

From: Superintendent Donald Evans, Ed.D

TO: LCAP Parent Advisory Committee

Date: June 7, 2016

RE: Response to Comments submitted May 16, 2016

I. Administrative vs. Direct Services

In analyzing the planned spending, it became very apparent that the Supplemental Funds are being heavily used to fund administrative positions. Along with this, we are still not finding that BUSD is looking at providing and implementing services based on proven best practices, or parent/community requests for quality direct services/increased instructional minutes, or with add-on programs that can reach more of our students directly, or with a means to ensure these funds are being used wisely with the best possible cost per student outcomes. This year PAC members are increasingly concerned about this use of the funds, as we believe that direct student services are the most optimal use of LCFF funding.

Goal 1 is to "Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success". However, \$2,050,354 which is 59% of the supplemental fund budget for this goal has been directed towards administrative functions that BUSD has not proven will improve the quality of classroom instruction and are clearly not a direct intervention service. The PAC strongly feels that this allocation of funds misses the boat; BUSD should be using these funds to increase the instructional minutes or direct services for BUSD's unduplicated/historically underserved students.

The New York Times (as well as many credible research institutions) recently reported that the primary reason the achievement gap exists is due to the additional direct learning opportunities families with higher incomes provide and can afford to provide to their children. Given that supplemental funds have come to BUSD primarily as a result of low-income and English learner student enrollment numbers, it makes absolutely no sense to prioritize programs that increase administrative roles over direct intervention support. The PAC believes that it speaks for many

parents and community members who want assurances that these supplemental funds actually serve BUSD’s targeted students in tangible ways with clear measurable outcomes. Goal 2 is a good example of how to do it right. 87% of the Goal 2 funding is clearly being used on a system that is culturally and linguistically responsive to the needs of BUSD’s English Language Learners. These efforts are concentrated around working directly with these students for at least 30 minutes of direct instructional time per day. The results as presented to the PAC in the March mid--year review continue to show gains towards these students meeting the desired reclassification goals. This same approach needs to be used more heavily throughout Goal One to make a tangible difference in serving BUSD unduplicated students.

Dr. Evans’ Response:

There is a concern from PAC that Supplemental Funds are being heavily used to fund “administrative” positions. After careful review of direct services provided to unduplicated students, we believe that 83% is direct services to students and 17% is non-direct. The chart below shows direct and non-classroom positions (non-direct services) to students. In order to provide the best range of individualized services to students, research shows that students must be case-managed and progress monitored to ensure that they are receiving the most appropriate services and interventions.

| LCAP Goal | Item | Total | Grade | Type of Service | Total Direct | Total Non-Direct |
|-----------|---------------------|-----------|---------|-----------------|--------------|------------------|
| GOAL ONE | | | | | | |
| 1.4S/1.6S | RTI2 | \$925,030 | TK-5 | 80% -Direct | \$740,024 | \$185,006 |
| 1.5S | Math Coach | \$276,086 | Tk-9 | 100% Non-direct | \$0 | \$276,086 |
| 1.9S | STEM | \$70,000 | K-5 | 100%-Direct | \$70,000 | \$0 |
| 1.12S | Lit Coach | \$266,058 | TK-5 | 100%-Direct | \$266,058 | \$0 |
| 1.13S* | Intervention | \$142,083 | K-8 | 100%-Direct | \$142,083 | \$0 |
| | Before/After School | | | | | |
| 1.15S | AVID | \$163,728 | 7-12 | 100% Direct | \$163,728 | \$0 |
| 1.16S | Bridge | \$220,009 | 6, 9-12 | 100% Direct | \$220,009 | \$0 |
| GOAL TWO | | | | | | |

| | | | | | | |
|-----------------------|----------------------------------|-----------|-----------|-----------------|-----------|-----------|
| 2.3S | PLC | \$40,000 | TK-12 | 100% Indirect | \$0 | \$40,000 |
| 2.4S | Recruit and Retention | \$60,000 | TK -12 | 100% Indirect | \$0 | \$60,000 |
| 2.6S | EL | \$994,647 | TK -12 | 100%-Direct | \$994,647 | \$0 |
| | | | | 20%-Direct | | \$8,000 |
| 2.7S | EL - Lead | \$40,000 | TK-12 | 80%-Non-direct | \$32,000 | |
| GOAL THREE | | | | | | |
| 3.2S** | BHS Intervention | \$214,893 | 9-12 | 100%-Direct | \$214,893 | \$0 |
| | | | K-5 | | | |
| 3.4S | RP – Washington/BTA | \$40,000 | 9-12 | 100%-Direct | \$40,000 | \$0 |
| 3.6S | MS RP Counselors | \$306,990 | 6-8 | 100%- Direct | \$306,990 | \$0 |
| 3.7S | Behavior Health | \$147,355 | K -5, BTA | 100% -Direct | \$147,355 | \$0 |
| | | | | 40% -Direct | \$51,165 | |
| 3.8S | Coordination of Services | \$127,912 | TK-8 | 60%- Non-direct | | \$76,747 |
| 3.9S | BPK - | \$20,000 | 9-12 | 100% Direct | \$20,000 | \$0 |
| 3.10S | RP -BHS | \$60,000 | 9-12 | 100% -Direct | \$60,000 | \$0 |
| ?? | RP - PD | \$15,000 | 6-8 | 100%-Non-direct | \$0 | \$15,000 |
| | | | TK-5 | | | |
| 3.11S | Family Engagement | \$331,447 | 9-12 | 100%-Direct | \$331,447 | |
| GOAL FOUR | | | | | | |
| 4.1S | Evaluation | \$127,161 | all | 100%-Nondirect | | \$127,161 |
| 4.2S (6.41%) | Indirect Cost | \$299,424 | n.a. | | | |
| Proposed New Services | | | | | | |
| RTI MX** (.4fte) | | \$40,932 | TK-5 | 100%-Direct | \$40,932 | |
| Early Back ** | | | | | | |
| Summer Literacy | Two Weeks and Saturday Workshops | \$30,699 | 42372 | 100% -Direct | \$30,699 | |

