Local Control Accountability Plan
Parent Advisory Committee Meeting
February 15, 2018
Pending Approval at PAC Meeting 3.15.18

Members Present:
Bridgette Bernhard, *BAM Elementary*
Sandra Loving, *BAM Elementary*
Eric Van Dusen, *Cragmont Elementary*
Deirdre Tansey, *Emerson Elementary*
Denise Dafflon, *LeConte Elementary*
Hya Honorato, *Oxford Elementary*
Sabrina Jefferson, *Thousand Oaks Elementary*
Abigail Paske, *Washington Elementary*
Deminika Spears, *King Middle School (Co-Chair)*
Sarah Abigail Ejigu, *King Middle School*

Members Absent:*
Maya Glenn, *Willard Middle School (Co-Chair)*
Sarah Capitelli, *Jefferson Elementary*
Mimi Pulich, *Berkeley High School*
Timesha Harris, *John Muir Elementary*
Mike Anderer, *Longfellow Middle School*
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*
Maggie Riddle, Director of Schools
Tracey Iglehart, Lead Math Coach

Public:
Olivia Lim, *LeConte*

Meeting called to order at 6:30pm by Dr. Saddler, in absence of Co-Chair Deminika Spears.

Paske moved, Dafflon seconded to approve the agenda; approved by unanimous vote.

Welcome and introductions around the table. Dr. Saddler informed group that Assistant Superintendent of Ed. Services Pasquale Scuderi and Superintendent Donald Evans have drafted letter in response to the school shooting in Florida, and feel it is necessary to better prepare for disaster as a district. Also, the main presentation this meeting is around elementary math, middle school math information will be given at a later meeting.

Quorum not established at meeting outset with 9 members present; was later established after arrival of 10th member.

Public Comment:
Dafflon conveyed excitement from LeConte ELAC around new EL report card, and also EL testing transitioning from CELDT to ELPAC; also noted that she could not access google group,

asked if other members had this problem. Additionally, regarding the CA dashboard, asked how priority 3 (parent engagement) is evaluated; using the parent survey, and/or another measure?

Presentation: Overview of K-5 Math Instruction and Interventions
Maggie Riddle, Director of Schools, and Tracey Iglehart, Lead Math Coach

Riddle and Iglehart presented the following document:

- Supporting Students: K-5 Math in BUSD, A Story of Units (Eureka Math), 20 slides

See presentation for slide detail.

Iglehart detailed New Teacher Training Process: taking all teachers new to the district OR new to a grade level into classrooms to observe, and also giving them a full-day small group intensive training with a math teacher leader. Noted that January District Professional Development (PD) keynote speech focused on equity, using mathematics to talk about, with, and for social justice.
Iglehart gave history of A Story of Units (ASOU), also known as Eureka Math or Engage NY, which allows teaching with depth rather than just breadth. Explained that standards now expect both the "what" and the "how" of learning. Riddle added that "Tier 1" refers to instruction in the everyday classroom environment. Iglehart highlighted that differentiation is built into the curriculum, also noted that the "read, draw, write" structure helps students who are quick mathematicians gain a deeper understanding and to show depth of knowledge. Noted that resources for teachers, including RTI, live in shared drive for all teachers to access.
Riddle noted that all staff have been trained over a 2-year period in Professional Learning Community (PLC) model by those who developed it; soon all K-12 teachers will come together for retraining on the PLC structure using the exit tickets to keep all eyes on student work, and learning meeting structure.
Iglehart noted that every site uses math interventions and that those are tailored to needs of the sites; often a combination of available models and curriculum, using trimester assessments to identify needs. 6 week calendar of intervention cycles is shared and data is collected in Illuminate. Iglehart used example Illuminate screen to show how teachers record and track data on interventions. Currently looking for ways to increase capacity for PD for next year with Math Teacher Leaders (MTLs). Iglehart noted that best math curriculum resource for parents is ASOU Family Letters. They include accessible information on standards, concepts, models, and examples, and are available in English and Spanish. Both district MTLs will attend next DELAC meeting as well. For ELs in particular, want to make sure we're not waiting until the students have language grasp to engage them in high level math, ASOU has models that allow access to high level of math without language barrier. Highlighted that January PD also had focus on ELD math instruction and differentiation.
Iglehart explained "Three Reads" system; the first step is reading a problem without numbers to support sense and meaning making and comprehension. The next step is to re-read with values and have a conversation about what the values are and how they interact with each other. Then lastly students generate a question to solve. Math Talks enable teachers to facilitate conversation with less teacher talk and more student talk, getting at sense making of mathematics in front of students.
Iglehart noted challenges being faced (see slide). Questions?
VanDusen: With all these different models and ways to learn the same thing, are there trade-offs? For example when explaining each model, is that more difficult for ELs? Is there sense of evaluating what the right amount of models is to teach and evaluating the efficacy of ASOU?
Iglehart: The right number of models depends on the student. Riddle: Efficacy depends on how kids are performing in math, as it's the only way we can gauge what is working. Giving kids

