareness Month. In the first few weeks of school, the Office of Family Engagement and Equity staff were out at the elementary schools handing out stickers with the theme ‘Attend today achieve for a lifetime’. The Site Coordinators collaborated with principals and others at their sites to identify absent students and they made personal telephone calls to the families to find out if there were obstacles that the office could help with, i.e. transportation. They were funded to provide attendance prizes for students. There are currently students in the district who have already missed 60 days of school for the year. Therefore, when the staff is working with the families that need a lot of support, they are helping families breakdown barriers. This can mean helping to clean someone’s house, going to court with families, etc. These actions are not tangible, therefore tracking chronic absenteeism is one way to track our work. There might not see a remarkable difference in reading scores because only one barrier was removed, but they thought that if they could get the students in their chairs at school, that was an accomplishment. Some students are at school for two weeks, and gone for two weeks. When they return, they are encouraged.

OFEE (Office of Family Engagement and Equity) started a new data process with the district. Working with the City of Berkeley Public Health and BUSD Student Services, they provide data to principals regarding where parent support and training is needed.

This is the first year of the Black Parent Affinity Group with a Black Parent representative from each school. More information on the group will follow

ELAC- English Language Advisory Committees, were not functioning at each school. There are currently functioning ELACs at most school sites. District English Language Advisory Committee numbers increased because of the growth of the ELACs. OFEE also found that parents are not as much interested in state mandates as they are with the school curriculum, what their children are being taught. Therefore, they have invited ELD (English Language Development) teachers to ELAC meetings, and now they are teaching parents about ELD.

OFEE also have ELAC / DELAC think tanks where we they set aside four meetings. OFEE is meeting with ELD teachers who have committed to improving their ELACs at their sites. They have found that many of the ELD teachers did not know about ELAC and DELAC, therefore Ms. DaMarto is spending lots of time with them discussing advocacy and multilingualism. OFEE is working on positive messaging, and thinking about changing the name of English Language Learner to Multilingual Families.

Ms. Saddler noted that ELLs are one of the subgroups that we are targeting, and we have gotten about twenty five complaints about parents not wanting their children to get ELD instruction, but it's one of the subgroups whose progress that will be monitored by the state.. We are really trying to educate parents around why it's important to get them on track so they can access the curriculum.

OFEE's goal is to make ELD a positive thing, so that it is seen as an added support in their child's learning, like interventions that children receive. We did not always have ELD instructors and now we do.

The Black Parent Affinity Group- is a community building group consisting of one to two parents from each site. It meets monthly and discusses personal healing and being a support for their counterparts. They also talk about literacy and parenting skills. They are reading a book 'Being a Parent Champion' by Tovi Scruggs which is a book that addresses the responsibility of parents and that of the school.

The Black Parent Affinity Group collaborated with the library to bring author Andrea Pinkney (African American) to the district for a fireside chat. Pinkney writes books about African American heroes, history and culture.

The meetings are informal, where families have dinner together and get to know each other. Parents had to make a commitment to be in the Black Parent Affinity Group; they started with three people per site and now are down to two and some sites to just one parent. The commitment was to attend one empowerment training each month which focused on personal healing, navigating our children's education, and developing advocacy skills. Another commitment is to serve on a committee at a school site. Parents also commit to organizing one parent empowerment meeting at their school or home community. This is something that they are working on next. Another commitment is to attend two full day parent retreats. They've had one already and a second one is scheduled for April.

Question

Have you targeted those students in illuminate or PowerSchool so that we can monitor their progress academically?

Ms. DaMarto said no, but that they should be; however, lots of families that are a part of this group, have children who are very successful in school.

Question

How about the Equity Teacher Leaders that you meet with?

Ms. DaMarto stated that this was not in this report because of the collaboration with Pamela Harrison-Small. For College and Career Day today, she attended a couple of sites and they were amazing. This was all a result of one short training that they gave to the Equity Teacher Leads and following up with them on their plans for their sites.

Mental Health Evaluation

Hannah Melnick (Student in a Master's program at UC Berkeley & has worked on LCAP in the past) Ms. Melnick also worked with the county to go into each of the elementary and middle schools to work with principals and teachers.

Ms. Melnick stated that people are becoming more aware that behavioral mental health is critical to learning, and that we have to address student needs before they can address their learning. What she wanted to find out was what supports schools are already providing and whether the supports are from the district or supported by their own site initiatives. Also, she wanted to see how they could build upon the strengths of those programs, how those strengths be shared with other school sites, and what were the challenges they would need to overcome. They interviewed coordinators, counselors from each of the outside providers like Berkeley Mental Health, Family Engagement staff liaisons, psychologists, special education staff that provide direct support, and teachers (both general education and special education). They were doing this work with Alameda County Center for Healthy Schools and Communities. They are connecting focus groups with low income families. One question was, what do these supports really mean to the kids and their families? They want to find out if families are feeling supported and if they want more? They are working with Ms. DaMarto to get parent input, PBIS, Tier 1 support to individual therapy. Finally, they will be looking at LCAP surveys, some that are given to students who receive counseling, and looking at billing data to see if we are maximizing our resources from medical and other grants.