| | | | | | | |
|--|-----------------------------|--------------------|--|----------------|--------------------|-----------------------|
| | SUBTOTAL | \$4,970,617 | | | \$3,872,030 | \$788,000 |
| | <i>after 6.41% indirect</i> | \$4,671,193 | | <i>Percent</i> | DIRECT 83% | NON-DIRECT 17% |

* - Approved Service to begin in 2016

** - Increase Services for 2016-17

II. BUSD Decisions Made With Inadequate Evaluation Data

The data (substance, format, and timing) provided to the PAC regarding the effectiveness and impact of the LCFF investments are inadequate for proper review and oversight of the use of these funds. The inadequacy of the evaluation efforts and resulting data constrain the PAC, district personnel, and the Board from being able to (1) make evidence--based decisions, (2) plan for investments or make mid-course corrections in funding strategy, or (3) provide insightful advisory comments.

This calls into question whether or not BUSD has made its decisions with an appropriate level of fidelity and fiscal responsibility to the goals of the LCAP Plan. For example, in addition to the educational results provided for unduplicated students, the data for students who are not unduplicated (instead of or in addition to all) is never provided; without this information, there is no way to assess any achievement gap. To be more specific, it is not enough to show results as unduplicated vs. all given that the "all" numbers include the unduplicated thus minimizing the appearance of a gap. Moreover, bundling all data for all students at all schools, and in some instances all grades, dilutes the value of what the data conveys. Further, the PAC has asked for data disaggregated by school to be made available as well so we can understand if certain versions of program implementation are resulting in better outcomes for unduplicated youth. However, we still have not been provided with any of those data points. As we said last year, we need more robust program evaluation efforts for each of the investments, with priority placed on high quality evaluation of the largest investments.

Compelling evidence of an effective program might include:

- Quantification of student skill mastery levels developed through the program

- Growth in % of students meeting grade level standards
- More students served from the unduplicated group
- Data that reveals narrowing achievement gaps
- Disaggregated data revealing which school's practices lead to program success.
- More efficient services (students more quickly identified, more quickly served, better served by more successful match between need and service).
- Determinations of whether or not staffing levels are adequate
- Caseload indices and the number of contact hours for direct services
- The calculated program cost per student served per contact hour. Currently there is no plan or capacity in place to collect or analyze these kinds of data. Without these types of additional analysis, the PAC continues to see district decisions made based on feel good concepts instead of fact-based evidence.

Dr. Evans' Response:

As per requirement by the LCAP, evaluation using the state required metrics is what drives the evaluation processes. In Berkeley, we provide a much more thorough evaluation as was included in the Annual Update, the full internal evaluation provided to the Board and PAC in August and September upon release of all 2014-15 data and on-going evaluation as released to the Board, PAC and EAC according to the LCAP Calendar. In addition, evaluation was provided through a mid-year evaluation. In addition, the LCAP 2015-16 and 16-17 contains a full-evaluation of each action with the percentage of unduplicated students served, their growth and the manner in which they were served. Each of these are posted on the LCAP Web Page. See attached table for an example of the new model of more direct evaluation.

- Quantification of *student skill mastery levels and growth in % of students meeting grade level standards developed through the program* - this was provided in the Mid-Year and

Summer LCAP Evaluation and will again be provided in detail at these times. Where appropriate and available, student skill mastery levels are broken down by action in the Annual Update.

- *More students served from the unduplicated group* - The measure of students served by action / service in the Unduplicated group was provided in the Mid-Year Evaluation, provided in Section 4 as well as in the appendix.

- *Data that reveals narrowing achievement gaps* - where there was narrowing achievement gaps, the data was clearly displayed in the different methods listed above.

- *Disaggregated data revealing which school's practices lead to program success.* - To preserve school confidentiality, unless a program or service is directed at a specific school (Ex: Intervention Counselor at BHS, Restorative Practices at Washington Elementary School), school practices are observed and discussed within Educational Services, Principals' meetings and where appropriate with support staff. Comparing individual schools or cohorts may be statistically insignificant and/or unintentionally become a personnel evaluation rather program evaluation. Student data shared at the state or federal level that is broken down by school will be made available.

