

PAC

2.15.18

Meeting Agenda

- Welcome and Introductions
- Establish Quorum, Approve Agenda Approve Minutes from 1.18.18 meeting
- Public Comment
- Overview of K-5 Math Instruction and Interventions - Maggie Riddle, Director of Schools; Tracey Eglehart, K-5 Math Coach
- Presentation on LCAP Goals 2 and 3 - Lina Andersen, LCAP Evaluator
- Updates on LCAP Process and Policy - Dr. Saddler, Director of Programs and Special Projects
- Future Topics

Business Agenda Items

- **Establish a Quorum - Deminika**
- **Approval of the minutes from 1/19/2018**
- **Public Comment**

**Supporting Students:
K-5 Math in BUSD
A Story of Units
(Eureka Math)**

Parent Advisory Committee, Feb 15, 2018

Berkeley's LCAP Goals:

How are we furthering these goals in mathematics?

Goal #1: High Quality Classroom Instruction w/ Enrichment

- New Teacher Training
- District-wide Professional Development
- Math Teacher Leaders provide site-based Professional Development
- Silicon Valley Math Initiative ongoing Professional Development
- Individual and grade level team coaching.
- Site based Math Professional Learning Communities (PLC)

Berkeley's LCAP Goals:

How are we furthering these goals in mathematics?

Goal #2: Culturally and Linguistically Responsive Systems

- BUSD Equity Strategies to support student engagement
- Keynote speaker at January District PD focused on Equity in Mathematics
- Silicon Valley Math Initiative (SVMI) Equity Series
- District PD focus on equity, access to all, and differentiation
 - Three Reads and Math Talks

Berkeley's LCAP Goals:

How are we furthering these goals in mathematics?

Goal #3: Safe, Welcoming and Inclusive School Climate

- BUSD Equity Strategies to support student engagement
- Differentiated instructional practices that promote growth mindset.
- Support the creation of a positive math identity for all. We're ALL math people. We're ALL capable of doing high level math.

A Story of Units

- Adopted by **BUSD 2013-14** Eureka Math was developed specifically to meet the new standards and is **fully aligned with the K-8 Common Core Standards**, with a focus on **progression of major math concepts** from one grade to the next.

Common Core Standards for Mathematics

Mathematical Concepts

Example: Use place value understanding and properties of operations to add and subtract.

Standards For Mathematical Practices

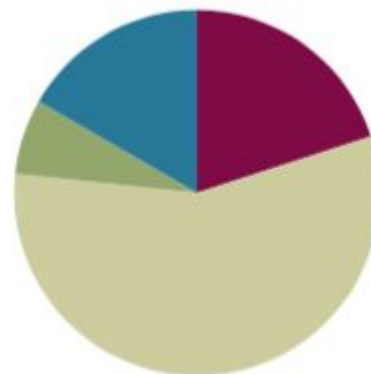
Example: Make sense of problems and persevere in solving them.

A Story of Units

Components of a Lesson, one example

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(4 minutes)
■ Concept Development	(34 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Tier 1 Support

Differentiation

- **Fluency activities**
 - A wide variety of quick activities that can be tailored to needs of students (it's not just the sprints!)
- **Read-Draw-Write to solve application (word) problems**
 - Provides opportunities for students to show their mathematical thinking several ways.
 - Supports students who can compute fast by providing them opportunities to represent, explain and analyze the math concept.
- **Many models and strategies aligned with Common Core Standards.**
- **Use of whiteboards**
 - Allows teachers to check for understanding and adjust instruction.

Tier 1 & 2 Support

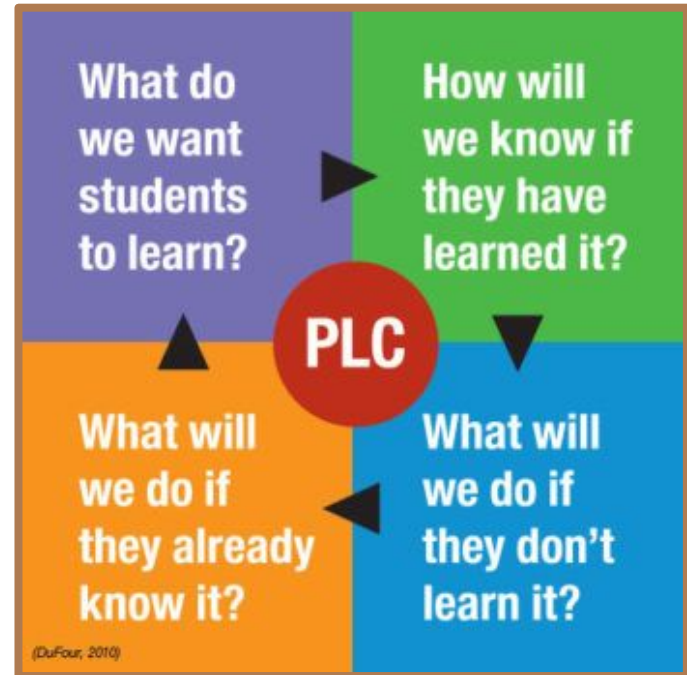
Resources for Teachers

- **K-5 Math Folder- Rtl Folder**
- **EMBARC**
- **Achieve the Core**
- **Illustrative Math**
- **YouCubed**
- **Daily Number Talks**
- **SVMl**

