

BVSD DAC Meeting Minutes (5 December 2023)

[Agenda \(English\)](#) [\(Spanish\)](#)

Action Items:

Vote on Budget Survey

Links and Resources

- [DAC Attendance Form](#)

Meeting Opening and Welcome: Chris Haynes

- Chris Haynes welcomed attendees and requested everyone to sign both the digital and paper attendance forms.
- Review of the agenda for the meeting
- January DAC meeting currently scheduled for 1/2/24. No asynchronous meeting. Working on an alternative plan. More details forthcoming.
- Jessica Diamond motions to approve draft November minutes, seconded and all approved.

DAC Open Comment Period

-No open comment period tonight because of a tight schedule. Feel free to forward any questions to Chris

No Board Liaison Report

Superintendent's Report

Dr. De La Cruz will provide an update.

- Retreat with new School Board this upcoming week
- Open Enrollment window is closing. Excited to see the fruits of the showcase.
- LRAC is continuing to meet with focus on middle schools. Lots of work in elementary schools.
- Board will continue to work on the related policy in January
- February there will be an enrollment update to the Board. Aligned to the metrics
- CTE pathways continue to develop. Every high school has a focus. Those trickle down to the middle schools. Related to bond related updates.

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-Academic updates: dual language has expanded to middle schools. In addition to Manhattan, have a strand at Angevine. Increase offerings at Manhattan, Casey and Angevine. 3 elementary and 3 middle.

-Supporting multilingual learners through co-teaching. Opportunities for ELL teachers to teach alongside general education teachers. 11 schools with the co-teaching model in place.

-Offering neurodiversity training in partnership with the autism advisory council. Training has been delivered to all Administrators. Training is now being rolled out to all schools.

-Elementary students. Into reading has been rolled out to 9 early adopter schools with a spanish partner program. Going well, a lot of professional learning and coaching. All schools will be rolled out next year.

-Middle school math materials have been rolled out Into Math. A lot of professional learning and coaching.

-UIP targets: regularly engage with school and district leaders to look at targets. Look at behavior at a means of data. Layered look. Coaching and feedback cycle to improve practices. Filtering in restorative practices. Middle school growth and achievement has not kept pace and there is a focus on intentionality, very focused on how we are coaching, teaching and providing professional learning. High quality instruction that teachers are prepared to deliver and students deserve.

Questions:

-SAC question, mid-year budget allocations. Uni Hill lost 2 classrooms based on Spring numbers. Since the beginning of the year, 10 new students. This is a perfect fit for these students. Now, 6 more students are starting. What is the mid-year reallocation for schools? A: Keep a close eye on those schools. Plenty of room to welcome new students and still stay in numbers. Newcomers, new to the US. Can provide more support through ELL teachers and transition support.

-Any initial data on the efficacy of the BVSD Showcase? A: won't have data until the window closes and can process all forms. Anecdotally, 1000 people came to the showcase. Many families from private schools that left during COVID.

[Additional Agenda Items]

Dr. Jonathan Dings - Implementation of BVSD's 2022-24 Unified Improvement Plan

[UIP Update Presentation](#)

-How is this related to our strategic plan? How is BVSD doing compared to their action steps?

-UIP required to CDE on biannual basis. Get feedback from Principals, get feedback from DAC.

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- Is on a 2 year cycle that sits within the 5 year timeframe of the strategic plan
- 5 year strategic plan is ending. What do we do next?
- UIP Structure: Pattern in data — What adults could be doing differently – What we'll do differently – Specific details of what we'll do differently – How we'll know we've done what we planned.
- Priority Performance Challenges – root cause – major improvement strategies– action steps – implementation benchmarks. Updates through 10/2023.

-Discipline practices: looking at this broadly.
Action steps: monthly student conduct and data review team meetings, **improve systems to prevent and respond to bullying**, enhance systems for restorative practices, **equity training**.
Implementation Benchmarks: Attendance at monthly (now quarterly) student conduct and data review team meetings, bullying prevention coach hired, bullying reporting system exploration (now implemented), family learning sessions offered, 100% of school teams trained in two of: RISE, talking courageously about race and culturally responsive teaching.

