

**Local Control Accountability Plan
Parent Advisory Committee Meeting
January 18, 2018
Approved at 2.15.18 PAC Meeting**

Members Present:

Sarah Capitelli, <i>Jefferson Elementary</i>	Sarah Abigail Ejigu, <i>King Middle School</i>
Hya Honorato, <i>Oxford Elementary</i>	Denise Dafflon, <i>LeConte Elementary</i>
Deminika Spears, <i>King Middle School (Co-Chair)</i>	Sandra Loving, <i>BAM Elementary</i>
John Warren, <i>Washington Elementary</i>	Mimi Pulich, <i>Berkeley High School</i>
Deirdre Tansey, <i>Emerson Elementary</i>	Heidi Wagner, <i>Rosa Parks Elementary</i>
Eric Van Dusen, <i>Cragmont Elementary</i>	Mike Anderer, <i>Longfellow Middle School</i>
Maya Glenn, <i>Willard Middle School (Co-Chair)</i>	

Members Absent:*

Timesha Harris, *John Muir Elementary*
Sabrina Jefferson, *Thousand Oaks Elementary*
Pre-K Representative not designated

*Members are not marked absent if another representative from their site was present at the meeting.

District Employees Present:

Dr. Patricia Saddler, *Director of Programs and Special Projects*
Lina Andersen, *LCAP Evaluator*
Danielle Perez, *LCAP Administrative Assistant*

Meeting called to order 6:30pm by Co-Chairs.

Welcome and introductions around the table.

Brief introduction by Dr. Saddler; her role, LCAP background, goals of the committee. Gave details about which students are supported by LCAP, noting that this year with the development of the California Dashboard that list expanded to include ethnic subgroups, two-race students, students with special needs, and homeless students. District is working on many different interventions to serve each of these groups, working to make sure that the actions and interventions are really serving our students, and that those services can be evaluated. Updated the group on actions taken earlier that day around supporting homeless students. 15 representatives from Alameda County met with 6 district employees to have a dialogue, and emphasized that the data should be good data, gathered well, must know who our students are to be able to measure the effectiveness of what we are doing. Conversely, if the data shows that outcomes aren't what we want then we need to be bold and look at doing things differently. Board Policy states that the Superintendent recommend at least one action or service that could be discontinued to bring in a new action or service. Group should consider what program might be discontinued to make room for a new program?

Quorum established with 13 members present.

Minutes from previous meeting motioned for approval by Ejigu, seconded by Honorato; were approved unanimously.

Public Comment:

Dr. Saddler clarified that public comment section is opportunity to voice comments, questions that group might have. They will be addressed in a future meeting.

Pulich: Regarding new proposed programs mentioned at last meeting, interested/hoping to get update on those programs either tonight or at next meeting.

Anderer: question related to academic support index used in district, Longfellow SGC has been digging into it, found it very good data at school level particularly at students at level 3 and above across the district; things it would be interested in this group taking a look at that data too.

Glenn: Was Hive position at BHS filled?

Presentation: LCAP Update, by Lina Andersen (LCAP Evaluator)

Goal 1: High Quality Classroom Instruction

Dr. Saddler explained that BUSD spends a lot of money on interventions, to make sure that we have the right tools to support students and that they are distributed in equitable way. PAC will have future conversations about that spending and its outcomes at later meetings. This meeting, Lina Andersen is sharing info from Board Document to be presented the following day (1/19/18). Will share out a folder with all documents that Board receives including full-length documents, summaries, and presentations. In June the district received late LCAP money that the Board allowed to be used this year, roughly \$120,000. Used those funds at BHS to Create a manager of African American success, a school attendance and welfare worker, to contract with an expert in sexual harassment to develop training for students, and added a second Restorative Justice position at the HS. PAC will discuss these further when Goal 3 is presented.

Lina Andersen's presentation of Goal 1:

See presentation for slide detail. Semester 1 data will be available at the end of February for secondary level students; elementary is currently the middle of a trimester; no growth data yet.

Slide 1: RTI2 Teachers

See presentation for slide detail. Note these are services given specifically by RTI teachers at sites during the school day. Other services from other providers or outside of the school day are not shown on this slide. Interventions that vary by school, such as extended learning that is funded through LCAP, will be presented later in the meeting.

Van Dusen: The total number of students seems quite small.

Dr. Saddler: RTI teachers are only funded by LCAP part time, only at elementary sites; this data is only literacy intervention by these staff by site.

Van Dusen: That still seems like low numbers.

Dr. Saddler: That's good feedback. Also, this data only represents one RTI Coach doing reading recovery at one site; a Lit Coach could also be doing reading recovery but not counted on this slide. Most RTI teachers are doing literacy support, but they are not providing as much math support at elementary level.

