

coaches and 4 assistants ever since. We need that money back, it's not a lot of money, but we need to start doing some things now. We know that there are a lot of demands for funding. We know there are a lot of critical needs. We know that gardening, fine arts and all these other things are just as important as athletics. This is not going to be easy but we have to start somewhere. Boyden thanked the District and the school because they actually started doing something this year. We fought very hard last year for a part-time position for an assistant athletic director to work on athletics, get the coaches motivated, find the kids who need the help and focus resources on them. This year there is a .6 FTE position created for one year and there is a wonderful young guy, very dynamic, a former math teacher, doing this work. This is a great a step in the right direction, but we need to do more. Thirty years ago there were 29 PE teachers, today there are 3 for 3000 kids. We can't solve the problems now but we need to start somewhere.

Boyden thanked the PAC Committee for the opportunity to speak.

4. Overview of Best Practices and Proposals for LCAP

Smith referred to the *LCAP Priorities Worksheet (Program/Cost/Priority Level, Draft Format)*

questions as well. Smith stated that the *LCAP Priorities Narrative (8 pages)* that he would hand out later would explain in a paragraph or two how the money for each program would actually be used. Alper asked if all the programs listed were currently being done and Smith responded that some were and some were not and that he could go

the targeted students/students who need assistance. **Intervention Materials and Training:** The District found good intervention materials for students at elementary schools such as Marilyn Burns “Do the Math” and the “Teachers College Reading and Writing Project” level literacy kits. We don’t have similar intervention materials in our secondary schools;

Coordinator and Support at BHS category because about 75% of their students were foster youth. Smith said that could be added just as sports was brought up as an idea that could be added, and restated that these were things that surfaced from the two previous PAC meetings, as well as from the principals, EAC, the P&O, and the Superintendent's Budget Advisory Committee. Smith was asked about the **Mentoring** program and the number of students it would serve. He responded that it would serve 75 students, with approximately 25 from each grade, 5/6/7, district-wide. This would be about 2-3 students at every elementary school, 25-7th graders and 25-6th graders, with an equivalent of 9 at King (with 7 at each of the other middle schools for both the 6th and 7th grades). For **Elementary Summer School** BUSD has a partnership with UC Berkeley Build Tutors, who are trained to work with BUSD students on literacy, to reduce what is known as "the summer slide." When kids who don't have advantages at home return to school in the fall their performance is not as strong as it had been in the spring. The summer pcy, ttun toBAC m "rveprin2

increase the capacity to do this and fund a .5 time teacher whose responsibility would be to work with the BUSD HR department to improve recruitment practices, as well as to work with current teachers of color to give them the support they need so they stay here in Berkeley.

The third area is counseling. **Mental Health Counseling** would increase contracts that sites have now with the Berkeley Mental Health Department and other outside providers to provide counseling services to students who are dealing with trauma or other severe emotional issues. The District has a contract with the City of Berkeley, which gives each elementary school \$5000, but most of it is about support and connecting students, not about providing direct services. **PBIS/Restorative Justice/Alive and Free (K-12)** provides services at all three levels. PBIS-Positive Behavioral Intervention System is implemented at grades K-8 to provide other ways to handle discipline besides suspension. The program looks to increase student's time in class and to focus on positive behavior rather than negative behavior. The Restorative Justice program would primarily be implemented in the middle schools, BHS and B-Tech. Alive and Free is fully implemented at B-Tech and BHS would like to implement that program next year. Dr. Joseph Marshall is a MacArthur award winner and founder of the Alive and Free program in San Francisco. He comes to B-Tech just about every Wednesday for an assembly for the students. BHS sees the positive impact of that program and would like to replicate it.

