

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

Members Present:

Bridgette Bernhard, <i>BAM Elementary</i>	Denise Dafflon, <i>LeConte Elementary</i>
Sandra Loving, <i>BAM Elementary</i>	Mimi Pulich, <i>Berkeley High School</i>
Eric Van Dusen, <i>Cragmont Elementary</i>	Sabrina Jefferson, <i>Thousand Oaks Elementary</i>
Deirdre Tansey, <i>Emerson Elementary</i>	Abigail Paske, <i>Washington Elementary</i>
Laura Babitt, <i>Rosa Parks</i>	Sarah Abigail Ejigu, <i>King Middle School</i>
Deminika Spears, <i>King Middle School (Co-Chair)</i>	
Maya Glenn, <i>Willard Middle School (Co-Chair)</i>	

Members Absent:*

Hya Honorato, <i>Oxford Elementary</i>	Timesha Harris, <i>John Muir Elementary</i>
Sarah Capitelli, <i>Jefferson Elementary</i>	Mike Anderer, <i>Longfellow Middle School</i>

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*
LaShawn McCabe Taylor, *Minute Recorder*
Danielle Perez, *Programs and Special Projects Staff*

Co-Chair Maya Glenn called meeting to order at 6:30pm.

Welcome and introductions around the table. Dr. Saddler welcomed LaShawn Taylor to the meeting, who will be supporting and replacing Danielle Perez for the remainder to the school year. Danielle advised there was a correction to the minutes that Abby sent that regarding the teachers at La Conte was printed as “12 years”, but should have been printed as, “since 2012”. This had been corrected in the electronic version, but had not been corrected on the draft.

Ejigu motioned, Tansey seconded to approve minutes and agenda, both approved unanimously.

Public Comment:

Dafflon: parents got English learner report card. Wondering about reclassified English students, why they don't get the report—if there is money for those students should get reports for them as well.

Dr. Saddler: a concern that should go to DELAC meeting.

Dafflon: Students initially tested as proficient, IFEP, classified as English learners?

Dr. Saddler: so, they are re-designated English learners, but in the States eyes they are technically a English learners for 4 more years. But we refer to them as a re-designated student.

Dafflon: even the ones IFEP?

Dr. Saddler: no, the IFEP, they are not considered English learners.

Dafflon: Math teacher leaders are given a stipend, would like more information on that.

Dr. Saddler clarified at every elementary school and Middle school, there is a designated teacher call MTL "Math Teacher Leader", they get a stipend. They help with discussions and professional development around Math at the school site level and they meet on a regular basis with the District math coaches. The group will receive more math information in subsequent meeting.

Presentation: Academic Data Updates

Dr. Saddler: Lina is presenting Academic Data Updates,
Actions and services being considered for elimination (2)
Actions and services changes are being made (2) will report back in April on official changes
Ideas on New actions and services
Actions in LCAP for 2018-2019

Lina's slides -

See presentation for slide detail.

A few key highlights – 3rd grade reading –

Dr. Saddler: MKV: McKinney Vento - students that are identified as being homeless. Does not technically mean "living out on the street" but that housing may have been disrupted. The reason we are identifying that is because when we look at the California Dashboard this is the sub-group for Berkeley Unified School District that we are now in technical assistance for; they did not perform well in the academic indicators and also had a lower graduation rate. We are not surprised. If their lives are disrupted or have moved to multiple schools, the graduation rate isn't as high as the other sub-groups in our District. So we are working the County to develop a plan on how to better support these students.

Abby: how does the reading data compare to previous years?

Lina: will bring that info back.

(Back to explaining the slides)

Lina – Data cycle 3 at the elementary level at the end of 6- 8 weeks data cycles where they give intensive reading, writing, and Math interventions, and depending upon the student's progress, they cycle students in and out. The RTI Teachers are funded differently at each site, .4 - .8 FTE depending on the site. The RTI teachers total across the 11 elementary schools saw 156 students in reading only, they also do writing as well as Math.

