

PUSD
District Advisory Council
2016-2017

Meg Abrahamson, *Assistant Superintendent, Planning, Innovation, Accountability and Support Programs*
Tel: (626) 396-3600 x88479

Suzanne Berberian,
Community Liaison Specialist
Tel: (626) 396-3600 x88195

DAC Officers
Bernadette Cole
Chairperson

Jennifer Higginbotham
Vice Chairperson

Vacant
Secretary

Kitty Cahalan
Assistant Secretary

Michael Nowak
Parliamentarian

Bylaws Committee

Nominating Committee
Lydia Finkley
Bill Creim

District Advisory Council

Meeting Agenda

Monday, May 1, 2017, 6:00 p.m.
Room 229

Dinner at 5:30 p.m.
Childcare in Room 121

1. Call to order / Introductions 5 min.
2. Approval of Agenda 5 min.
3. Reading and Approval of Minutes 5 min.
4. Language Assessment & Development
Hassan Dornayi, Director 40 min.
5. Election of officers 10 min.
6. Chairperson report 10 min.
7. Member Comment/Public Comment 5 min.

DAC meeting minutes 04-03-2017

Attendees: Bernadette Cole (Chair), (Michael Nowak (Parliamentarian), Kitty Cahalan (Asst. Secretary), Lydia Idem Finkley (Wilson), Panagiota Regopoulos (Altadena), Ruthann Aull (at large), Judy McKinley (at large), Jeanette Mann (at large), Ken Lin (Hamilton), Laurie Radcliff (PHS), Kristin Ting (at large), Karen Kobey (Wilson); Kim Kenne (Board of Education); Allison Hershberg (Don Benito); Esmeralda Cerezo (Madison); Julie Flad (SMMS); Jennifer Higginbotham (Vice Chair; Blair); Susan Schwartz (PEN); Victoria Camargo (Altadena); Florence Annang (Madison); Dianna Verdugo (TT Committee); Barbara Larson (Blair, at large)

1. Call to order @ 6:01 pm

Introductions

2. Approval of Agenda

Jeanette Mann moves to approve agenda, Karen Kobe seconds. Motion carries unanimously.

3. Reading and approval of minutes

Ken Lin moves to approve minutes, Lydia Idem Finkley seconds. Motion carries unanimously.

4. Speaker: Shawn Bird

Theory of Action of Change, tiered approach adopted last year. Now taking into account the new CA state dashboard. Problem is that when schools are compared using all data, low-income, high-challenged kids don't score as well, even if teaching there is effective. Focus on principal risk-taking with support, creating continuous improvement (refer to sheet). This lets district look at schools through lens of improvement. Principals have been doing informal instructional rounds to focus on improving something specific they have issues with.

Now debating on how heavily to weight student achievement. No changes this year in the tiers from last year. Achieving and excelling schools may switch around, but focus schools will stay the same.

Looked at last year: SBAC (math, English), attendance, EL reclassification, AMAO 1. This year taking out AMAO 1 adding suspension, A-G completion and graduation.

Question about excelling schools losing money because supposedly they need fewer resources. The reward was supposed to be more autonomy over funds, but they have less money. How is that allocated?

Formula was the same as last year, and losing the subgroups means losing the money that follows them. Allocation in cash to all schools, but differs based on population of subgroups:

\$1055 per pupil for focus schools

\$675 per pupil for achieving and excelling

Last year's was based on 14-15 data. He says nothing changed between 14-15 and 15-16. One school may exit focus status. He wanted to take some site funds back to make more centralized, but he lost that argument. \$3.4M is going to schools for them to preside over.

Question about EL at Blair because of Int'l Academy. These students aren't necessarily specially identified nor do they have the same opportunities to reclassify. Transient population, too. How to evaluate Blair

fairly? He says only fair way is to separate out that population for evaluation. Is Blair's performance affected by that program, and is the program effective? Is it even more effective than given credit for? Data is not separated out, and they are mainstreamed into main population, may graduate, may not, and fewer with A-G requirements done. How to shape Blair's school plan accordingly? Bird says there's a study topic in June with that on the agenda. BOE member says that they should be setting goals for the academy. Right now there is no data for IA kids separately from regular population to evaluate them properly.

Under NCLB graduating in more than 4 years was counted as a dropout, but not under ESSA. Int'l Academy students aren't discouraged from taking more time to graduate. Many kids' parents choose Int'l Academy even if they are on track from home country and have some English. They often choose to stay at Blair even after they are released from the program. Program got very large this year – well over 100 when it is normally around 40 at start of year. Some come with only pre-literate skills, so teachers have some elementary school pedagogical skills.

Will federal gov't changes in funding (which are still unknown, except for the canceled diversity grant) affect the int'l academy? We will continue to support the program.

Is tiered approach effective? Do schools look like they'll be ready to reclassify? His experience in LA was that as soon as schools reclassified and lost the support, they backslid. Their goal is not to let that happen. We are operating on barebones staffing. Noticeable difference in many schools, like Eliot, with adults who made intentional choices to put systems in place, and it is improving the school a lot. Question is if that will lead to improved academic data?