Tier 1 Support

Professional Learning Communities (PLC's)

- Examine student work such as exit tickets.
- Guided by the four essential questions of PLC's.



Intervention: Tailored to sites' needs/resources.

Models

- Push In
- Pull Out
- After School
- Homework Support

Curriculum

- Do The Math
- ASOU
 - Pre-teaching
 - Review
- ST Math
- Math Talks
- Intervention Binder

Assessment

- Use Trimester Assessments to identify needs.
- Collaborate w/ classroom teacher to create formative during intervention cycle.
- Tailored pre/post assessments.

Illuminate Math Intervention Reports

Intervention	Interventionist	Area of Focus	Starting Math Level	End of Session Math Level	Cycle 3?	Comments	# of Lessons Possible	# of Lessons Received	Reported Race	Unduplicated?	English Proficiency
School Day ASOU	RTI	Multiplication and Division	2	2	Y	In-class support once a week	11	11	Hispanic	T	Eng Learner
School Day ASOU	RTI	Multiplication and Division	2	2	Y	Low risk taker	5	5	White		English Only
School Day ASOU	RTI	Multiplication and Division	2.5	2.5	Y		18	8	Hispanic	T	Eng Learner
School Day ASOU	RTI	Multiplication and Division	1.5	1.5	Y	Also, Number Sense is an issue; up and down	11	9	Black or African American	T	English Only
Other	GenEd Tohr	Fractions	0.5	2.5					Hispanic		English Only
School Day ASOU	RTI	Multiplication and Division	2	3		Worked on Decimal Place Value understanding, multiplication and division word problems and word problem	19	15	Asian		English Only

Professional Development

- **Three day District PD with Engage NY- August 2013**
 - **Follow up training with Math Teacher Leader, PD Team, and Principals**
- **District -Wide PD ½ day- January 2015**
- **Middle School Special Ed. and Instructional Assistants- 2015-16**
- **District-Wide January PD full day- 2018- focus on ELD and Equity**
- **Silicon Valley Math Initiative Member District**
 - **Summer Professional Dev. and Follow-up PD**
 - **Principal as Instructional Leader**
 - **General Meetings**

Professional Development

Site Based

- **Analyzing Data**
- **Differentiation**
- **Using Exit Tickets for Formative Assessment**
- **Math Reasoning and Accountable Student Talk**
- **Standards for Mathematical Practices**
- **Math Discourse- Math Talks, Three Reads**

Family Support

Resources

ASOU Family Letters

- English & Spanish
- From teachers
- BUSD website

**Elem and MS District MTL's
attending next DELAC meeting**

Family Math Nights

- Seven sites 2017-18 School Year
- Collaboration with OFEE at sites.
- Targeted outreach
- Focus on:
 - Hands-On Math Games/Activities
 - Curriculum Support
 - Fluency Support
 - Growing Mathematicians

ELD Support

- **Effective** mathematics teaching includes a **balance of conceptual understanding and procedural fluency**
- Students should be given time to **wrestle with important mathematics** with tasks at a **high cognitive demand** and encourage students to **explain their problem-solving and reasoning.**

Principles for Mathematics Instruction for ELL's - Stanford University

ELD Support

- Students need **abundant and diverse opportunities** for **speaking, listening, reading and writing**.
- Instruction should **encourage students to take risks, construct meaning, and seek reinterpretations** of knowledge within **compatible social contexts**.

Principles for Mathematics Instruction for ELL's - Stanford University

January Districtwide Math PD focused on ELD in math instruction.

Three Reads (Application Problems)

- Ensures students know what they are being asked to do
- Creates opportunities for students to reflect on the ways mathematical questions are presented
- Equips students with tools used to negotiate meaning

Supports:

- Comprehension
- Sense-making
- Meta-awareness of mathematical language
- Negotiation of information in a text with a partner in mathematical conversation

Math Talks (Fluency & Conceptual Understanding)

- **A routine for whole-class instruction**
- **Develops number Sense (efficiency, accuracy & flexibility)**
- **Supports conceptual understanding-preview & review**
- **Promotes Reasoning and Problem Solving**
- **Develop Mental Mathematics**
- **Addresses misconceptions in understanding**
- **Honors and highlights a wide variety of ways to understand.**

Challenges

- **Working within time constraints to provide a balance of conceptual understanding and procedural fluency.**
- **Creating more space for students to engage in mathematical thinking (Standards for Mathematical Practices).**
- **Providing more opportunities for students to grapple with meaningful problems to try and solve them independently.**
- **Using small groups to address misconceptions while still creating independent learners.**
- **Providing challenges for students who are ready for them.**
- **Supporting students with the language demands of ASOU.**

**Supporting Students:
K-5 Math in BUSD
A Story of Units
(Eureka Math)**

Questions?