in middle school for the implementation of the Common Core curriculum, which is a major change. The proposal seeks to fund 4.0 FTE math coaches: 2.0 FTE for the elementary schools, 1.0 FTE for the middle schools and 1.0 FTE for the BHS and B-Tech. **CCSS (Academic) Coaches for BHS (2.0 FTE)** seeks to fund 2.0 FTE teachers to help with the implementation of both English and Math Common Core as the transition is made to the new standards. **Reduced Math Class Size for Grades 7, 8, 9:** Smith stated that for many years the District reduced math class size to 20:1 for the 7th and 8th grades and found it to make a difference for middle school students and Algebra test scores. This class size reduction was paid for through the BSEP Class Size Reduction fund, which cannot continue to pay. The BSEP CSR fund needs to be kept fully balanced so that class sizes can be reduced through the remainder of the Measure (A), which does not end until 2017. Measure A allows for class sizes to be reduced throughout the District and if there is money leftover it can be spent on expanded course offerings at the secondary schools, middle school counseling, and program support. The middle school math class size reduction was considered to be program support and was not funded for this year, so it was placed on this list. This priority is viewed as important, especially as the District transitions to the Common Core Standards. While it was something that was provided to middle schools, the funding will not be there for next year. 9th grade math class size was reduced last year and for this year for the first time. Smith stated that he was not sure that the high school sees it as a priority for next year as much as the middle schools does. The costs for this item will be explained in more detail in the *LCAP Priorities Narrative (8 pages)*. Smith explained that the cost range comes from looking at the possibility of providing an option of CSR at 24:1 instead of CSR at 20:1. **AVID (Advancement via Individual Determination)** was implemented in the District 4 years ago and targets students whose parents have not been to college. The program seeks to identify students with potential at 7th grade, primarily from groups who have been underserved by colleges: African American, Latino, and ELL students. The class starts in 7th grade and helps students to learn organizational skills and Cornell note-

group when they have appeared before the School Board or have been recognized for their achievement. The program does require a commitment on their part. CST scores are used to identify and invite students into the Cal Scholars program, which includes being proficient in English and math. Smith confirmed that if Stiles Hall makes a commitment to fund a cohort, they will fund the cohort for 8 years and Smith wanted to make it clear that it is not a \$100,000 one time expense. Once the commitment is made, you don't drop those students.

The next category of priorities relates to Family Engagement. **Site Coordinators for Family Engagement** comes up a lot in the community responses for LCAP. The cost range of \$295,000–\$481,000 depends on the level of support to be provided. BSEP provides \$351,000 already. This cost would be on top of that. Currently there is a pilot program at 6 elementary schools where a half-time family coordinator was provided. This funding seeks to provide a coordinator at each school site as well as at the middle schools, BHS, and B-Tech. There have been requests for **Parent Education Programs, PIQE/LUNA**. PIQE is a national program that involves parents by providing a series of classes to help them put their kids on track for college and help them with parenting skills. LUNA has been a Berkeley version PIQE that provides an 8-week program for parents.

Gardening & Cooking has come up from a number of places and this is a one-time request to keep the program in place for one more year, on top of money that is already available. The District made a commitment two years ago to support the program for two more years with money set aside for it. The money leftover is approximately \$226,000 and seeks to add \$176,900 (one time) for grades Pre-K–7.

The last items have not been put into a category yet because the *Priorities List* is a draft document. The **College/Career Counselor at BHS**: Smith stated that there are currently two college/career counselors at BHS that are paid for out of BHS site funds. He noted that site funds at all schools will decline next year due because the State will no longer be giving Economic Impact Aid monies to the schools and sites will notice the absence of that money. That is one of the “line items” that disappeared. B-Tech is looking for a **Dean at Berkeley Technology Academy** to work with their Alcohol/Tobacco/Drug Counselor, Principal, Academic Counselor, and Child Welfare & Attendance Specialist to provide services at the site. This position would be full-time with benefits. The **7th Period for Middle School** is the most expensive item on the menu. The middle school students currently have a 6-period day that includes 4 core subjects (English, History, Math & Science), PE, and one elective. A number of students need remediation/interventions and the idea came up that if a student gets a remediation or intervention class, he cannot take an elective such as art or drama. The reason he comes to school is because he loves art or he loves drama. So the question becomes how do you address the needs of the student and ensure that the student is engaged and enjoying some of his time during school. 7th period would create a longer day for 6/7/8 graders and it is a very expensive item. Smith confirmed that the middle schools wanted this program. **Professional Learning Communities (PLC)** is the idea of strengthening the capacity of staff: getting them to work together, looking at data, looking at what needs to be done. This seeks to send a group of administrators and teachers to a conference and then to provide support all year long to try to create PLCs at all the schools. **Career Technical Education (CTE)** seeks to expand the current program. This year a Fire Science class