- *More efficient services (students more quickly identified, more quickly served, better served by more successful match between need and service).* The BREA department is happy to share more about the process of identification of students at the beginning of the school year including classroom profiles, case management and intervention lists, chronic absenteeism lists, the Academic Support Index and the transition rubric between 5th to 6th and 8th to 9th grade as well as the Kindergarten Universal Screener. In each case, the support staff and administration is provided with listing of students using multiple measures to identify and begin to serve students as early as the first week of school and training on how to maintain these lists and provide the most effective services. See Appendix.

- *Caseload indices and the number of contact hours for direct services* - In 2016-17, the Evaluation will include an evaluation of caseload and contact hours for each direct service.

- The calculated program cost per student served per contact hour. Currently there is no plan or capacity in place to collect or analyze these kinds of data. Without these types of additional

analysis, the PAC continues to see district decisions made based on feel good concepts instead of fact-based evidence.

While Appendix D and Section 4 provide a breakdown of the cost of the program and the percentage of unduplicated students served, the addition of the contact hours for direct services in 2016-17 will allow for a better cost-benefit analysis of program.

III. Inadequate Program Development and Program Evaluation

At the heart of every LCFF funded program is a concept that appears reasonable or may sound good. Some may even be based on research on the implementation of related programs in other locations. However, consistently it appears that some LCFF funded programs are launched on the basis of a concept alone. New resources are hired for school sites; and program development is to occur simultaneously and be enacted by another newly hired resource, a coordinator, (usually a TSA or LMSW) who may not have any comparable job experience, let alone the ability to manage distributed resources for whom report into principals.

To demonstrate the program's efficacy, existing district assessments (which may or may not be specifically aligned to the goals of a particular program) are extracted for a program's unduplicated student subgroups.

After a year or two of chaos, a district wide program may begin to take shape or the program may get scrapped. It doesn't have to be this way. The PAC wants the Board to set a higher bar for LCFF programs. Don't approve LCFF funding for a new program without some initial program development, identified evaluation measures, pilot efforts that show positive results within the BUSD context, and drafts of implementation and contingency plans.

Dr. Evans Response:

In the beginning years of LCAP implementation, job responsibilities were being developed. As we move forward, we will continue to refine the responsibilities to ensure maximum support for identified students. In the 2016-17 Appendix, each program has been aligned to metrics and

evaluation measures to be provided throughout the year and through the on-going qualitative evaluation we will continue to review measures to actions.

IV. BUSD Has Failed to Define Roles, Goals, and Accountability Measures for approximately \$3.1M of Supplemental Funding

The May 4, 2016 Board Memo from Patricia Saddler, Director of Special Programs to Supt. Evans as presented to the BUSD Board of directors and the community at large stated: “There is a need to further define the roles and responsibilities of the LCAP 2, supplemental funded positions (RTI, ELD Teachers, Family Engagement, Literacy Coaches, Math Coaches, and CSA, Coordination of Services)”.

Members who have been on the PAC from its inception note that BUSD staff has promised these plans would be implemented with clearly communicated roles and responsibilities so that we could ensure the targeted students were being served by these programs or administrative functions in a new or more effective way. The Board of Directors also consistently pushed for clarity around defined roles and accountability measures. Because this kind of lack of clarity has been proven in the results or lack thereof over the last two years, the PAC would press the Board of Directors to make this a mandatory requirement of Superintendent Evans before the Board approves this plan this year. These positions total \$3.1M of the supplemental funds, and \$5.2M of LCFF Base, LCFF Supplemental, BSEP, and Other Funds balances. It would be negligent for the Board to continue to allow BUSD to spend these funds without (1) specification and clarity of the roles and responsibilities for these personnel, and (2) evidence that this information has been clearly communicated to staff personnel and their school site Administrators directly.

The PAC would also like to see the district communication which explicitly states not only the role and responsibilities of these LCFF Supplemental funded positions but also their associated and clearly identified existing or new data indices which will be captured in Illuminate.

Dr. Evans Response:

In Appendix D, there is a clear alignment to the identified existing or new data indices as captured in Illuminate.

The justification for the school wide implementation of these practices is the importance of making an impact on the learning environment and the climate of the school as a whole, which will have a disproportionately positive impact on the targeted subgroups. These services are the most effective use of our funds because of the following:

- Using a Response to Instruction and Intervention (RtI²) model, the intervention counselor at BHS and the RtI² teacher / coaches for K-5 will identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are African-American, Latino, and/or Socio-Economically Disadvantaged.
- A Consultant or Teacher on Special Assignment will support teachers of color to be advocates and cultural brokers for their students of color, many of whom are low income and/or English learners. This position addresses a need expressed by our community members and our teachers.
- Math coaching will support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of the new international math pathway at the high schools. There will be a special focus on differentiating instruction to ensure that those students who have previously not succeeded in math, many of whom are our targeted students, are given the support they need to achieve grade level proficiency.