Abby: are these the numbers we hoped to see or that were expected? How do we know where we want to be?

Lina: the unduplicated group, students with disability, our Black/AA , Latino students we want to see more growth than we do; not on par with non-duplicated students than our white students. They are much further proficient. Pleasantly surprised by the growth, but if it's not climbing at an accelerated rate the disparity won't go away.

Dr. Saddler: our goal is set by the end of the year, this progress is promising.

Laura: do RTI teachers work with students with disabilities.

Lina: sometimes they do, depends on the disability of the student.

Dr. Saddler: students listed on slide could be in multiple categories (Special Ed and African American, for ex.).

Mimi: Please explain again what MKV stands for?

Lina: McKinney Vento – Students identified as homeless, temporarily doubled up (maybe living with a family member), living in a hotel/motel, or a shelter. But they are not necessarily living on the street.

Glenn: On the slide, the 11 students for MKV are during the school day or after-school?

Lina: both, I had to combine to get to 11 total students to be able to report data.

RTI Teachers in Math are serving 107 total students, ASOU is the K-5 math curriculum.

Pulich: in “Do the Math” program, do the low numbers mean nobody shows up? Or because not that many teachers are trained?

Lina: Only one site reports it as being used as a structured intervention.

Pulich: We don't have any programs identifiable by name in the elementary schools to measure what is being used?

Dr. Saddler: This was covered in the last meeting's presentation by a Math Coach, will send slides.

Lina: Students can be in the same intervention group for math but working on very different skills, so their pre and post assessment for each child can be very different; it is hard to tease out what is and isn't working well from this information. Math interventions also use a lot of online or computer-based intervention which don't have pre and post assessment at all.

Pulich: lack of assessment is one thing, but tracking types of intervention is something that can be done with illuminate. Can be gathering good information on these kids.

Lina: even when using the same program, for example with ST Math, how it is being used varies widely; some teachers let kids use it with less direction, at other sites the Intervention teacher is supporting and providing language support. It is difficult to get at how people are using it.

Spears: do you have info on whether these are push-in or pull-out interventions?

Lina: this current cycle we are collecting that data.

Spears: are you looking at what time kids are being pulled out and any significant impact on other subjects it may have?

Lina: good question. I can ask site by site for this current cycle.

Babitt: are these interventions funded through LCAP?

Lina: Yes.

Lina: only LCAP funded intervention teachers listed, though they may provide push-in support to small groups in class.

Babitt: When you talk about people doing general things in their classrooms, that's not really intervention as opposed to first level instruction?

Lina: some RTI teachers are pushing in to classrooms to provide small group support.

Babitt: So these are RTI Teachers?

Lina: These are direct services provided by the RTI Teachers. Within the same data set, there are general teachers, special ED teachers, 2 schools that are paying together to have a math coach. All are being kept track of, it's just not being presented here, because we don't fund those things.

Lina: only LCAP funded intervention teachers listed, though they may provide push-in support to small groups in class.

Dr. Saddler: some schools they only do ELA, it's really heavy literacy and not heavy math, so we're hoping as we pull more data were going to be able to convince the powers that be that we really need to focus more heavily on math. Because what we are seeing in the long-term when kids get to 9th grade they are really struggling in Math 1. So we have to figure out when does the intervention need to happened and how should it happen and what kind of data do we need to really identify what kind of intervention kids need. This year through Title I, I invested in a lot of software for Elementary and Middle School and I picked software that would give us data. Though it was not popular, because it is more screen time and not direct teacher time, but believe getting strong data is the right way to go.

Pulich: surely other schools are doing this as well? Not new territory?

Lina: even as close as Oakland they are doing things differently than here.

Lina: Notice the difference in numbers; reading and writing interventions start right away while math interventions tend not to happen until the first assessment is complete. So the numbers for literacy intervention stay more uniform, whereas math sees an increase.