Teachers are skeptical that we'll be adopting a new math curriculum, but he is trying to make it happen. Question about how students are performing in math in middle school and high school – are there any pilots in place. He says yes: ReadyMath and Discovery (digital – HS and MS). ReadyMath – curriculum part and intervention, diagnostic part. 8900 K-8 took the diagnostic part this year. Getting some positive feedback, but kids who are behind, the videos aren't age-appropriate. Curriculum will make it easier for teachers to differentiate and target the way they have been for Language Arts. Gaps won't close until there is more investment in programs like this.

Is there a plan for putting kids in remedial math? He says Math 1 is where kids who were coasting really hit a wall. Math Topics was a class used before, but not effective. Another failed idea was algebra over 2 years – "Louder and slower is not an intervention." What about summer remedial? Kids don't stay in them because it feels like punishment. Now thru academy pathways they do math that is related to their topic so they're "tricked" into doing math.

Math class and intervention tutoring classes didn't always use the same instructional materials. Need consistent materials, for starters. Open source curricula aren't always well-supported, so you have to be an expert in developing your teaching plan. We need consistent, supported material for entire math program.

Lake Ave has a good tutoring program, had a summer program with their kids, some closed gaps. Looking at grades to see if those kids are keeping up still (although grades aren't perfect measure because sometimes kids learn but don't do homework).

Are there plans to keep kids out of certain thing because of behavior? No.

What about kids who are bored? What about GATE? Not mentioned in the expectations for principals laid out in the material handed out here. What do we do with schools that have a lot of GATE (Field has 80) vs Cleveland (with 2). Schools with effective GATE programming are getting dismantled. What do we have? Innovation club with fewer teacher volunteers each year (and only for 4th and 5th); docent program – what if you can't drive your kid to the trainings, and Math Field Day is for everyone... what is for GATE?

TOSA Karen Anderson – Magnet coach at Jackson and has background in GATE will work on GATE now. He thinks there is not a fair assessment process. Looking at teacher recommendation. No communication to parents about appeal for retesting. He wants more consistent application of evaluation procedures. New program in August. Parent Ed gets redundant over years – can that money be spent on kids? Institute for Advanced Education planning to give scholarship to PUSD kids, piloting after school at McKinley and SMES.

BOE member says that money for unduplicated students is above 55% threshold so we can use the money for programs that are effective (otherwise would be forced to fund “the most effective”). It's being used for all kinds of things. They shouldn't have to be fighting over the same pot of money.

Teacher has 4th graders get better with parent support, even if it's just parents making them come to school ready to learn. Computer can remediate some of it because it can be at their level, but they aren't necessarily getting better because they don't care or aren't being supported. Question from a member about if their parent engagement is communicating that message. But they didn't have community assistant until recently... but is that CA's job? PTAs usually do better at it. Teacher says we need a better job with parent engagement than what we usually mean in, say, LCFF, which is more about making parents feel welcome; not is each child engaged in the learning, do they get why they need to help support the students' learning. Other teacher says their PSP is helping with this. Kids respect him. He's waiting to get into the home visits, which is the important part, helps with attendance.

We are not as dense as other schools, but when we close schools, charters take place and we lose kids to them.

What is risk-taking? Culture of people being afraid they'll get into trouble. He says it's not true. Some things that are there to help teachers, they take as a mandate. Compliance culture needs to go away, create a culture of calculated risk-taking.

Panagiota Regopoulos moves, Lydia Idem Finkley seconds for 5 more minutes. Motion carries unanimously.

Schools need to be a safe place. Process of trust building important before they started letting school people into their houses.

Math Field Day was a big disappointment, . A letter went home today about a ceremony on Wednesday at 6pm at Marshall.

5. Nomination Committee

Nominating committee is not here.

6. Chairperson report

SSC should be completing the plans this month. Board expects them at district start of May. Presented at 5/25 meeting. SSC should be getting their elections for April or May.

LCAP PAC has 6 open seats, please take an application.

Senate budget subcommittee on education at state will have an oversight hearing on LCFF and LCAP accountability on April 20 at 9:30 am (tentatively). She will contact Portantino's rep. www.calchannel.com. Portantino will speak.

Safety committee is April 6 at 4 pm

April 10 - AAPC 6 pm in rm 236

April 14 - LCAP PAC 6 pm 229

April 19 - finance committee 4:15 pm; 6:30 is TT committee

April 20 - facilities 4:15 pm rm 229

April 20 - 11 am Foster Youth committee at PCC on Foothill at 11:30 am

April 24 - 6 pm CAC meeting

April 24 - 6:30 DELAC at Edison

April 24 - PTA council 9am SMMS

April 13 BOE Study session on "Thought Exchange" and reprioritizing and reauthorizing TT projects

April 27 - regular BOE

May BOE study session on English Learners

May 1 - DAC in 229 (unless swearing in ceremony ends early) 6 pm

7. Member Comment/public comment

Jeanette Mann moves to adjourn, Ken Lin seconds. Motion carries unanimously.

Meeting adjourned at 7:35 pm.

Minutes recorded by Kitty Cahalan, 2016-17 Assistant Secretary