In addition, the LCAP increased funding for evaluation to \$106,631 to fund services for a Teacher on Special Assignment and additional staff as needed to evaluate the programs supported with LCFF Supplemental funds as well as the unduplicated

V. LCAP Evaluator

LCAP program outcomes are measured by the matching and molding of BUSD's existing data points to LCAP program content. By PAC observation, the LCAP evaluator has not operated with a directive to identify what data points are needed to determine a program's effectiveness. BUSD Parent Advisory Committee May 2016 comments on the Local Control Accountability 2016-19 Plan

For example, the PAC does not believe that the effectiveness of the RTI (Response to Intervention Coordinator) can be inferred from students ELA or math fluency growth; the growth in these students performance primarily comes as a result of the actual ELA or math fluency intervention, not a coordinator position. New and different data indices are needed to demonstrate how the RTI coordinator role impacts student academic outcomes and the delivery of services.

- As mentioned above, these types of indices could include evidence of more efficient services (e.g. students more quickly identified, more quickly served, better served by more successful match between need and service).

- With academic outcomes, one can speculate that having RTI coordinators has led to earlier student referrals for academic support, but no data isolates RTI coordinator referrals from elementary school teachers, who frequently assess their students and seek necessary academic supports for them.

- With delivery of services, RTI coordinator functions should have associated and differentiated indices for the Tier 1, Tier 2, or Tier 3 levels. Because the LCAP evaluator mostly observes and records anecdotal information or collects principal's judgements on how programs are being implemented for the Annual Update section of the LCAP Plan delivered to the State, it is unclear why LCFF supplemental funds pay for this resource. Currently, the evaluator position is merely an extension of how the district elects to collect and present existing data to meet its state reporting requirements. The PAC advocated heavily for this position's inclusion in the LCAP Plan in order to ensure that BUSD programs would effectively serve its historically underserved students. Two years into LCAP, the evaluation strategy in place is not producing quality information to substantiate that these funded programs or services are (1) reaching these students or (2) providing enough direct evidence to generate positive and cost effective student outcomes. If LCFF is to pay for an evaluator, the roles and responsibilities of this resource need to be redefined with an emphasis on identifying the data indices and determining whether there are causal relationships between expenses and outcomes in ways that validate program delivery and assess program effectiveness. To be clear, the PAC wants an LCAP evaluator, but one who brings substantial expertise and experience in program evaluation and can become an expert on LCAP programs and determine whether or not they benefit unduplicated students. Finally, the PAC understands that it would take a significantly higher investment of resources to obtain the quality of evaluation services that we have described in these comments. Accordingly, in the short term, we would recommend prioritizing a more deep investment in high quality, systematic evaluation efforts related to those programs that are receiving the highest level of investment rather than inadequate levels of effort across all investments.

Dr. Evans Response:

As described above, the LCAP evaluation is defined by the State requirements including a specific alignment to data-metrics as outlined in Appendix D. In addition, further focus will be recommended to assure that all programs are evaluated to the extent necessary as per the release of data as outlined in Section D. The FTE and funding provided for the position does not allow for work outside the scope determined by the state. The full BUSD evaluation carried out in the summer is meant to supplement the Evaluators' work by providing a more complete picture of the LCAP and BSEP actions and services as per BSEP funding allocations of the Berkeley Research, Evaluation and Assessment office including the Director, the Analyst and the LCAP Evaluator. In addition, the Director and Analyst provide quantitative data throughout the year as per the LCAP and Board calendar. Finally, it is the recommendation that the RTI program is a focus of Evaluation work for the 2016-17 year as outlined above with a partnership between the BREA department and an outside consultant.

VI. Restorative Justice

At the May 4, 2016 school board meeting, the PAC formally learned of the District Restorative Justice Committee. This exemplifies how LCFF funding is decided without any opportunity for PAC (or any parent) input. How can the PAC be a meaningful committee if an unknown district committee's recommendation on how to spend over \$400K of the LCFF Supplemental budget has been fully decided without any meaningful communication with the PAC?

In June of 2015 the PAC expressed its concern that "RJ programs are being funded to reach a goal without having first defined the goal, the pathway to reach it, and the funding it needs." Currently, we have not been provided with any more details to clearly understand how Restorative Justice is being used and measured for success/accountability. What were the results of the Washington Pilot RJ programs? Is the plan to let every Middle School principal use its Restorative Practices Counselor in its own way? How will the High School RJ program work with the various other academic, intervention, and social emotional counselors at BHS? The PAC wants to be clear that these funds will be used for a clearly developed and well-communicated program, with associated measurable outcomes that include how fidelity to the program is monitored.

Dr. Evans Response:

Restorative Justice Pilot Program at Washington 2015-16

This year, BUSD awarded Washington Elementary a pilot program in Restorative Justice. We are the only elementary school in the district to have a staff member from SEEDS at our site two days per week. SEEDS is a community organization that leads mediation and restorative justice work in schools in our area. The SEEDS consultant has been leading trainings for classroom teachers, our administration and staff to integrate restorative justice practices into our school.

What is Restorative Justice (RJ)?