Babitt: is 107 students the total number of students for all K-5 schools being seen?

Lina: 107 students got math intervention by an RTI teacher. This doesn't count interventions by classroom teachers, groups after school paid out of site funds, interventions by a Special Ed teacher, etc.

Babitt: the number still seems really low considering how much we spend on it.

Dr. Saddler: that is because most of the focus is on literacy for the LCAP funded Rtl teachers, the PAC could push for more math intervention from the Rtl teachers, it could be included in the notes.

Tansey: it's interesting that math intervention has to wait until end of first unit assessment; there shouldn't be any waiting because you know which students are already struggling from previous year.

Lina: there doesn't seem to be the same urgency until kids are failing in the 9th grade.

Spears: what is the reason for the pushback against knowing students' skill levels? Why can't we use that to identify who is struggling in elementary?

Lina: There are schools of thought concerned with over-assessing children.

Pulich: we shouldn't go down that road because we won't like the answer. Can we the PAC have a voice now rather than waiting until June? We strongly feel more should be done about math. To be meaningful we should be able to push for this really intuitively obvious stuff like putting more Rtl resource on math and having more assessments.

Spears: if they are so against assessments what are their proposed solutions?

Loving: understand that pushback against assessment exists, but at the end of previous school year we know who isn't achieving. Is something on the plate for summer for math? Is there more help, can we recommend more funding goes to that? A lot of kids don't make benchmarks at end of year.

Lina: you can recommend what you think is a feasible solution to some of this.

Heidi: funding is finite, recommending adding something means taking something else out. If we as a group want to fund more RTI math instruction what would the consequence be?

Pulich: we don't have to consider district budget cuts, we only look at LCAP.

Heidi: but we still have to know what might go away. We have to think about how it might be implemented, what impact it will have at all the sites.

Babitt: sites take money from one pot to use for other things. We have to do something that reaches more students; we can't touch that 9th grade level gap with so few numbers being served.

Loving: look to the summer.

Tansey: if every site has 1.0 literacy coach, doesn't it make sense to have RTI teacher spend most or all of their time on math?

Dafflon: Literacy coach trains teachers so they are more aware; so maybe RTI teachers could also control direct support and teacher training; MTL is also a teacher and can't take a day off to do that.

Dr. Saddler: at elementary level, the literacy coaches should be 80% direct student service and 20% case management and coaching, doing data, etc.

Heidi: chronically absent is what exactly?

Dr. Saddler: more than 18 days per year (10%).

Loving: MKV numbers are so sad. What happens to kids who are chronically absent? Parent liaisons get list of kids, contact families to support.

Lina: what should happen is, the focus here is Elementary because of the family liaison they get lists and they are to work with the families to figure out what their needs are and what kind of support that they need. Hopefully this number will change, lessons throughout the school year.

Pulich: how does it compare to previous year?

Lina: can bring that information, it is improving.

Spears: what interventions can liaisons do? For example do they have money to help to get hotel rooms or similar, or is it just the liaisons contacting parents?

Lina: if they are MKV, they partner with MKV coordinator, will provide Bart tickets every month, bus passes every month, stuff like that to make sure that they have the means, because a lot of students who get displaced end up outside of Berkeley so they assistance to get to school.

Jefferson: they reach out to chronically absent students? My child is chronically absent due to asthma and I've never been contacted. Gotten one threat letter; nobody reaches out or asks what's going on (at TO).

Lina: That is what they are supposed to be doing.

Dr. Saddler: do you know the family liaison?

Jefferson: Yes, they reach about other things but not this.

Heidi: I'm wondering if there are more patterns even than just medical or MKV?

Lina: Liaisons do keep a log to track interventions.

Babitt: Family Liaison at our site suggested setting up and uber or lyft account to help kids get to school when family can't take them; sometimes the challenge is elder adults having a medical or transportation issue, or translation burden on students for non-english speaking parents, or just families who really don't prioritize school.