Loving: How often per week are kids getting services?

Dr. Saddler: Every day for that cycle, then they are re-assessed and new groups are formed.

Andersen: About 20% move off either because they need different support or they've progressed, making room for more kids to join in.

Dr. Saddler: Note cost of service compared to how many students are being served.

Warren: If LCAP is only funding 3 hours a day, there is a physical cap on how many kids can be served given LLI structure.

Andersen: Most sites are also choosing to use other funds to add supplementary hours; not included in this data because it's not LCAP funded.

Slide 2: Math Coaches

See presentation for slide detail. Note the district is hoping to incorporate more technology based lessons to increase students' comfort showing what they know on computer-based assessments. Also computer-based assessments are quicker to grade, leaving more time for deep analysis and lesson planning.

Slide 3: Math support continued

See presentation for slide detail. Note that this year some funding previously allocated to Super Science Saturdays was re-routed to the Be a Scientist Program to offer same services to middle school students. Andersen is planning to visit sites to gather more comprehensive feedback data on this new program. Super Science Saturdays are geared toward unduplicated students.

Pulich: Were we potentially going to pilot having a math coach at a site at Elementary?

Advocates seeing how having a math coach dedicated to an elementary school might work.

Dr. Saddler: Pilot program exists between two elementary schools, but it is funded separately and more out of site funds than LCAP. LCAP is funding sections of math to serve unduplicated populations because that's what principals asked for. Also piloting a few different softwares to help students practice using technology more often.

Slide 4: Literacy Coach data

See presentation for slide detail. Note that only .2 is funded out of LCAP, effectively only one day of a lit coach's work. Amount shown is total spent across 11 sites, with .2 FTE per site.

Spears: Overall through k-5 is there a number that shows how many students are being served through all service providers?

Andersen: We can find that info.

Spears: Is this on top of other services we've already seen (provided by RTI)?

Andersen: These are completely separate students.

Spears: What about children who receive multiple services?

Andersen: Children served by Lit coaches wouldn't receive LLI services from RTI teachers as well.

Slide 5: AVID

See presentation for slide detail. Note that high school program is possible because of 9th grade redesign, allowing room in schedules for kids to continue to have AVID in their schedules. Feedback from AVID and Bridge teachers highlight unprecedented number of students applying to out of state and small private schools, which helps expand options and access scholarships.

Van Dusen: Do you have the number of students served?

Pulich: Can you break that down by grad at HS?

Andersen: Will get that info for group.

Slide 6: High School Bridge

See presentation for slide detail. Note that higher demand for program necessitated second section for 9th grade for the first time. When data is updated with second semester info, there is always an uptick in performance as students figure out time management. Staff are working through logistical issues to get more 10th graders taking classes at BCC.

Slide 7: Ramp Up Saturday Literacy Program

See presentation for slide detail. Note that program is for grades 3 and 4, serving students on the cusp of reaching grade level or those who need extra support to stay at grade level. Taught by grade level teachers, utilizing pre-teaching. See also: Extended Day Academic After School Intervention, grades K-8. Each school applied for after school intervention support, targeted to students around math, reading, writing. All sites but one have that program off the ground this year. Not all schools are choosing to do the same programs, Andersen looks to evaluate and vet which interventions are yielding the most growth for students by group. Should have more information to share after trimester 2.

Pulich: Is this the same as tutoring money given to each school last year?

Dr. Saddler: Yes. Some sites, like Washington, have a literacy coach trained in intervention, but most sites use classroom teachers.

Andersen: A challenge of getting program launched was finding teachers willing to put in more hours. Also instructors must propose a different approach to intervention.

Dr. Saddler: The Teachers' Union President advised that if the offered wage went up, more staff would want to do it; ultimately through negotiations we compromised and now more teachers are participating. We should get more data at the end of the second trimester. Note: how do we figure out which interventions are making the difference if kids are getting multiple interventions?

Pulich: Are we using Illuminate to track all of these separate interventions?

Dr. Saddler: Yes

Pulich: It would seem that that would be an interesting metric, to see which unduplicated students are receiving multiple LCAP interventions.

Andersen: This is what we're trying to implement. We have a system now, and we appreciate Pulich and the PAC for pushing that progress. There are also many informal or ad-hoc supports that happen at sites that aren't captured. We are now asking staff to record all types of interventions, but that data is only valuable as more and accurate information is entered.

Spears: Is there information on who does what at each school, and is that something that could be shared to PAC, principals, etc. for comparison?

Andersen: I've started to collect that information, it's the direction we're trying to go.

Pulich: It looks like we're getting a lot out of the money spent on Ramp-Up program.