Washington has many tools in place to create clear expectations for children and build positive classroom communities and school climate (Toolbox Curriculum, Welcoming Schools Curriculum, Positive Behavior Supports). But sometimes conflict does arise. RJ practices give teachers, staff and our administration a way to bring children together to solve problems, address harm and repair relationships. RJ also supports the other tools we have in place to promote positive school climate, enhance community building, and build restorative discipline structures. SEEDS specializes in working with school communities, both locally and nationally, to implement restorative practices and build capacity within a school site.

RJ Program Implementation in 2015-16

A challenge that we encountered was in shifting RJ from a primarily reactive program to a proactive one. Rather than waiting for harm to occur, we wanted to use RJ resources to grow student capacity in interpersonal problem solving, to prevent small problems from becoming big ones. Given this, we opted to begin a schoolwide focus in training teachers and children in how to give and receive an "I Message". A bulletin board in the main hallway featured I Messages and showed children solving minor problems using this tool. This focus will continue in the 2016-17 school year.

Teacher Trainings: October 7 and October 14 2015

Teachers were given an overview of the RJ program and participated in an RJ circle over a two-hour session in the fall.

Access to RJ Services

Staff can contact the SEEDS practitioners via email or in person to request support with student problem solving. The consultant maintains a log of student contacts that notes whether the service was proactive or reactive, the students served, date, outcome and follow up. Approximately 85 unique student contacts occurred during the 2015-16 school year, in addition to over 40 whole class circles and presentations. In addition, a Restorative Justice Family Night was held on May 4, 2016. This event was attended by over 30 families who experienced the community building and conflict transformation process that students are learning in class.

BHS Pilot

During the 2016 Spring term, the Restorative Practices Coordinator has collaborated with students and staff in an effort to implement both Community Building and Conflict Resolution Principles and Practices that enrich relationships, enhance communication, and create safe spaces for dialogue, discovery, and resolution. The following is a summary of the work thus far:

Tier I Classroom Implementation - Community Building

A cohort of six teachers and the coordinator facilitate weekly circles in one or more of their classes. These community-building circles focus on a variety of different discussion topics and activities that promote strong, cohesive relationships amongst teacher and students.

Tier II and III Disciplinary Alternatives (OCI)

Mediations, exit/reentry circles, formal conferences and culture “resets” are provided to students and staff. The coordinator and OCI staff work together on offering these practices as an alternative to traditionally retributive responses for student misconduct.

Staff Trainings

Several trainings have been offered to BHS staff. These trainings introduced common language around restorative justice, the ideology of RJ, understanding of both preventive and response to harm principles and practices, and some best practice tips on how to incorporate RP into their role.

Student Groups

The coordinator has begun the implementation of two student groups: AHA Girls Support Group and the Restorative Ambassadors. The AHA Girls Support Group takes AHA Freshmen and pairs them with AHA Juniors. Under the direct supervision of the coordinator and AHA Assistant Principal, students participate in weekly meetings facilitated by one of BHS’ student tutor/mentors. Students use community building circles and activities that promote interdependence, self-awareness, and

academic excellence. The Restorative Ambassadors is a group that trains students on peer mediation and circle keeping. Students will be able to help fellow students resolve low-level conflicts using conflict resolution principles and practices and also lead community building circle activities for classes across all learning communities when requested.

BTA RJ Pilot

Two RJ Coordinators

VII. RTI

*The PAC is not convinced that RTI teachers are the best use of LCFF funds. The proposed RTI budget for 2016--17 consumes 44% of all Goal 1 supplemental funding and 61% of Goal 1's K-5 funding, and will cost approximately \$1750 per student of LCFF funds for what is primarily an indirect service. \$1,750 would equate to approximately 4,200 direct instructional minutes per student if the service was being provided by someone at a \$25 per hour rate ($\$1,750/25*60$).*

The PAC's been told that some RTI teachers provide direct services, but this raises more questions than answers. Did BUSD intentionally hire teachers to be RTI coordinators to have them provide some direct services? Could it be that some of K-5 principals use their RTI teacher resources to meet other needs? The circumstances in which RTI teachers are supposed to provide direct services are not clear. Moreover, teachers filling multiple teaching roles blurs responsibilities and the line between direct and indirect services. New LCAP teaching positions has resulted in many teachers wearing multiple hats in BUSD schools. A 0.6 RTI teacher might also be a 0.4 Literacy Coach or .4 ELD teachers for example; any combination is possible. Again, because our assessment data is inadequate, the PAC and the community remains unclear.

Last year, the PAC was concerned that RTI had been erratically implemented which was confirmed by the May 2015 BUSD Behavioral Needs Assessment. This year, PAC has been told that Maggie Riddle has brought consistency to the RTI program across K-5 schools. District reassurances do not satisfy the PAC. The PAC wants more detailed program information and quantitative data that defines what RTI teachers do and shows how their indirect and direct services benefit-unduplicated students.

Overall, BUSD cannot continue to operate in good faith; it is not acceptable to the PAC to see 20% of the LCFF budget expended on an ambiguous service that is not meaningfully evaluated.

Dr. Evans Response:

In 2016-17, the LCAP-funded RTI positions will be renamed to “Intervention Teacher” with roles and responsibilities clarified in order to differentiate those positions from the Mild Moderate/ RTI positions in K-8 that are co-funded by Special Education and BSEP.

