

**Local Control Accountability
Parent Advisory Committee
5/11/ 2017**

- 1. Welcome and Agenda Review**
- 2. Public Comment**
- 3. LCAP Recommendations:**
 - **Actions recommended to be discontinued**
 - **New Actions recommended for 2017-18**
- 4. Draft PAC Comments to Dr. Evans**
- 5. Draft PAC Comments for the Board - 5/17 or 5/31**
- 6. Timeline for Approval**

Parent Advisory Committee - 5/11/17

During the LCAP development process key district stakeholders were provided with an opportunity to review the budget, the mid year student data that provided a snapshot of the essential local indicators and the California Dashboard State Indicator data. Based on the review there were six recurring challenges that staff have prioritized during the development of the new LCAP 2017-18 thru 2019-2020. These challenges were:

- TK – 8 school sites have inadequacy of coordination of PBIS, Toolbox and Restorative school initiatives.
- Student support in Mathematics at the Secondary Level is needed to address the great number of students who are not performing at grade level mastery.
- Continuance of professional development for Teachers and administrators of professional learning communities that would include equity strategies and differentiation to better meet the various student learning styles.
- Demand for professional development for classified instructional employees.
- Shortage of Teachers of color.
- African American Students and Students with Disabilities recurring low academic performance in mathematics and disproportionately being suspended.

New Services and Actions – (Under consideration)

The following new services and actions represent the District's latest thinking, adjustments, and responses to student challenges and input from stakeholder and advisory groups.

1. Secondary Math Support Classes - \$100,000 (plus \$20,000 for BHS).

At the middle and high school, students would have an opportunity to be enrolled in a math support class that would offer academic support. Having a double period of math has been proven to increase student success. These classes are being designed to respond to the high percentage of unduplicated students who have performed below grade level in mathematics as indicated by the California Dashboard, grades and district math assessments. Students who are enrolled in the math support classes will be monitored carefully to determine if this is the best intervention for improvement.

2. Creation of a Classified Employee Teacher Pathway - \$40,000.

Over the past three years we have worked with a consultant to recruit teachers of color to work in Berkeley Unified Schools. This has been a consistent challenge due to the fact that there are very few candidates and surrounding districts compete for the few available candidates. Currently there are five members of BCCE that have previously been enrolled in a teacher education program but for various reasons were not able to finish and receive a teaching credential. These employees would apply to participate in a district sponsor loan program that would provide for tuition costs and books. Participation in this program would require that employee to in turn commit to teaching in BUSD once the credential has been earned at which time a loan repayment plan would be established.

3. Positive School Climate Teacher Leaders -\$35,000.

In order to sustain school climate initiatives at the 14 BUSD elementary and 3 middle school sites, a site teacher leader would be responsible for the integration of the following BUSD school climate initiatives: Restorative Practices, Trauma Informed Systems 101, PBIS and Toolbox. The TL would provide direct support at the site for implementation of these positive school climate initiatives. This includes coordinating meetings, providing ongoing professional development as well as gathering essential data to progress monitor the fidelity of interventions.

4. African American Student Success - \$120,000

Given persistent challenges and disparities in outcomes for black male students, the Educational Services team is seeking to develop an intensive support system for African-American males throughout BUSD. Creating a classified management position with the working title of Coordinator for African American Student Success would allow BUSD to create a research based intensive support model for African American males and potentially females.

This position would be tasked with developing cohorts for support in grades 7 through 10 during the school day, as well as to develop and

facilitate groups. The position would also coordinate mentorships in grades 3 through 5, and personally follow up with any black male/female student who is suspended at any time during the school year.

Discontinued Actions or Services - Pending Board Approval

Board Policy 0460 also states that the Superintendent must recommend a minimum of one action or service to be discontinued for the following school year. Based upon a review of student data (attendance, grades, suspensions and local academic assessments: English Language Arts and Mathematics), staff is recommending that the following actions or services be discontinued in 2017- 18 and beyond:

RJ Pilot at Washington School \$25,000

Staff is recommending discontinuing this pilot. The RJ work piloted at Washington is being recommended to be incorporated into the scope of work of the Positive School Climate Teacher Leader being proposed elsewhere in LCAP at all TK-8 schools.

Sixth Grade Bridge \$60,000

Inconsistent implementation and varied student outcomes are pushing staff to consider alternatives to this item. Schools may choose to use some of the LCAP Afterschool funding to create a site-based program that targets similarly situated students who need extra support. Additionally, the district is planning to provide training to the 6th Grade Teachers on Advancement Via Individual Determination (AVID) School-wide Instructional Strategies.

Equity, TSA (.5fte) \$55,000

This position was created to conduct equity audits of the instructional practices and curriculum that is being used at the Tk- 8 schools. Data and information that generated by this position during the school year will be used to further develop the implementation of classroom equity strategies and to expand professional development for teachers and administrators.