Dr. Saddler: sometimes it's mental health issues, kids have anxiety about school, other stressors, don't want to leave adults in crisis at home alone.

Loving: when a kid is identified as bi-racial where would they fall on this chart?

Lina: "two or more races" are not included in this information. They are their own category; LCAP does not have any racial categories in the "Unduplicated" umbrella.

Pulich: so we don't have socioeconomically disadvantaged?

Lina: it's in the unduplicated number.

Lina: we have other categories listed

Pulich; would like to see socio-economically disadvantaged broken out in relation to chronic absenteeism.

Dafflon: we see a huge gap in performance between online and paper testing results. It is even more stark for English Learners. Why is that? Is it the wording?

Lina: mostly it's a lack of comfort being on a computer. The MS math coach has been pushing for more online math assessments to get kids ready and exposed and comfortable in advance of the Smarter Balance Assessment. They try to do online activities when appropriate but for some concepts there isn't a good way to do them online. Some need paper.

Heidi: will you bring information on the pilot math program back to the group?

Dr. Saddler: yes.

Heidi: can you bring this slide info back to compare with how STAR math results come out?

Babitt: issue of words and wordiness is exactly why we've spent so many resources on literacy, because reading contributes to the achievement gap in other areas.

Tansey: not surprised to see disparity, children learn math by writing, and expecting them to look at a computer and solve it must be a huge leap.

Dr. Saddler: think about the SBA, which is online starting in 3rd grade; that's a huge equity gap and we need to get the students ready as early as possible. Even a skill as simple as highlighting on a computer is challenging.

Tansey: we are just following Government mandates, to what end? What is goal?

Lina: The impression is that kids don't use paper and pencils in computer tests, but the kids still get those and are encouraged to use them concurrent with using the computer.

Jefferson: we don't want to slow our children down when they come out of High School, College, into work. We want them to be able to compete by being computer literate.

Abbey: do these numbers from the slide presentation track similarly to SBA results?

Lina: it's hard to compare because they are not broken up in the same way.

Abby: it depends on what branch of math, whole branches that do use computers. But test-takers need to be able to move smoothly between the two.

Lina: referring to slide on high school, "focal" means students on the caseload of 9th grade intervention counselors, who have severe trauma, mental health issues, homeless challenges.

Spears: are interventions being tracked?

Lina: yes.

Dr. Saddler: there isn't summer school for 9th grade, so kids who fail math in 9th have to take it over in 10th. Anti-racism taskforce is looking at 9th grade redesign.

Spears: what happens to those who failed?

Dr. Saddler: they have to take the same class again.

Spears: and if it didn't work the first time what makes it work the second time?

Glenn: what's up with bridge? I understood the purpose of Bridge was to help the students get on track to be able to do math?

Dr. Saddler: It's not necessarily an academic class. It's a place where kids can go after school to get tutoring. Once they sign up for it they are committed.

Lina: it is specifically about college access; helping to navigate school to access college.

Glenn: so is there an improvement with bridge kids?

Lina: yes, it is always the worst in the first semester of 9th grade, and then they catch up more.

Dr. Saddler: there is a summer program for Bridge.

Sarah: are there kids we could look at in 3rd and 8th grade, to make profiles to help make argument about elementary math support and fundamentally changing the math support at BHS? To have a sense of how we've failed these kids year after year? We can make a stronger argument with longitudinal data.

Lina: there is a lot of internal discussion around predictive analysis, recognizing that kids being funneled into the same programs will continue to yield the same inadequate results.

Pulich: what I'm not hearing about is the programming. 9th graders started Common Core in 5th grade, had Everyday Math K-4. Are we seeing differences with the kids who have had the common core from earlier in their academic careers? If we compare cohorts and use the new assessments, can we draw conclusions? A lot of parents feel that teacher disparity is the culprit.