was implemented and this priority seeks to add a second year of Fire Science and provide certification for EMT-Emergency Medical Technician. This would be for BHS, B-Tech and the Berkeley Adult School. The **Super Saturday Program** primarily targets 3/4/5 graders in STEM (Science, Technology, Engineering, and Math). This program tries to make STEM fun & exciting and target kids that might not otherwise be engaged in this matter. **Pre-K:** A number of suggestions have come up around Kindergarten readiness and what will be done about Pre-school. The District already contributes \$276,000 from the General Fund into the Pre-school budget. LCAP is a K-12 initiative and Pre-school receives funding separate from K-12. **Technology** will focus on teacher professional development and training on how to integrate technology into the classroom, especially around Common Core.

Smith presented the Priority Levels slide and passed out *LCAP Priorities Narrative (8 pages)*. Smith asked the participants to take a few minutes to read the *LCAP Priorities Narrative (8 pages)* and then he would take questions. Smith confirmed that the programs that were not “one time” funded would be ongoing for multiple years. He also confirmed that additional funding would be coming in and the expectation for Year 2 of the LCAP

was not in as much of an emergency as B-Tech. **Smith stated that there should be a line item for**

in the district were bringing forward to the District. In terms of best practices and incentives we have not talked that way about schools. Smith thought that staffs take great pride in what they do at school sites, so seeing good results in kids is really the satisfaction that they are looking for. Smith stated that he was thinking of what other incentives would be motivating. He felt the motivation for educators would be seeing kids do well, the feedback from kids, when you see students making progress and seeing good results on assessments, you know you've done a good job. That is mutually motivating, team building, and furthers the effort to continue. Dorph asked if it was an option to not allocate (the funds) all centrally and hand out some to individual schools to continue to allocate with the discretion that they used to have SGC by SGC? Or is that not an option in the way the new rules are set up? Smith stated that the District is accountable and the District is the decision-maker. He felt that would be viewed as the District abdicating its authority. Going through this process and then turning around and handing the money back to the sites, Smith felt that as a District leader he would not have fulfilled his goal. He is meeting with principals, educators, the PAC and ultimately going back to the old way of handing money back to the sites. Smith confirmed that principals still have BSEP funding and Title 1 funding at the K-8 schools. They received their allocations yesterday so it is not as if there is no site decision making. The sites lost EIA money, which district-wide, ended up being about \$800,000. The biggest gap is at the high school.

6. Discussion Process to Develop LCAP Plan and Role of PAC

Alpers stated that some of the participants had asked Smith for a little time on the agenda to bring up any questions that the PAC had for Smith or to discuss with each other about substance or about the question that Dorph just asked. Alpers stated that the PAC committee does not have many more meetings, although they are each serving two year terms and the committee itself will last longer. For example one of the process questions or concerns was to have materials ahead of time if possible. It would have been great to have the *LCAP Priorities Narrative (8 pages)* ahead of time. Others of us are able to pick up things as they go while some of us need more time. Beyeler asked if Smith was waiting for the parent group to acknowledge some priority list or for individual parents to review the priorities that have been laid out, that we've added to, and then Smith would aggregate/add them up? Smith stated that it was his intent to aggregate the list and bring it back to the PAC in two weeks for the next meeting. If he can get the worksheets ahead of time and add them up ahead of time, Smith would send it out ahead of time, so the PAC would get to see "this is what other parents are thinking." He would also like to This appears to be if he is putting together yours, the EAC, the principals, the P&O, the Superintendent's Budget Advisory Committee: these seem to be the priorities for LCAP and these will likely get funded whether it is through the General Fund, the Base formula or BSEP so this looks like like items for next year, and these are items f

Notes:

- News for the LCAP Parent Advisory Committee, as well as links to the BUSD LCFE and LCAP can be found on the BUSD website:
<http://www.berkeleyschools.net/2014/02/06/new-parent-advisory-committee-meets-feb-5/>
- More information on the Common Core State Standards can be found on the BUSD website: <http://www.berkeleyschools.net/teaching-and-learning-2/curriculum-standards/common-core-state-standards/>
- PIQE <http://www.piqe.org/>
- LUNA <http://www.berkeleyschools.net/departments/family-engagement-equity/parent-education-involvement/latinos-unidos-para-nuestros-adolescentes-luna/>