Math Interventions by Site

BAM	ST Math Zearn Math Groups
Cragmont	Eureka Math Intervention Binder Zearn ST Math
Emerson	Math Intervention During the Day <ul style="list-style-type: none">• Targeted ASUO small group• Math talks• Three Reads After school homework help BUILD
LeConte	After School ASOU intervention STILES Hall Cal math tutors

Math Interventions by Site

Thousand Oaks	ST Math LMR Math re-teaching/pre-teaching ASOU Zearn
Longfellow	Math LC Math Support 7,8 Homework Support 6,8
Willard	Math Support during school day Math Support after school

Math Interventions by Site

Non AS Schools

Jefferson	ST Math Do the Math Pre-Teaching ASOU Zearn
John Muir	ST Math ASOU Math intervention After School ASOU/targeted math interventions "Push In" Math Support
Malcolm X	Math intervention after school through Project Connect Build Tutors

Math Intervention by Site

Oxford	Front Row - math Aleks Math Do the Math Zearn
Rosa Parks	30 min of after-school Math intervention
Washington	Pull-out Math Intervention(ASOU)
Martin Luther King Jr.	Math Wheel Classes (6th - 2 sections) Math Enhancement class (7th) Math Support class (8th) Targeted math advisories (7th & 8th) Math Advisory support group (6th) BRIDGE tutors (through LEARNS, all grades) Teacher office hours (all) ●EL Tutorial ●AVID tutorial ●Help desks/Conferencing 1 on 1 during class

LCAP Evaluation Goals Two and Three

Update includes data collected thru 1/31/18

Goal Two - End the racial predictability of academic achievement

PLC Training (\$40,000)

- Coordinator of Professional Development organizing 1-2 PLC trainings by grade-level for the spring

Attract and Retain Teachers of Color (\$60,000)

- Hiring season for 2018-2019 has launched by meeting with principals to discuss potential openings, and how they will fulfill the new release time / prep teacher openings
- CTC Classified Employee Teacher Program Grant interviews and selection process initiated
- Building relationship with Black Teacher Project, and other supports for teachers of color throughout the district
- Frequent conversations with teacher candidates interested in working in Berkeley
- Working with the TOCN (Teacher of Color Network, BFT)

Classified Employee Teacher Pathway (\$40,000)

- Candidate is attending classes at Holy Names College

Goal Two - End the racial predictability of academic achievement

ELD Teachers at Sites (\$957,026) (.4FTE - .8FTE)

- ELPAC Training by district staff
- Creating site descriptions of ELD implementation models for analysis by district staff
- Designated and Integrated Student Instructional Support

TK-8 ELD TSA (\$55,000) (.5FTE)

- Planned and implemented new ELD report card supplement rollout plan
- Collaborated with Math TSAs for Math Professional Development Day
- Collaborated with SpEd and DigiTech TSAs to plan and develop implementation for the Google Read and Write App
- Coordinating VCCALPS training (the State EL test for SpEd students) for EL and SpEd teachers.
- Co-Lead DELAC Monthly Meetings

Goal Three - Safe, Welcoming, and Inclusive Climate for All

Intervention Counselors at BHS (\$290,000) (3.0FTE)
Semester 1 Update

<i>Grade Level</i>	<i># of Students</i>	<i># of Direct Contacts</i>
9th Focal	89	560
10th Focal	82	446
11th Focal	16	60
Non-Focal**	146	502

Direct Service Contacts (1,568 total)

***Non-Focal students are drop-in crisis/mental health counseling from OCI and health center which is not offering mental health support 1st - 4th periods*

Goal Three - Safe, Welcoming, and Inclusive Climate for All

Restorative Practices PD for RJ Counselors and TK-8 Positive Climate Teacher Leaders (\$15,000)

- RJ retreat being planned for February
- Consultations with Title IX Coordinator
- Planning site visit to OUSD RJ center

Restorative Practices (SEEDS) (\$25,000)

- Coordinates RJ Circles, Student Mediations and RJ Conferences with families

RJ Counselors at the Middle Schools (\$307,000) (3.0FTE)