Dr. Saddler: That is just our budget allocation, we could underspend or overspend. That's why we have \$1 million in our reserve. Also remember that these aren't kids at the bottom, they're very close to proficiency.

Pulich: What about trying something like "Ramp-Up Math?"

Andersen: You could suggest that.

Dr. Saddler: Also note we invited 80 kids to Ramp-Up and only 20-30 kids showed up. It's hard for families to commit to Saturdays.

Tansey: Do most schools use site funds to supplement RTI teachers to full time?

Andersen: All schools do some supplementing.

Tansey: So they are working on other projects based on site needs as well?

Andersen: Yes. And though we want majority of their time to be spent giving direct service; to be effective they need administrative time to meet with teachers and principals, determine who needs to be served by whom, look at data, and to update the system and input data.

Wagner: If every school is supplementing, likely they are all providing more than the 4 interventions that are noted. Is the goal only to find LCAP funded success or overall success?

Andersen: Her position is LCAP focused. Any capacity outside of that focus is given to broader view. Some sites have started giving more info, like math and writing. She should have more data on writing and math, but currently it's not in a reportable state. The Extended Day Programs are formal intervention classes. Addressing intentional targeted needs as determined by sites.

Dr. Saddler: I require a list of students serviced to monitor them for progress. Data is managed in Illuminate K-12.

Andersen: There is room in Illuminate to record other interventions as well.

Pulich: We should also know who's paying for them, bsep, lcap, site funds, etc.

Wagner: Could make the case that if every site is giving additional funding to programs LCAP also covers, our target students are being served more than this data is currently showing.

Dr. Saddler asked the group to leave time to draft statement to give feedback at next Board Meeting, emphasizing the importance of exercising that opportunity to impact the Board. Advised that group be concerned with math gap widening in elementary school, by the time students get to high school it's quite large. Kids who can't get through math 1 in 9th grade are already off college track. In small group conversation: focus on where we are, what gaps do you see, what other data do you want to see? Then Dr. Saddler and Ms. Andersen will do their best to bring requested information back.

Andersen: The number of interventions in district K-5 literacy versus math is pretty stark. Literacy sees more early intervention while math is the opposite, fewer served in math to start and more at later grades.

Honorato: Oxford is one site sharing math coach, principal shared that each school is receiving a different model. Would be nice to see through data if one structure is more successful than other.

Andersen: That program is not LCAP funded, so that evaluation has to come from another place.

Capitelli: It's clear what we're looking for with students K-2 to evaluate which students are struggling, less clear what math k-2 looks like. Is there clarity with instructional leaders and principals within district of what we're looking for K-2 with younger kids and their math understanding? Are the later poor math results in part due to a lack of clarity K-2?

Andersen: Elementary math is assessed by module, there isn't a pre or post assessment for comparison. In MS they are piloting a screener to address getting that through-line. That doesn't exist at elementary level. Comparing trimesters in elementary is apples to oranges.

Spears: When do we start seeing that jump in more math intervention?

Andersen: It is gradual but biggest jump is between 2nd and 3rd grade.

Pulich: 3rd is when you start to master multiplication, and if you don't have solid base in multiplication it hurts you in every subsequent grade.

Andersen: With different math intervention programs, some are more fluency based (facts), ST math is more visual, hopefully we'll start seeing more information on what is effective.

Dr. Saddler: Keep math questions in mind when working in small groups; we can have a math coach come to provide more information and answer questions at a later meeting.

Group Activity: Review of LCAP Actions and Services by goal

Committee worked in small groups to identify questions that Dr. Saddler and Ms. Andersen can answer in coming meetings.

Group divided into groups of 2-4 members to discuss questions. Each group shared out questions they'd like addressed:

Group 1: Why can't LCAP money be used to design and pilot an extended day program that sidesteps the problems associated with BEARS and LEARNS, doesn't have to be dependent on certified staff, works with parent communities to ensure participation, uses tools to assess/identify interventions, and incorporates physical outlets and strategies to address physical needs?

Group 2: How are we counting the students with multiple challenges when we allocate money to programs? Because we divvy up money by FTE based on how many unduplicated students are being served, if you have a concentration of students with multiple interventions in various areas who are only counted once, then how do we know if they are getting the same level of support as unduplicated students who are only receiving one service?

Group 3: Group is concerned with math intervention and math support, want to know what is happening with it. Also interested in seeing the math equivalents to reading recovery and literacy interventions. Lastly, there is a question about having really clear numbers for all different programs under goal 1.

Andersen: Will bring clearer numbers.

Spears: How are sites chosen to get a math coach?

Dr. Saddler: LCAP doesn't fund FTE at sites; the district offers math teacher leader position at each site, that person liaises with district math coaches, and it's expensive.