The Roles and Responsibilities for the LCAP Funded Intervention Teacher are as follows:

.20 FTE

- Run at least two monthly RTI/case management meeting
 1. Collaboratively create agenda, note take, create action plans and share with team on Google Docs, and follow up on agreed up action items
 2. Coordination of Services (COS) team members could include classroom teacher, counselor, behaviorist, principal, secretary, DPH nurse, sped. ed teacher, after school staff, family engagement
 3. Membership on leadership team (lead RTI site position)
- Manage RTI student referrals and respond in a timely manner
 1. Use of google docs or some other monitoring system
 2. If RTI person is not the sole coordinator than having a delineation of responsibilities that the school staff know how to follow
 3. Coordinate SST’s or split responsibility for attending/facilitating each meeting with principal, schedule SST’s and work with family liaison to communicate with family (best practice: RTI person coordinates SSTs)
 - i. If the RTI coach is not the SST coordinator, make sure that there is a plan to effectively monitor SST’s and their relationship to RTI coordination
- Guide staff discussion around school wide data and analyze school wide data
 1. Use the data to inform coaching and intervention work
 2. Coordinate and schedule analysis of data by grade level or classroom with teachers
- Know what interventions are available and help with managing intervention materials, develop and implement parent notification

- Keep record of students receiving interventions in Illuminate including the start and ending reading levels as well as the number of minutes served per week.

.40 FTE

- Provide 80% of FTE direct instruction and intervention programs such as Do The Math and LLI
- Coordinate training in intervention programs such as Do The Math and LLI
- Coordinate coaching and support for teachers in Tier 1 differentiation strategies and intervention lessons - See attached
- Help develop parent communication tools with the help of the RTI team and in partnership with the Office of Family Engagement person assigned to the school.

SSTs - There is a stipend for coordination of SSTs.

504s- Can be a part of case management, but can also be coordinated by other staff

VIII. Math

The PAC has several issues with having the LCFF budget fund 46% of its district wide math coaches. We realize math coaches are integral to how the District is rolling out the Common Core curriculum; but the District's need for a funding source appears to have trumped the needs of unduplicated students. There's no way to demonstrate how unduplicated students derive a benefit from the indirect trickle down services of our math coaches --who are mostly providing professional development which hopefully benefits all students. The only thing we can be certain of is that math challenges for unduplicated students, and most students in the district for that matter, have been compounded by the Common Core curriculum. Classrooms have not been sufficiently resourced and Instructional Aides/After-school Tutors have not received any training. Our historically underserved students need direct math support, and they're not getting it. An alternative use of the LCFF supplemental funding amount of \$269,800 could provide a well- developed math support program for the unduplicated students in which outcomes and progress could be directly measured.

Dr. Evans Response:

Given the stage of development of our teaching staff's implementation of the common core, the math coaching provided by the LCAP Supplemental funding still plays a critical role in the

development of tier 1 curriculum development and delivery. These skills, strategies, and assessment techniques should, if developed and honed thoughtfully, have a disproportionately positive effect on students in the unduplicated category. Research supports the notion and rationale that high functioning instruction that is differentiated, hands-on, and well contextualized, has greater potential benefits where the engagement of under performing students is concerned.

The district wholly acknowledges the need to continue to explore possibilities and deepen direct math supports for struggling or unduplicated students. We also realize that just as a solid model of tier 1 curriculum delivery cannot alone lead to success for our most challenged students unless it is accompanied by adequate interventions and supports, neither can those interventions and supports be entirely successful if they are intervening in or supporting students on a curriculum whose delivery is unbalanced, uneven, or worse, not completely understood. We believe our math coaching, which will progressively include more direct in-class modeling and teacher support will continue to provide an essential foundation for the curriculum and its delivery while we develop increasingly sharpened direct supports to students through the Response to Intervention process with tools and programs like *Do the Math* and other comparable supports.

IX. Behavioral Health Coordinator

The PAC feels that the District's plan for what the Behavioral Health Coordinator can accomplish is very ambitious. The expanded role was presented to the PAC at an extremely high level of concept. As such, our understanding is that this coordinator will be establishing district wide integrated K-12 practices across many domains to streamline the current social emotional programs offered within BUSD. The PAC would like to know how BUSD will clearly define this roles job duties/responsibilities, the measurable outcome goals, and how it is clearly the best use of additional indirect funds to support the unduplicated students.

