

P&O Committee Members Present:

Bridget Bernhard, *Arts Magnet (Alt)*

Dawn Paxson, *Emerson*

Terry Pastika,

3. Chairperson's Comments

Co-Chairs Danielle Perez and Bruce Simon

There was a reminder to contribute to the snack fund.

Simon commented that if new members wanted to know more information, the meaning of acronyms, how the P&O works/what P&O responsibilities are, they should refer questions to him, Beery or reply to Perez's email to new members. An acronym sheet was also available on the sign-in table at every meeting.

Beery added that new members were typically given a mini-orientation in November, and she passed out to new members an orientation handout packet

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7. Public Comment

Paxson commented on the District's Preschool Special Education program. She noted that she was aware that the Preschool Special Ed classrooms were full and that some kids

creating the educational experiences for kids that would lead to great outcomes. Scuderi pointed to Expanded Course Offerings/ECO (page 2), which was primarily at the secondary school level to provide funds for science labs, yearbook and music classes and other additional experiences for students. He did not anticipate a significant shift in ECO, but noted as they moved forward with both Student Support and other areas in Measure E1, whether there were ways to support the redesign of the 9th grade at BHS. That was a major structural shift that was being proposed to take place in the 2018-19 school year. They made a preliminary presentation, and the Board will have to approve it in June in order for that to happen. They will be looking for ways, in accordance with the Measure, to direct some supports to that effort. It looks like there will be \$500K-600K to fund it in its current form.

Scuderi moved on to Professional Development and introduced Michelle Sinclair, Coordinator of Professional Development. He referred to the handout *Core Professional Learning Targets, BUSD Educational Services Division (3-pages) with attachments: A New Vision for Science Education and Common Core and NGSS 15-16 Through 19-20* as a document that would give an idea of all the areas where they were trying to build capacity with teachers. He noted that over time, he hoped to broaden the in the future

- Schiller noted there was a jump in science spending and would that number stay constant, or was it an investment that would go down in later years? Scuderi noted they

made. . It also has to be understood that teachers have limits to their bandwidth in how much they can develop all at once in multiple subjects. It may require some kind of dramatic structural move in terms of what we emphasize, literacy vs. mathematics. Scuderi did not disagree that we needed to invest in math more. It was felt that literacy was the gatekeeper in multiple subjects for kids as they progressed through grades K-12. It didn't mean the math concerns weren't legitimate.

- Makler asked what's the "extent of the universe?" Scuderi responded that CC was the lion's share of the budget, and a missing piece was the expenditures from the LCAP supplemental budget, which largely funds Math Coaches or the high school Math Design Collaborative (designated coaching). LCAP provides block grants to augment what was being done in Professional Learning.

- Makler also asked, apples to oranges, are the programs fundamentally different or are these different categories? He also asked if the Middle School math class size reduction was equivalent to a Lead Literacy Coach? Scuderi stated they were fundamentally different. The research on the challenge of class size reduction is mixed. It is not clear that smaller class sizes are consistently effective. The research on the effectiveness of literacy coaches is more positive. It is clear that literacy coaches have a positive impact on student literacy outcomes. The research on the effectiveness of math coaches is also positive. It is clear that math coaches have a positive impact on student math outcomes. The research on the effectiveness of professional learning is also positive. It is clear that professional learning has a positive impact on teacher effectiveness and student learning outcomes.

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2006, Measure A, Section 5. Accountability Provisions, Part B Participation in Planning and Oversight of Special Tax Funds, item i. District-wide Committee (page BSM7 of Overview and Bylaws Section):

“A District-wide Planning and Oversight Committee, composed of parents/guardians, staff members, students, residents, or community members representing all school sites, shall be established to be advisory to the District, and, in accordance with bylaws adopted by the Board of Education, shall:

- Present recommendations to the Board of Education about the annual expenditure plans for the revenue generated by this Measure;
- Provide communication among school sites to enhance their effective use of the revenues provided by this Measure; and,
- Review District compliance with the terms of this Measure”

Bryant noted that all these measures, such as CSR, should increase the likelihood that the children are academically successful. If we are doing things like adding more PD for science and math, are we being effective? If we are investing in the tools to help children become academically successful, were they working? What she was hearing was that it was difficult to measure effectiveness, to tell if something is working. She assumed if we were measuring effectiveness that we would see it. Sinclair responded that they asked themselves that question every day. They were constantly analyzing their department and budget, and thinking about whether they were spending the money in the right place and seeing improvement. She noted it was difficult to measure because it was very nuanced. – Although these students had this curriculum for how many years, was it being done to its full effect? Were the teachers doing all the components of the program and if not, did they need more PD for that? Over the past few years, they had been honing in on the components of the programs, whether the teachers were doing it fully, what they needed to do better, and whether they were seeing improvements. Scuderi added that it was very challenging to look at a set of student academic challenges and know whether it was the PD that caused the gain or loss. When Scuderi looked at data outcomes and had to dig deeper with students that were not succeeding, there were a lot of different factors that may or may not be contributing to their success or failure (economics, attendance, instruction). One of the ways to get to Bryant’s question of value added was to get tighter

- Perez thought it was good to have both sides of the discussion they just had. In looking at the bylaws, there was the wording “enhance the effective use” that was pertinent to the Committee’s charge, but it was also very clear that they needed to stick to the Measure as it was written. She stated it was a great discussion of their work.

11. Professional Development and Program Evaluation

Michelle Sinclair, Coordinator of Professional Development

Pasquale Scuderi, Assistant Superintendent for Educational Services

It was noted that items 10 and 11 were covered together as noted above.

Scuderi stated that Teachers on Special Assignment/TSAs were included in the budget for Program Evaluation. TSAs were assigned to support sites and build the capacity of teachers to use our current data system, Illuminate. Illuminate allowed for the creation and storage of assessments, the development of tools, and allowed administrators to look at various markers of progress or slide. Currently that department was supporting the K-8 efforts to have 6-week data cycles to look at data, tools and outcomes and to respond to the needs of individual students. He stated that what was measured, with regards to what was just discussed, needs to be drawn down to a place where we could go into greater depth to get an understanding of what the obstacles were at various levels on the K-12 continuum. Our emerging idea was that we would be supporting kids in all subjects everyday, and our teachers would be doing that work. Scuderi added that through all the departments and budgets, they wanted to develop fail-safes for kids and determine what kinds of differentiation and support they needed. That was a philosophical shift, and they needed to address staffing needs for that.

Scuderi stated that tonight he gave the committee a collective view of goals and philosophy moving forward. They will return with a specific, detailed budget proposal. He noted he would try to honor the request to p