- 855 total formal interactions with students
 - 39.4% (337) interactions were around behavior
 - 25.5% (218) interactions were around SEL
- 307 unique students served
 - 60.3% (185) were unduplicated
 - Depending upon the site, unduplicated students served ranged from 50% to over 70%

Goal Three - Safe, Welcoming, and Inclusive Climate for All

TK-5 & BTA Behavioral Health (\$144,000)

- Contracts with BACR, CPI, and Lifelong have continued working with elementary schools
- Ever Forward started at Washington and Longfellow with a focus on African-American boys' groups

Coordination of School Based Services (\$137,295) (.60FTE)

- Overseeing all mental health and trauma-informed practice contracts
- Collaborating with RJ counselors to fine-tune best practices, data tracking
- Implementing plans to develop School Climate Teacher Leader work
- Collecting instructional and social /emotional well-being practices to create a BUSD Multiple Tiers of Student Support (MTSS) Guide

Bay Area Peace Keepers (\$30,000)

- 16 students referred to program this month
- Program now divided between 4th-7th graders and 8th-12th graders

Goal Three - Safe, Welcoming, and Inclusive Climate for All

RJ Coordinators at BHS (\$130,000) (1.0FTE+ ½ year 1.0FTE)

- Working directly with 5 teachers on a biweekly basis on co-facilitating community building circles and activities
 - ~100 students
 - 2 senior classes, 2 sophomore classes, and 2 CLC classes
 - Currently recruiting 2 additional UC Berkeley MSW interns
- 45 circles have been facilitated or co-facilitated during Semester 1
- 50 requests for mediation during Semester 1 with a feedback process that shows positive outcomes
- Leading 2 student groups
 - BHS Student Advocates
 - Students bridging gap for student/teacher conflicts
 - Yemeni Male Support Group
 - Space and time to support them and each other based on past trauma and challenges at BHS
- All staff PD on RP
- Interviews have started for 2nd RJ position

Goal Three - Safe, Welcoming, and Inclusive Climate for All

Site Coordinators for Family Engagement (\$315,000)

- 1699 total interactions
 - 66.2% (1125) - Referral to services
 - 9.5% (161) - Attendance
 - 8.0% (136) - Academic
- 657 unique students served
 - 72.6% (656) unduplicated

TK-8 Positive School Climate Leaders (\$35,000)

- 3 meetings to date
- Large focus on RJ and Toolbox
- Informal evaluation of site-based social-emotional curricula implementation

Goal Three – Safe, Welcoming, and Inclusive Climate for All

African-American Students Success Manager (\$125,000) (1.0FTE)

- Position posted

School Welfare and Attendance Specialist (\$39,066)

- Interviews have started

Sexual Harassment Training (Green Dot) (\$10,000)

- Students have started to receive training at BHS

BP 0460 - LCAP Policy

Recommended Changes:

1. Student Advisory Group - Student Focus Groups and Student Input Survey
2. Timeline for draft recommendations - **First** Board Meeting in May, draft LCAP and Executive Summary (recommendations are due 4/22)

Proposed LCAP Service Changes

- Services Under Review
- New Services Being Considered
- Additional Needs

Services that are under review

- Professional Learning Communities \$40,000.
- Literacy Pre-Teaching Summer Academy \$30,000.
- Math Coach at BHS .60 FTE \$60,000.
- Math Support Class at BHS \$23,000.

- **One-time Services**
- Green Dot \$10,000.
- School Attendance and Welfare \$39,066.
- Math Saturday Workshops \$20,000.

New Services that are being considered

- Shift from Intervention Counselor to support for Ninth Grade Houses
- Adjust ELD Teacher allocations to two elementary schools
- Coordination of Services - expand to BHS (no new cost)

Additional needs

Consider 9th Grade Math Coordination Position

Repurposing Peer Coaching

LCAP 2018 Approval Timeline

March:

- 3/15 PAC receives draft recommendations for LCAP, discusses at least one action or service to discontinue
- 3/16 Publish draft recommendations for LCAP, including at least one action or service to discontinue, to district LCAP webpage; include email address for feedback
- 3/28 Board gets draft recommendations for LCAP, include at least one action or service to discontinue

April:

- 4/19 PAC gets LCAP draft presentation
- 4/20 Publish Draft LCAP (translated into Spanish) on LCAP website, open public comment period, include physical location and email address for public feedback
- 4/25 Board Doc - with Draft LCAP and Exec Summary; send also to EAC and PAC

May:

- 5/4 Deadline for public comments to be submitted on LCAP Draft
- 5/18 Deadline for stakeholder groups to submit written comment (approved by formal act of committee) to Superintendent

June:

- 6/8 Superintendent must provide written responses to comments received from stakeholder groups.
- 6/13 Board public hearing to solicit recommendations and comments from public re: LCAP proposal, concurrent with budget public hearing.
- 6/27 Final LCAP Approval