various representations to use gives kids many ways to solve a problem and opens up solutions. It seems to be working as well as any other curriculum; though it is not without the issues, challenges, and contradictions that come with educating groups of kids in each classroom every day. Teacher feedback is that many feel that if they had been taught with this system they would be better mathematicians themselves. Iglehart noted that current 4th grade is first pure cohort of students using Common Core math.
Honorato: Do we set up some kids for failure if they are sound in algorithms but struggle in reading? Feels like there are too many kids who fall into that category. Iglehart: That was why we just did the PD that we did, to help with the language support. Riddle: Past practices didn't use manipulatives, ASOU uses more visual representations but we do need to bring more manipulatives back in; helping kids see numbers correctly, in addition to working really hard on reading to help with this.
Spears: In Illuminate screen, there wasn't data on push-in versus pull-out services, is there a way to differentiate those so that we can track services? Riddle: We can do that. Currently in Ed Services we're talking about value of push-in, not pulling kids out of class, so we have to keep track of that. It is happening at Jefferson.
Ejigu: What is getting in the way of kids getting intervention? Riddle: Mostly absences and some field trips. High absenteeism is a problem, as these interventions really need to happen 3-4 times per week. Additionally pre-teaching (doubling the chance for kids being taught in the content and giving confidence and prepping) relies on consistent attendance as well. Trying to figure out how to catch kids up is challenging.
Dafflon: At LeConte we get ASOU in Spanish, do we give all sites access to this? Iglehart: Yes, it's all in the K-5 math folder which teachers have access to, she is also available to support teachers in helping getting the materials reproduced.
Loving: We see kids who are so behind that they aren't given the math homework sheets, and then are being pulled out for additional support, and as a result they fall more and more behind. How do we address that? Riddle: Research shows it's not good to pull kids out of instruction even if they're behind; if they're not in class they won't ever get that content. Pre-teaching works much better, but ideally she would want to work with an individual child to see what the child is missing, or identify learning difficulty. That's the job of the teachers, RTI teachers, and Coordination of Services team. Iglehart added that the shared K-5 math RTI folder does have clearly laid-out steps to address catching kids up. Common Core Standards are written progressively, with foundational standards; teachers can find where to meet struggling students and build up from those points so that they aren't left behind in class. Riddle: Kids missing a conceptual piece can get nervous and develop a phobia, we need to help kids see that they can work through problems and that they can be mathematical; keep them from getting stuck in the mindset that they can't do math. Iglehart: There are also learning progressions written into the standards, for example concrete to pictorial to abstract. Sometimes students who are behind can do the same procedures using different mode (i.e. concrete or pictorial rather than abstract). Teachers can also change numbers to make problems more easy or complex to suit needs of class and students.
Spears: Do all sites have access to all interventions? Iglehart/Riddle: Yes, they have access to all interventions; though we try to push teachers in the direction of the interventions that we see working best.
Dr. Saddler: We are piloting digital interventions at some sites and they are finding success, particularly after school.
Spears: if they are successful will they be available to all sites? Dr. Saddler: We will evaluate the pilot programs and work with administrators and principals to determine which to support moving forward. We like ST Math, for example, because it is completely visual and removes the language piece, giving all kids access to high-level math concepts without any language barrier. Can assist with EL, dyslexia, autism spectrum.