There are other roles like this, such as the proposed Equity TSA, for which the PAC has not been given any detailed information. In concept, it sounds like an item we would support, however,

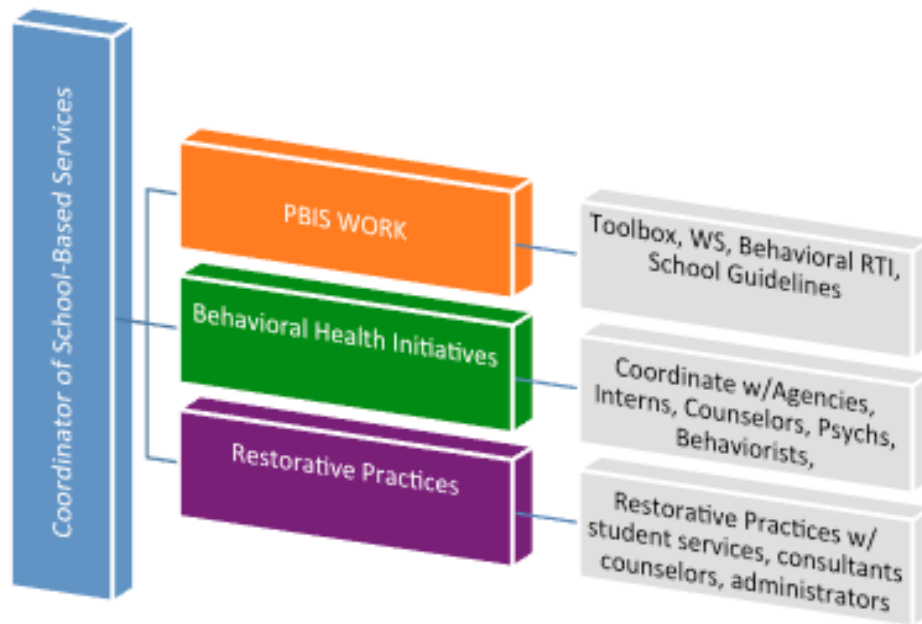
we do not want to implement another concept that hasn't been clearly defined and results in a waste of time and money.

Dr. Evans Response:

The Educational Services division worked on this over the spring to refine and direct the work of the position. With basic behavioral supports and frameworks like Toolbox, Welcoming Schools, and positive behavior guidelines suffering from lack of a point person this year, this role will prioritize these areas for almost 40% of its work next year ensuring that investments and efforts in school culture and behavior in the primary grades, like those mentioned above, is a critical element to creating a school culture where in the impact of bias and other factors are somewhat mitigated by clear agreements and understandings for both kids and teachers, as well as specific coping strategies to help kids avoid with or deal with frustrations when they arise.

A second priority for this position will be to work with principals and Behavioral Health agencies, as well as counselors, behaviorists, and school psychologists to further coordinate and improve the flow of services directly to students in need of Behavioral Health or restorative supports. While this position is coordinative in nature, it should bring clear direction and improve services to the multiple contracting agencies providing Behavioral Health Services directly to students and families. It is reasonable to expect that at 20% of overall duties, this position can make significant headway in this area working a full day per week towards better aligning these services and working with K-5 principals in particular.

The third domain and final 40% of the position will focus on supporting the district's system-wide commitment to more restorative models of school culture and behavior management. An experienced counselor or school psychologist, the general pool we are exploring to staff the position, should be able to make considerable headway in the areas of continued reduction of disproportionality in student discipline and student discipline overall while working with Student Services, behavioral health contractors, and the newly approved restorative practices counselors that will be staffed at each Middle School in the 16-17 school year. With significant improvements in overall suspension numbers and disproportionality in suspensions being reported this year, this aspect of this position will seek to facilitate the current positive trends in those areas.

Figure 1:

X. ELD Coach/Support

This is another role for which the PAC is keenly interested in how the District will define this role and its goals (see IV).

Since LCFF did not fund this position in 2015-16, the PAC never discussed it this year. But, 49% of its funding for 2016-17 will come from supplemental funds. For this reason, some questions submitted in June 2015 as a result of 2014-15 PAC discussions are being asked again.

Dr. Evans Response:

LCFF Supplemental funded .4 of the District ELD Coach.

Does the District ELD Coach .40 fte: Monitor the progress of ELD programs at all sites K-12. Does the ELD coach ensure that 100% of ELL's are being served and are receiving ELD instruction:
- Yes, however he gives intensive support to K-8 and the delivery of Systematic ELD Curriculum Program. The ELD Coach uses the Illuminate CELDT, Adept and Intervention Reports including the TCRWP, Accelerated Reader assessments to assure that all ELD students are receiving the most appropriate services.

Does the ELD Coach Keep track of how ELD programs are being implemented at each site? Yes, the ELD Coach observes instruction at each school on a rotating schedule.

Does the ELD Coach determine that the % FTEs provided provide adequate staff to serve all the EL students at each site? - This is not part of the ELD Coaches role, the staffing is determined by the percentage of EL students as reported in CALPADs.

Does the ELD Coach ensure that students are not being pulled out for ELD during core subject instruction? This is not part of the ELD Coaches role, in addition, ELD instruction as per Ed. Code should be provided outside of the core instruction. The master schedule is developed and monitored by the site administrator.

Does the ELD Coach make sure all schools have the necessary materials and resources to implement a successful ELD program? This position works with district staff to order materials and provide professional development to Teachers

If the district ELD TSA is not addressing items 1-6 above to effectively make sure all sites have sufficient and trained ELD resources, who in the district is doing so? The District TSA works in partnership with the EL Assessment Clerk, the Coordinator of Professional Development and the Director of Programs and Special Projects who oversees EL Programs.