Tansey: is this what it looked like last year? Yes. Two years ago? There was no math 1 two years ago. When you look at kids who started with Algebra 1, did they look like this? Do we know that the curriculum is following? We know that the middle schools didn't move to "A Story of Ratios" until after elementary had implemented ASOU, so when some cohorts moved into high school they weren't coming in from the same curriculum.

Jefferson: are we taking into consideration the melting pot nature of BHS (kids coming in from Catholic schools, private schools, etc.); and numbers issue as well.

Lina: there was an internal comparison last year between BUSD and outside students, and kids who had come from outside BUSD did much better.

Lina: Regarding slide presentation, intervention counselors started out with 80-90 students, and focus is all about retention. They do also touch about 100 non-focal students and work closely with OCI staff to triage a lot of different situations. We track how many focal students they start with and how many are retained (as well as who left, went to BTA, etc.). The initial thought was counselors would have academic impact, but it turned into just getting focal students to school, connecting them to services and keeping them in school, helping interactions between focal and other students.

Babitt: it doesn't seem like we are necessarily transferring students soon enough to BTA or I.S., it's almost like keeping students in intervention wheel too long when they need special education; how can we funnel them sooner?

Dr. Saddler: BTA students need to be at least 16 years old; I.S. need parent's permission and is a program with much less student contact with teachers, but these students that we're discussing need more teacher time not less.

Pulich: going to BTA is optional, a lot of students with chronic absenteeism are kids who are on campus but not in class. Students don't necessarily want to go to BTA.

Spears: why would a student want to go to BTA? Is there something that BTA is offering that BHS doesn't?

Dr. Saddler: at the last Board meeting some students expressed that felt that nobody cared about them at big school, or felt more comfortable with the teachers of color who were younger and who could relate to the students better at BTA.

Lina: right now we are transitioning so that BTA and BIS will be overseen by the same administrator, but the programs offered will be the same as before.

Pulich: Berkeley has to have a continuation school. The intent was to build more into it and create means to have more of a support to students.

Dr. Saddler: Transitioning to changes in the LCAP, we will be adjusting EL allocations based on changing enrollment of English Learners at the schools. Declined significantly overall in district. Enrollment data pulled on a specific date in October is what determines LCAP funding for the entire year, and even if students come in later to a school that doesn't factor into funding for that year.

Pulich: what's re-designation rate in Berkeley?

Lina: we will bring that.

Dr. Saddler: For PAC members that have been with us for more than one year, do you see the difference in having providers put data into system? They are reporting much more authentically and we have a data system that can capture it.

Babitt: I am thinking about how equal does not necessarily equal equity. Even though we're allocating funds we need to be more intentional and recognize where the needs are, and trying to target spending to needs at each school. Not every site will need more support in math, another might need more for English. We aren't honing into needs based on site and the population concentrations.

Pulich: how can we use that data to inform programs equitably and impactfully? How do we flip this and figure out where we're being effective?

Tansey: we hear data at SGC's for school sites. It can be heartening, but then we hear data here and it's quite different. We don't get to hear about successes at individual schools. How do those successful models get duplicated?

Spears: it sounds like we have had a lot of curriculum changes; what prepares students and teachers for these? When they are being assessed between curriculums, where is the bridge between being assessed in one then the other? Where's the data?

Dr. Saddler: Good questions, but we need also to move on to services being recommended to discontinue. It is mandated that the Superintendent recommend at least 2 actions or services to discontinue. Professional Learning Communities, to build capacity of principals to look at data and use it. Maggie Riddle felt that the development was pretty solid, teams are using essential questions and utilizing data, implemented the 6-week data cycles and making sure kids are being plugged into it. This year the thinking is to further develop the program but to not use the "Art of Coaching" consultant moving forward. \$40,000 in the LCAP budget wasn't spent this year. PLCs are up and running and they will continue to do so. One School Board member asked about new leadership training, we have enough trained staff to support PLC training moving forward. It is a widely used program so many incoming staff are already familiar with the system as well.