Lim: Given ASOU structure, even if a child was behind in one unit, they may get a fresh start at the beginning of a new unit, hopefully that structure allows for feeling successful at some point throughout the year? Riddle: Some kids will do better with different forms of math. Lim: Conversely, if we're seeing kids who really get a concept and become bored, or kids who are tenuous and who get a concept in one model, but are challenged with a change to a different model; do we see that in practice those students are losing confidence, maybe getting the right answer but being redirected to another model feels like they are getting it wrong? Riddle: That is the task for the teacher to manage, to get kids to be able to do a problem multiple ways, to help the students identify what works best for them, and also to develop the students' flexible thinking. Lim: I agree with focus on growth-mindset rather than simple proficiency, and though you said that materials provide for differentiation in my anecdotal experience in classrooms differentiation is happening outside ASOU (using ST Math, Sunshine math, etc.). Riddle: We're working on differentiation within ASOU. During time that students are working, the teacher should be circulating, catching misconceptions, and differentiating as they go using ASOU. As class works together on boards, for example, teachers should catch what students are needing and adjust to that. There is always room for improvement. Iglehart: Remember that it's only been 4 years, and it's not just the curriculum but entirely new standards in math, so that is one area in which we can grow. Riddle: That is also why, at most recent staff development day, we set aside time to review ASOU and differentiation particularly as we have new staff every year; further we hoped to wake teachers up to math as social justice and to help our teachers learn more about how people think mathematically about themselves and students. Would also like to look to content classes for teachers. Dr. Saddler: A big investment by LCAP has been in what to do if students already know something, and we are getting ready to re-evaluate that.
Dafflon: With the Ca Dashboard many populations are too small to see achievement gap and the broader groups are K-8; specifically at K-5 do you still see gap? Riddle: Yes, absolutely, we see race and language based gaps. That is where the equity strategies come in—actionable strategies designed to look at issues of race and language based gaps to use every day; particularly the programs Opt-In Creating Scholars, to promote engagement with the material; High Help High Perfectionism (always having high expectations for students), and further here looking at how we are supporting those expectations; Multiple Perspectives, knowing what presentations they will use and keeping all honored; and Bringing Students' Lives into the Classroom, letting students see themselves in the class work. Riddle also highlighted making sure that everything students need to participate in classroom learning is right in front of them, taking the guesswork out of classroom conversation.

Dr. Saddler presented the following document:

- Math Interventions By Site, 4 slides

Reminded group that the slides will be shared electronically. Saddler pointed out that items are listed are self-reported, there may be more that aren't included. Responding to a question about Washington only having one intervention listed, Riddle read out report on math interventions from Washington Elementary: Math Intervention Teacher, trying to get Reflex Math in the afterschool program, volunteers in the classroom, family math night, push-in and pull-out intervention groups, consultation with parents to support learning at home, SpEd staff working with students directly, 2nd grade parent math booster group.
Spears: What does math enrichment mean? Riddle: Specifically for Washington it's how do you look at kids who are above grade level in math and making sure that they are engaged.

Presentation: LCAP Goals 2 and 3
Lina Andersen, LCAP Evaluator

Andersen presented the following document:

- LCAP Evaluation Goals Two and Three, 9 slides

See presentation for slide detail. PLC training for spring is being worked on by PD Coordinator. Big push from Board is updating the district's job posting/hiring timeline to be earlier in the year, to be concurrent with postings from other districts and attract more teachers of color.
Dr. Saddler noted that 12 teachers of color applied for CTC teacher grant. They have to continue to work with district for as long as they receive the grants of $4,000/year. The other grant providing full loan at no interest does not come with a guarantee of a teaching job in the district for the recipient once the program is completed.
Andersen noted that for EL assessment, district is moving away from CELDT and all staff are training to use ELPAC. Engaging with each site to identify what push-in/pull-out model is most effective. TK-8 ELD TSA has been working closely with Iglehart to develop how to differentiate and support within Tier 1 around math.
In Intervention Counselors slide: "Focal" refers to focal list of students to support. Found that Focal students have many more and earlier difficulties that need support, such as getting to school and accessing health and mental health services. Noted that numbers on slides don't include short, informal interactions between counselors and all types of students; further note that the counselors still interact formally with more than non-focal students.
Spears: So BTA doesn't have interventions? Andersen: At BTA they have their own counselors, so if a student ends up there they work with another counselor at that site. Dr. Saddler: Our data shows that now that we have 3 counselors we have fewer kids leaving, we went from small percentage of students in focal group matriculating to a larger percentage; will bring that data to share. Andersen: This year the 3rd counselor was new; each counselor moves up to follow their focal group through the high school years.
Andersen noted that Restorative Justice (RJ) counselors have focal group of students and track interactions, again many more informal interactions are not included in counts on slide.
Andersen feels that Evaluation needs to do a better job pushing these counselors to proactively check in on the focal students. Sites with higher percentages of unduplicated students are serving a higher number of students. For behavioral health, extra funds were available and used for PD using multiple tiers of support listing assessments and supports to grow social-emotional capacity. RJ Coordinator at BHS has been working on tracking data as well as training other teachers to expand restorative practices to regular classroom experience, moving toward preventative rather than reactionary strategies. Greendot uses trainer model, identifying student leaders to implement program at BHS. The African American Student Success Manager is district-wide, not just at HS. Questions?
Ejigu: To that last point, there seem to be many barriers to filling the AfAm Student Success Manager position; reminds that there is a big need, and for not just teachers of color but specifically African American teachers. Dr. Saddler: The teacher funded for the loan grant is African American, and of candidates for $4,000/year grant 6 are AfAm, 2 are native Spanish speaking, and 3 are males; we felt representation was pretty unique and we were excited to grow our own teachers of color. Ejigu pointed out that there hasn't been a black teacher at LeConte since 2012. Dr. Saddler: We hear you, that's why we're allocating funding.
Jefferson: It is also hard for people to afford to live here with such a high cost of living. Dr. Saddler: Some candidates from within district made it clear that $4,000 annually just isn't sufficient to make pursuing a credential possible for exactly that reason.