Appendix A: LCAP Metrics to Action

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

| Action | State Metrics | Local Metric | Illuminate Report(s) | X Per Year |
|---|--|--|--|--|
| (ELA) and (Math) Teacher Rtl² Leaders | ELA SBA Overall and Reading Claim Math SBA | TCRWP Reading Level Math SBA Interventions | Interventions Report Case Management Report Math Interventions | Local 3 X per year (Trim) State in Fall |
| Math Coaches | Math SBA And Claims CCSS Implementation (PD Sign-In) | Math Assessments PD Sign-In Sheets | Math Assessments (Listed by Grade / Topic) Math Assessment by Question (by Grade / Topic) Math Interventions | Local 3 X per year K-5 (Trim) 6-8 (F, W, S) State in Fall |
| Super Science Saturdays | Math SBA Research and Inquiry Claim Science CST (NGSS New), NGSS Implementation | Math Assessments Participation in Program | Math Intervention Science Pre-Built Reports SSSS Report | Local 3 X per year (Trim) State in Fall |
| Literacy Teacher Leader | ELA SBA Reading Claim | TCRWP Reading Level RR Logs | RR Interventions Report Case Management Report | Local 3 X per year (Trim) State in Fall |
| After-School Academic Innovation (NEW to be Voted) | ELA SBA Overall and Reading Claim Math SBA Parent Participation | TCRWP Reading Level Math SBA | Interventions Report Case Management Report Math Interventions | Local 3 X per year (Trim.) State in Fall |
| Action | State Metrics | Local Metric | Illuminate Report (s) | X Per Year |

| | | | | |
|---------------|---|---------------------|--|---|
| AVID | Percent completing UC / CSU Required Courses; HS Graduation and Dropout Rates; EAP College Ready Rate | Grade Point Average | MS AVID HS AVID AVID 2015-16 | Local 2 X per year (Semi) State in May |
| BRIDGE | Percent completing UC / CSU Required Courses; HS Graduation and Dropout Rates; EAP College Ready Rate | Grade Point Average | MS Bridge HS Bridge Bridge 2015-16 | Local 2 X per year (Sem) State in May |

Goal Two: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

| Action | State Metrics | Local Metric | Illuminate Report | X Per Year |
|--|---|---|--|--|
| Professional Learning Communities (PLC) | Student Achievement Measures as connected to PLC (Ex: SBA ELA / Math) | Student Achievement Measures as connected to PLC (Ex: TCRWP and Student Work) | Class Profiles Case Management Reports Interventions | Based on PLC which is offered 4-5 X Year |
| Recruit and Retain Teachers of Color | Credentialed Teacher Rate by Race / Ethnicity | Hiring / Retention Rates of Teachers of Color | Staff by Race / Ethnicity | In Fall and Spring |
| English Language Development (ELD) Teachers | English Learner Reclassification Rate AMAO 1 and 2 | Qualitative Observation of Implementation of EL Services | CELDT 2016 and Previous EL Interventions Report | In Fall and Spring |

Goal Three: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are ready to learn.

| Action | State Metrics | Local Metric | Illuminate Report | X Per Year |
|--|---|---|--|--|
| Restorative Justice Programs | Suspension and Expulsion Rate | Alternatives to Suspension Restorative Practices Report | Alternatives to Suspension Suspension Report | 2 Times per year (Sem) |
| Increased behavioral health services | Suspension and Expulsion Rate Attendance Rates / Chronic Absenteeism | Alternatives to Suspension P1 / P2 Attendance Report Mental Health Services Report | Attendance and Suspension Report | 2 Times per year (Sem) |
| Coordination of School-Based Services | Suspension and Expulsion Rate Chronic Absenteeism Achievement Rates | Alternatives to Suspension Restorative Practices and Mental Health Services Report Assessment Results | Case Management Report Class Profiles Alternatives To Suspensions Report | K-5: 3 Times Per Year (Tri) 6-8: 2 times Per Year (Sem) |
| Bay Area Peace Keepers | Suspension and Expulsion Rate Chronic Absenteeism | Alternatives to Suspension Restorative Practices Report | Alternatives to Suspension; Suspension | 2 Times Per Year (Sem) |
| BHS Intervention Counselor | Suspension and Expulsion Rate Chronic Absenteeism | Alternatives to Suspension Restorative Practices Report | Alternatives to Suspension, Suspension and Attendance | 2 Times Per Year (Sem) |

| | | | | |
|---|--|--|--|-------------------------------|
| <p>Family Engagement Coordinator</p> | <p>Seek to Promote Parent Participation</p> <p>Chronic Absenteeism</p> | <p>LCAP Survey</p> <p>OFEE Report</p> | <p>OFEE Summary; OFEE Log w/ Attendance, TCRWP Results</p> | <p>3 Times Per Year (Tri)</p> |
| <p>MS Restorative Practices Counselors (NEW to be Voted)</p> | <p>Middle school dropout rate, Truancy rate, Attendance</p> | <p>Alternatives to Suspension, Incident Rate</p> | <p>Alternatives to Suspension</p> | <p>2 Times Per Year (Sem)</p> |