The second program suggested to be discontinued is "Ramp-up." In the first year we had about 19 students attend out of 39 enrolled; this year we have 18 students attending on regular basis. There was a constant challenge to get people to commit to this Saturday program.

Spears: how were we recruiting for Ramp-Up?

Dr. Saddler: this year it was only offered to 3rd graders, though it used to be 1st and 3rd.

Babitt: we're spending way more money for not that many more students in other programs; it's not fair to say that it's so expensive. Maybe it just needs to be targeted more for families who could receive it.

Lina: we run a query in our data management system to identify students who need the extra support, that's who we invite. It's also hard to recruit teachers to commit to every other Saturday through school year, so with limited teachers we can only invite so many students. Even with planning at a minimum rate of 1.5 (going at least 50% over the actual space limit) you still get very low participation, and yet we can't invite any more than that in case we end up going over capacity.

Dr. Saddler: These reductions free up funds, and we discuss services to be added or increased as well. A service we propose to modify is behavioral health counseling at BHS. Currently we fund a Coordination of Behavioral Health K-8 position, we want to extend services to grades 9-12 using our about \$44,000 in funds not currently being spent. We are working with Berkeley mental health, looking to fund this part-time position and eventually fund it full time.

Pulich: don't have any sense of how this position works. Would like to know what it does.

Dr. Saddler: it manages services and providers at each school, who need a liaison with the District. This person would meet with RJ counselors and climate teacher leaders at Middle Schools.

Pulich: need assurance that kids don't just get dropped from system. Want to see continuity of care.

Heidi: would have case load as well as that coordinating?

Dr. Saddler: yes, both. And would also have interns to supervise who can provide more services.

Babitt: would HS students really go?

Dr. Saddler: BHS career and intervention counselors are feeling effect of Berkeley mental health pulling out of health center; they are no longer there to deal with crisis. BHS was pulling intervention counselor, safety officer, administrator; further the more affluent kids knew how to access help and others don't. The number one result of a study with UCSF last year was the need for support in this area.

Part of the agreement for the Universal 9th grade redesign there will also be a reduction of one BHS intervention counselor, and the position will be rolled into a leap teacher providing support within each hive.

Pulich: I was on the redesign committee and I don't remember hearing that we would be giving up intervention counselor.

Babitt: It's definitely news.

Dr. Saddler: Another reduction is the previously discussed reduction of EL teachers because of the decline in English Learners in the district.

Further, there will be a reduction of .4 FTE of math coaching at BHS—spent \$500,000 over last 3 years to redesign math and it hasn't worked. Conversation between BHS administration and ED services is that we need to do something dramatically different. Will come back with proposal focusing on bridging 8th to 9th grade and interventions in 9th grade to improve outcomes for Math 1.

Dr. Saddler: The district will have a certain amount of money to make decisions around, from reductions and estimated increase in state money. The feeling is that the School Welfare and Attendance position at BHS is the most valuable and worth keeping. Board member Daniels asked district staff to focus on one site to really ramp up support and find a method that works to change outcomes for math, then the district can scale that strategy up. Giving each school a little piece of support may not be doing enough to pull us up the way we need.

We have some extra money and we are trying to figure out what it is that we're missing that is in LCAP responsibility. We can't fix the curriculum or assessment issues, but the LCAP goal is to find where to give additional support.

Dafflon: can you share slides in folder?

Dr. Saddler: yes.

Pulich: were we going to fund an elementary math support? Didn't we want to pilot having one coach at a single site?

Dr. Saddler: we do pay for a full-time math coach for the district. The principals didn't want a single site coach.

Dr. Saddler: please email questions and data requests for upcoming meetings to me.

Meeting Adjourned 8:12pm by Co-Chair Spears.