**Bold is completed action steps

-Accelerated coursework opportunity strategies
Actions steps: **student outreach**, math assessment to support placement, **elementary acceleration solution**, grad+ opportunities, supports, PD, **public accountability, acceleration approaches study**, k-12 math course pathways map, implementation, **6th grade TAG screening**
Implementation Benchmarks: publish expectations for outreach and classroom practices to encourage success, assessment, accel. Best practices reports, grad+ coordinators hired, course offerings and enrollment,

MTSS and Data Driven Instruction

Action Steps: **DDI Coach, allocate meeting time with principals and teachers to support MTSS implementation, enhance implementation of PBIS, schools implement data driven instruction conversations by second semester 2023-23**, inventory intervention resources, **math assessment purchase**
Implementation benchmarks:

Inventory intervention resources: lack of consistency from school to school. Need to both inventory and improve. Currently, have math 180 and read 180 in all middle schools. Have surveyed principals to ensure all interventionists are using sound, evidence based practices since interventionists have been hired through different channels.

Instructional model

Action steps: **Instructional coaching philosophy**, strategies, develop instructional protocols (abandoned), pilot observation of instructional practice with protocols (abandoned), instructional

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strategy learning opportunities, Principal learning: teacher development/eval, **job specific embedded collaboration**, develop protocols, videos highlighting instructional practices, **elementary science materials**.

Implementation benchmarks: publish and instructional coaching philosophy statement, working draft instruction

Questions:

-Budget memo includes recommendations: anti bias training was an option. However, UIP shows 100% training. Does that mean the training was not sufficient, etc? A: We absolutely need more training. Need for training all the way around. Measure was $\frac{2}{3}$. Met some targets to suspend fewer students. Did not improve disproportionality. Changed the system, but not enough. Continuing area of need. The idea is you train teams at each school. Also, training implementers at each school. Done at 44 schools. Not tracking as well to compare.

-Are there other areas where we did not make sufficient progress because of or in spite of implementation benchmarks. A: Some gains made in achievement. Sometimes by the groups we were targeting. Latinx/FRL. Results sometimes go up, but don't necessarily close gaps. Great gains at elementary level, but not as much at the middle level. Does seem to be easier to change the system overall vs. changing the proportionality. Has begun tabulating intermediary targets. Can provide to DAC.

-Came up in SAC with assessment practices. Uni Hill. Access to high quality, bilingual assessments. Particularly at the elementary level. A: Need to have high quality at elementary. Trying to purchase consistent resources that provide both. Still have istation for bilingual elementary and i-ready for monolingual schools. Timeline for changing i-ready and istation is a bit further out.

-Thank you for making the UIP intelligible to lay people. There are inputs, but how did we do it? Thanks for the transparency on providing the metrics.

-As we head into the end of the UIP, is there a point that we stop navigating this one and start moving to the next one? A: Slightly more unknowns because of the strategic plan uncertainty. External expert is reviewing. When we do go forward, it should still be a substep. Will take stock in Feb/March and try to do what is reasonable. After March, hard to accomplish initiatives. Ideally, come in April where we think we will be working. Get input from principals in April/May. Summer looks at data and makes sure the patterns didn't go away. Come back in the Fall with a schedule that will be pleasing to DAC. Would love to engage DAC in these conversations. Will be the same process. Will come in August with a pretty complete plan. Take to Board in September/October to take to CDE by October 15th.

Robin Fernandez: Attendance Policy Revision Input Process

Attendance Policy Presentation

Elton Davis: oversees all engagement specialists and attendance personnel.

- Revising the policy. Has strengths to support high levels of school attendance and comply with regulatory obligations.
- Attendance is important to post high school readiness.
- Policy possibly has inequities (need for excuses (documentation) for single period excuses). Not every family has the ability to access medical care and gather documentation.
- Most pain points are at the high school level
- Policy is applied inconsistently

BOE asked BVSD to provide information. What is the policy and what does it contain as it pertains to equity and consistency across the district.

- Put together a task force that met for over 14 hours. Proposed a redline policy and now talking to groups to gather input.
- In January the task force will come back together. February go to the Board with a redlined version to receive next steps. Ideally, go back in March to present to the Board for policy approval. Spend the rest of the school year communicating any changes to schools.
- Purpose: proposed revision to board policy on attendance (currently JH and JH-R) that are both equitable and consistent while also supporting high levels of attendance.
- 23 participants: teachers/counselors, parents, attendance advocates, district leadership
- Understand current reality in BVSD, understand JH, JH-R, review input from attendance staff and principals, suggest revision to JH, JH-R via consensus.
- Summary: open access to look at redline. Requirements for regular attendance taking, language on missed/make-up work, partial period absence, parameters regarding pre-arranged and extended leave absences, language update to "school district", elimination of gendered pronouns, conversion to active voice.
- Delations or consolidations: removal of single period absence, special documentation requirement, consolidation of policy and regulation for efficiency and to eliminate conflict between the two, simplified truancy process, refinement of authorities (administrator, etc.)
- Input: what are the strengths? What else would you like to be considered? Will leave it open for 7 days to collect input.
- This form is only for this group. It is complex. Needs significant contextualization. Before it goes to the Board for approval, the entire community has the opportunity to provide feedback.