Glenn: Because BHS is dissolving their small school model for 9th grade, has there been any assessment to see whether this change will help or hinder unduplicated students? Did the small schools hinder their success? Was that looked at?

Dr. Saddler: Research shows that within small learning academies, kids self-segregate and self-select. We see disparate outcomes depending on what courses kids are programmed into, but because kids in 11th grade often opt out of standardized testing there isn't an effective way to measure outcome. We can look at graduation rate as data point for previous year. We are above state average but it wasn't dis-aggregated out by small learning community. Dashboard will also start giving information on whether students are college and career ready by various measures (ex: completing a CTE program, passing an AP or IB exam, etc.). How we measure effectiveness varies, it's difficult to do so. They do have a long-term study on small learning academies broken out by groups; potentially if there's time we could have someone come share that data, which informs the new "hives" that will be forming in 9th grade. In Spring of 9th grade students will go through lottery system, students can take a test to do more advanced math, or students who need support can have a period of intervention with their hive teacher in that subject. We sent 15 9th grade teachers to train to incorporate AVID structures in all classes. Will send another group of teachers this summer.

Glenn: If AVID is going to be more widely available, how does that affect those students who have been in it all 4 years?

Dr. Saddler: It's available to all students as an elective, but it's difficult to schedule. AVID is pushing going school and district wide, to where all students will benefit.

Tansey: Is any of the budget cutting going to impact LCAP?

Dr. Saddler: Not right now, but LCAP programs could change for other reasons. LCAP can't pick up positions that might be cut, per state rules. Counselors we fund have a targeted caseload, are not the same as those that might be cut. Larger concern is incoming data on unduplicated population, for example that showing decreasing numbers of EL students. That could impact how much LCAP money we get next year. Our 3-year budget plan could change if annual funding changes based on our number of unduplicated students.

Dafflon: Follow up to group 2 question around data, who of those 78% unduplicated students are highly impacted by those multiple challenges?

Andersen: The challenge is this money is specifically for kids counted in this certain way, as we have more data we can start reporting more. When you work with such a small data set you can't report for groups less than 11 students, so we can't report any achievement data.

Anderer: Difference between complex and complicated problems. Complicated is when you tease it apart you can learn from it; complex is when you start to pull it apart you lose meaning.

Andersen: Depending on action or service, some are complicated and some complex.

Dr. Saddler: I would say this work is complex.

Pulich: It's great that we're here with data, we can't forget to push seeing longitudinal data. Teachers get report cards, should be able to see students' intervention histories as well.

Andersen: Teachers can see at least previous year's data. One site asked for all students' TCRWP data for all years, true cohort data. Would love to share that longitudinal data, but if it wasn't put into illuminate it doesn't exist. We started data cycle process with RTI last year, but there was such incomplete data input last year that comparison is not possible.

Dr. Saddler: In Illuminate kids' history is there.

Pulich: This is a way to prove value of Illuminate to teachers, not just to district LCAP staff.

Discussion: Craft Committee comments to the Board

Dr. Saddler asked if group wanted to craft a statement to the Board. Pulich volunteered that last year's last statement was to emphasize that math had reached a crisis point, and she doesn't feel reassured that a lot is happening with that concern.

Wagner: Not particularly assured. Perception that RTI is all about literacy; teachers' comfort level around math curriculum is not the same as our their general comfort around reading and writing.

Dr. Saddler: Currently even reading is being evaluated, looking towards "integrated approach to literacy," utilising different approaches, like bringing in a phonics program, more work with writing. Hopefully input from stakeholder groups will push district to have the same conversation around math. Encouraged group to consider crafting a statement to the board around these math concerns. Math is new literacy, to be college and career ready kids need understanding of numbers. Your concern is heartfelt and you should feel comfortable vocalizing it.

Andersen: Next meeting should have semester 1 data.

Dr. Saddler: Will have data from middle school math screener, showing gap in math program.

Pulich: PAC can express support for the math screener, and add that we'd like to similar program for elementary students.

Dr. Saddler: In pushing in the math screener, teachers are reluctant to be pulled off path of their lesson plans.

Spears: Concerned about kids who aren't on that path, those who can't find the path.

Dr. Saddler: The screener data isn't yet shared publicly, we could incorporate presenting it as predictive of how well the kids might do in Spring SBA. We're seeing a dip in overall math outcomes, so this should help drive our instructional program. This data can give people another data point to look at and to evaluate what our kids know, what have they learned mid-year, and what they have accomplished at the end of the year.

Van Dusen: Show us that data.

Dr. Saddler: Will bring the slides. Middle school parents will receive results in the mail.

Meeting Adjourned 8:12pm.