

Local Control Accountability

Parent Advisory Committee

April 20, 2017

Meeting Minutes

Meeting Began at 6:30 pm

1. Welcome and agenda approval – Michael

2. Public Comment/ Review of March 16, 2017

- None

3. Budget Forecast – Deputy Javetta Cleveland

- Question: Are you seeing a trend, or do you think the decline of 127 is a concern?
- Answer: No that wasn't really what the demographics were pointing to, we had a large graduating class from BHS , but a small 9th grade class. Just that alone could shift 100 students. Right now my fear is not for a further decline.
- Question: I was also wondering about the E1 and prop 30?
- Answer: Prop 30 prevented further cuts. It kind of stabilized us. Prop 55 was a temporary tax. It keeps us balanced.
- Question: Was E1 an increase?
- Answer: E1 is an increase, it was for 17/18.
- Question: Does transitional kindergarten count for student enrollment?
- Answer: It counts.
- Question: I was just wondering about the base funding, LCAP programs I was wondering if there was a breakdown of what percent of the base funding is administrative cost versus programs?
- Answer: It's kind of hard to break it down, we can break it down by salaries and non salaries, classified and certificated, operating cost and utilities things like that. In terms of administration, it would be the cost of administration which is everything that is not at the school staff, operations.
- Question: I was just wondering the idea of being able to look at base funds in terms of what's going to the programs, because programs come about but they never go, so we could look at the effectiveness of them?
- Answer: Admin support not to much facility, but there is other funding sources that supports the programs. Title 1, etc. you have measure E1 , the base funding is pretty much regular ED. The CTE, the base funding most of it is going to fall under Regular education . We do pay a small percentage of RTI. Special Education about 14 million from the base.
- Question: Is there a point where the program proves itself can become apart of the base funding?
- Answer: We're cutting the base, so it's kind of hard to add.
- Question: Let's say that in six years RTI is found massively effective, it seems like at some point it should stop becoming the thing to the side and become the standard, and would shift from

the LCAP funds and become the Berkeley way?

- Answer: RTI is partially in the base, it's in Special Ed and BSEP. It's not completely in one spot, but if you're talking about expanding and its working then yes we would always look at that as a priority going forward.
- Question: So you mentioned you have a mandated 3%, is that your total expenses for the year or just of the base?
- Answer: The 3% is the full pie, it's all General fund expenditures.

4. LCAP Data – Lina & Josh

- Question: So if I added up all those numbers I would get the total number of interventions for one six week cycle?
- Answer: For Fall and Winter there could have been two in one cycle, one student could have gotten four interventions.
- Question: What are four interventions?
- Answer: Four six week cycle of interventions.
- Question: So are they pulling them out of class?
- Answer: It could be after school, before school and during class.
- Question: I'm just wondering how those might affect the math numbers?
- Answer: it depends by site.
- Question: So what this is telling us is that the kids who are really struggling are getting a lot more intervention and making small gains right?
- Answer: Not necessarily.
- Answer: it's hard to say, it's hard to break it down that way.
- Question: So what does that tell us?
- Answer: The number of text levels since the beginning of the year that are receiving interventions.
- Question: Does the slide tells us that the majority of students are making progress?
- Answer: Absolutely.
- Question: I was just thinking about what you said before, that the average first grader is going to go up one level without an intervention, so you wouldn't compare it to zero you would compare it to one?
- Answer: That's a good point.

Presentation continues...

- Statement: But to start off you could say $\frac{2}{3}$ of RTI interventions are unduplicated kids?
- Answer: Yes, that's another point.
- Question: But the data you're looking at is the progress of both sets?
- Answer: No. Well, some of those students might be under both.
- Question: Well wouldn't that be an instance to aggregate the data and look at the three middle schools since the programs are inconstant?
- Answer: Yeah, it is happening. I'm not sharing data by school, I've been directed not to.

Presentation continues.....

- Question: How do you know what students these are if it isn't all the students below grade level?
- Answer: No. These are all student reading below grade level.
- Question: Who are the SWD's? We have the black column and the Students With Disabilities

column, but most SWD students are black boys?

- Answer: For each of these categories about 30% of SWD's are black.
- Question: I'm wondering, is that on your radar to be tracking the significant differences more particularly for students of color?

Presentation continues.....

- Question: What is this scored by?
- Answer: T2 assessment, a district assessment.
- Question: Is there a way to track "monitor" parent complaints? Maybe the way their problems are being dealt with is directly affecting their entire education?
- Answer: I think there are a lot of risk factors, social isolation, biases, we are looking at what else can we do from a prevention perspective.
- Statement: I'd like to recommend that you also include classified staff?
- Question: Are the Demographics mirroring the kids who actually need intervention?
- Answer: Yes.
- Statement: My son started Ramp Up and he has really improved.

Presentation continues.....

- Question: So because this was a pilot is there a recommendation to continue this program?
- Answer: Yes.
- Question: Does this include high school? Do we fund them?
- Answer: Yes we do. This doesn't include middle school.

5. Data dashboard and LCAP – Pat

6. Preliminary LCAP Action and Services recommendations for 17-18 - Pat

- Question : Will the family engagement include the middle schools?
- Answer: No. It will not because of the RJ counselors, there is one at each middle school.
- Question: So one of our goals, as we look to reduce the teaching staff yet it's counter to the goal of hiring more teachers of color?
- Answer: We talked about that today.
- Statement: I just wanted to comment on the 6th grade bridge program, it's my understanding that it's successful at Longfellow. I just really hate to see that school lose a service that's working.
- Answer: I've been working with the Principal to make sure they retain some element of bridge. It just won't look like this. After school funding will take over.

7. Input and feedback timeline – Pat

8. Future Meetings - Michael - Meeting : Next Tuesday the 25th

Meeting Adjourned at 8:12 p.m.