

Local Control Accountability
Parent Advisory Committee
District English Learner Advisory Committee
March 16, 2017

At Longfellow Middle School Library
1500 Derby Street

Meeting Agenda

Meeting began at 6:31pm

1. Welcome and meeting overview- Michael

2. Public Comment

- Delac
- BHS expectations for English learner
- Counselors with low expectations

3. Mid Year LCAP Data - Lina

- Question: Why aren't the EL students on here?
- Answer: the RTI teachers didn't work with enough EL students to report that data. The EL kids are getting EL interventions but this is specifically reading recovery and LLI.
- Question: Is this data saying that the RTI teachers only serve 144 students?
- Answer: for direct services yes. because this is the first year it hasn't been as consistent as we would like for it to be, it has gotten better. This is what was entered. This is bringing it all into one place consistently. So this is how many they serve across all 11 sites.

Lina continues....

- Question Statement : But one might argue that it's these limited expectations of the instructors for these children that have them advancing at such an alarming rate to begin with. I was also looking at the small class or group for the African American or black, I found that interesting considering some of the most alarming numbers we have seen in the education achievement gap are for African American children. What is making these RTI or however workers decide that these children should not be in these small class or groups? When every resource available should have the maximum amount of students.
- Questions on specific numbers and statistics were asked

Lina continues....

- Question: What's the difference between the two interventions?
- Answer: It's just a matter of who is giving the interventions
- Question: The number of RTI teachers working with literacy, we have about 144 kids getting direct services from RTI based off this data?
- Answer: Remember to take note that working as the PAC we realized we need to look at data all throughout the year. Our teams sit down and look at the data and they decided who needs interventions and who's going to give and get these interventions. What she is showing is the work of only the RTI teacher

Lina continues.... (Pat explains the colors of the PIE part)

- Question: I don't understand the PIE slices?
- Answer: The PIE slices are there to show the high and the low, if you put it in black and white you still want to be able to see the high and low. The PIE size is associated with the color.

Pat and Lina continues...

- Question: Just to be clear that is telling me 33 of the 39 suspensions were African American?
- Answer: yes
- Question: It would be interesting to do a PIE where the Social economic diversity as far as teachers, and see how those teachers and staff members dealt with those students.

4. Summary of Stakeholder Feedback – Pat

- Question: Are the RTI coaches really experts, looking at the result ?
- Answer: Yes, some of them are
- Question: Why are we so focused on Berkeley teachers?
- Answer: Every district has a teacher shortage and Berkley teachers know our curriculum, We can look outward they just have to get through our hiring process
- Question: Berkeley teachers are failing, we have to stop looking at the blue PIE and calling that a win for the Caucasian students. We need to stop looking at who we have today and look at who we need today. LCAP funds will be directly impacted by Gentrification. What will the City of Berkeley and BUSD do to ensure that the opportunities for the underserved don't dry up when LCAP funds dry out?

Pat continues...

- Question: What is the reserve?
- Answer: So any money we don't spend goes into the reserve
- Question: Are talking about using LCAP funds for these loans?
- Answer: Recruitment is our top priority

5. Preliminary Ed Services Recommendations - Pat

6. Stakeholder Feedback on Recommendations - all

7. Review Timeline for LCAP development - Pat

8. Comments & Questions

- PLs can they spend more time on implementation and accountability for best practices?
- Rosa Parks losing a Teacher of color, we should try to retain her
- Have we compared Berkeley's unduplicated students' performance with other districts, if performance is around the same level we can use teachers outside of Berkeley
- Love RAMP UP, we need more programs that don't fall on the same day.
- Is there a way to monitor the level of collaboration between the teachers at different sites and the support staff? Some teachers are not as good at receiving and implementing the support.
- the after school programs should have a pilot for the RTI program.

Meeting adjourned at 8:10 pm