Comments

Ms. Saddler stated that one of the reasons we ventured into this separate evaluation is that under LCAP each school received \$5,000 and each site was allowed to identify the providers they wanted for mental health services at their school. Each provider does it in a different way, and at some of the schools there are strictly one or two mental health interns with no licensed person there. These interns work with the students at the sites and then go back to their agencies to talk to their supervisors at the agency and there is no connectedness to the school. At some schools there are three or four interns and a supervisor comes in one or two times a week to supervise them there. At Longfellow there is a licensed social worker that is paid for by categorical money; the site fund money buys the service of the social worker and she brings interns with her from the universities which costs nothing. Therefore, we pay for the salary of one and get the service of thirteen people that are at the site every day and engaged with the students. It is similar to the model at Rosa Parks. Ms. Saddler said that having worked at two schools with strong models of mental health and a positive school culture and climate, she was concerned that we were fragmented with the little money that LCAP gave each school. She said that we need to approach this in a more systematic way. When she visited Alameda County they were able to look at the billing and found we pay one of our agencies \$5,000 and they are billing \$4,500 in a quarter for seeing our students. We should be doing that billing so that we can enhance our services and so we can have a say in what the service are; how well it is working, and if it is not working, how do we change it. Is it culturally responsive? Do the interns working with the students reflect the students they serve and do they understand where they come from? Or, are they culturally disconnected? Ms. Saddler hopes that based on the findings and recommendations on April 7, that the PAC will agree that we should take that \$55k and do things a little differently.

Question - Is your work surfacing that kind of qualitative and quantitative differentiation so that the typology of what the service look like from weak to super strong? Are you getting that?

Ms. Melnick responded that there are two pieces to it: A part of it is what are their models and what services are they providing. There's a huge variety. Some are providing a couple of interns a week. Some have someone supervising a team of interns and they are working intensively with them, while others have three different counselors that are providing different services. There is a lot of variation in what they're providing. The other part is the relationships. When we go into the schools we see who feels really connected to the families and the kids. A part of that is that \$5,000 is almost nothing. Schools are having to be resourceful in how to manage their resources. They're relying on medical which is great if you're using it the right way. A part of it is looking at what all the schools are doing and weighing the options.

LCAP Target Areas for Review

Lina Anderson

Lina presented data at the February 25th Board meeting and she is responding to some board member questions about some end values. Additional information that she collected February 25 would not be presented because it has to be presented to the Board first. She will present everything at the April 7th meeting.

Question – Why must it be presented to the Board first? Which board meeting?

Correction – Not the board meeting but the cabinet meeting.

We use the TCRWP results to gauge the literacy fluency of the cohort that is now in the 3rd grade. This data compares October test results (when students were 2nd grade) to their 3rd grade TCRWP scores. There is growth in all subgroups.

Avid and Bridge: participation is determined by Academic Performance Index (API) and kids with risk factors. Bridge teachers follow students through high school and college. Avid starts in the 7th grade and should follow a student through high school. There are 223 middle school and only 59 students in Avid in high school. Ms. Saddler noted that the learning academies at the high school make it difficult for students to take the classes. Additionally, taking Avid after school interferes with sports, music and other enrichment activities.

Question - How many kids are we turning down? How many high risk students who are non-bridge and non-Avid out there?

There are more Bridge students than space and many slots for Avid are unfilled. There is a problem with the structure that does not make AVID possible for students who need the support.

Question regarding the hiring of teachers of color –

In the end game, are we going to get the data by schools? This parent noted that

BUSD has so much district but not disaggregated data that will help to identify schools that do not have teachers of color on their staff.

GPA's- Can we get detail data instead of just averages? Would like to see how many GPA's are going up.

Ms. Saddler said that we can take these questions to Debbie to see if we can get this data.

Follow-up request for additional documents:

List of all things that are funded by LCAP

Request to send out all of the presentations

Ms. Saddler will also send out all handouts electronically

Charity presented LCAP review documents from another district that is formatted in a colorful and clear format.

Email Ms. Saddler with questions and suggestions with things you want reported on.

Make sure you contact your school sites to see where they are with their evaluations

Respectfully Submitted,
Ann Callegari