Discussion: Update on LCAP Process and Policy
Dr. Patricia Saddler, Director of Programs and Special Projects

Dr. Saddler presented the following documents:

- BP 0460 – LCAP Policy, 1 slide
- Proposed LCAP Service Changes, 4 slides
- LCAP Policy Approval Timeline, 1 slide

Dr. Saddler explained that she will be proposing changes to the LCAP board policy to the Policy Subcommittee. First item is recommending eliminating the student advisory group due to low attendance, and in favor of visiting middle and high school sites at LCAP funded programs and engaging in discussion, presentation, and soliciting of feedback both in person and with a student survey. It seems a better way to hear student voices. The second item is recommending that the policy read "a board meeting in May" rather than "first Board meeting in May," in recognition of the work involved in writing the actual LCAP and that it necessitates a longer timeframe to complete the draft and executive summary.

Slide: Proposed LCAP Service Changes, Slide 1: Services Under Review
See presentation for slide detail. Note these are in response to the requirement that LCAP include recommendation on a program to discontinue. Dr. Saddler noted that the district is in the third year of training for PLC, and we feel that everyone is as trained as they need to be. Summer Academy/Ramp Up has low attendance. Math coach at BHS hasn't yielded desired results, and the thinking is that the approach to math at BHS needs to be completely reconsidered. BHS wasn't able to fill math support class teacher, so it went unfilled. Dr. Evans will review these proposals and ask for further information before he makes his recommendation on what program(s) to reduce or eliminate.
Dafflon: At LeConte we feel that PLCs are helpful for teachers to have. Paske: What about training new teachers? Dr. Saddler: This is just choosing to not bring in an outside facilitator; principals and other staff have become self-supporting in continuing the training themselves.

Slide 2: New Services Being Considered
See presentation for slide detail. Due to new hive structure at BHS, it is proposed that each hive would have 1 period of intervention counseling. This would give students 4 adults plus a counselor to have as support through 9th grade year. Position could be filled by one person across hives or multiple people, .2 position serving one period per hive. Re: adjusting ELD teachers, we are losing English Learners (ELs) in district and so are looking at minor reduction in amount of EL teachers at 2 sites. Dr. Saddler's proposal is to take unused .4 of another position to support Coordination of Services expansion to BHS, to build a more coordinated model incorporating behavioral health. Will come back to group with more info as it develops.

Slide 3: Additional Needs
See presentation for slide detail. HS and MS math weren't covered at this meeting, but the Board has put pressure on the Superintendent and Ed. Services to think about what we're missing with math and why so many students are unsuccessful with 9th grade Math 1. One third of students aren't passing the course and are having to re-take it, or end up credit-deficient. We hope to build out curriculum, evaluating math teachers, doing professional development with math teachers and expanding differentiation. Look to put a math expert in place for maybe 2 years to focus on 9th grade math. District hopes to use a model of administrators focusing on a subject level.
Jefferson: Math performance being low comes with attendance problems. Dr. Saddler: BHS is keeping Dean of Attendance position, and we are doing a study looking at what MS students

came from, attendance, what their performance is in other subjects, whether it's just math or other academic issues. Will bring data results back to PAC.
Lim: is it students coming in with deficiencies? Dr. Saddler: It is difficult to figure that out because MS grades aren't strong predictors of success in Math 1. We are using multiple measures to identify and place kids at HS, and are evaluating using multiple measures to identify students needing interventions. If we can have someone looking at 8th/9th transition to identify students and put interventions in place, someone who has content knowledge in math, we could really address that.

Minutes from 1.18.18 meeting motioned for approval by Van Dusen, seconded by Loving; were approved unanimously.

Dr. Saddler thanked all members for attending, particularly immediately before a long weekend, and noted that PAC might need to meet twice in March because a lot of budget information will be coming for committee vetting; keep tuned to emails for updates. Need members to attend and have quorum. All slides will be sent out.

Meeting Adjourned 8:12pm.