Questions:

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- It is a K-12 policy? A: Yes, one policy K-12. Compulsory attendance laws don't
- Was SpEd considered? School anxiety, disability impact, etc.? Was a SPED teacher on the committee. Would be willing to present to SEAC if they would like.
- Mental health. What is the consideration for mental health? Excuses are related to physical illness, not mental health. A: Added to attendance codes that will specify reasons why they are not in attendance. Take into account the reason. BVSD will be adding a code for mental health.
- Prearranged absences? A: Tricky. Lots of families want to take extended trips. BVSD wants families to take advantage of experience, but doesn't want it to impact access to instruction, exams, etc. Documentation aims to make a plan. Does still count as an absence.
- Was academic standing discussed as to whether or not a student can or can not be excused? A: Being able to keep up or make up. Make a plan so that the student does not have a cascading issue that leads to the students needing to retake the course or other.

DAC 2024/25 Budget Recommendations

- Thank the DAC Budget subcommittee. Team effort and a lot of people that supported.
- Background: Data collected from schools through the 2023 SAC Budget survey, input form other DAC subcommittees, recommendations from the previous year.
- SAC Budget Survey: 48 responses, 87% were filled out by SAC via consensus, Schools had to rate six objectives, schools were asked to comment on the objectives in free form, schools had to rank the six objectives in order of priority.
- Number 2 and number 6 had the most high critical: increase proper use of a system of support that provides each student what they need to succeed. Same as last year's number 1 and number 2.
- When we asked schools to prioritize. Objective number 3 was number 1. Objective 3 is to allocate resources to support academic growth.
- Inconsistent results that indicate that there is still work to do on the survey. Possibly go to a completely different format.
- Comments: Tried to aggregate them into themes. Analyzed comments from other objectives to make sure nothing was missed. Tried to prioritize roughly how often the topic was mentioned.
- Continued differentiated funding (most schools commented that this is free form), more than ½ school.
- SEL support for all students and staff. Need more counselors, specifically for elementary schools. Not all schools have a full time counselor. Also, psychologist and behavior interventionist.
- Academic Growth: Sped teachers, interventionists, ILL, paras and instructional coaches. Culturally responsive curriculum, few but meaningful standardized assessments and outcomes should be linked to investments.
- Opportunities for all students to excel. Good progress, transition to the next higher school level needs clarification, more FTE for tag students.

-Goal is to come to a consensus and vote.

Questions:

- 1st year completing this with SAC. Had a lot of difficulty understanding the questions.
- Some schools feel like they don't really get any money anyway.
- Recommendations from one school to another. Which schools had a hard time making decisions.
- Proposed revision regarding the advanced coursework.
- Thank you for highlighting the differentiated funding. However, it is the shortest section. Dr. Anderson earlier this year. High needs schools are doing well. However, mid schools get 2x the funding and the high needs schools get 10x. What do we know about the mid schools to continue to evaluate interventions and propose revisions. Is there language that could be added to share best practices among Principals? A: formula is not very easy to understand. We can add some language around that.
- Clear language about how the schools will be evaluated. Dr. Rob indicated that there are restrictions, but schools are reporting that they have not been given these parameters. Would just like it captured if it is indeed happening.
- At a high needs school, the Principal stated some schools didn't know how to use their differentiated funding. Heard they will change the model. Can see an improvement, but still have students entering that need support. Would suggest changing the language around testing and funding.
- Start shifting from being culturally responsive to being culturally competent. Responsiveness is being reactive. Assessments is a piece of this issue. Heavy emphasis on standardized testing. Only entry to TAG is standardized testing or acknowledgement of culture impacts. A: Kinesthetic learners as an example. Art program you have to build a portfolio of specific elements that are designed by BVSD vs. students having input into their background. Not relying solely on standardized tests by looking at holistic evaluations.
- Training: all school staff need to be trained on trauma informed care. Have to be able to support children's needs.
- School did talk about GT, but didn't feel like there were systems in place to address the disproportionality within GT. Didn't get outcome data from the UIP. A: BVSD has made progress on identifying students. Standardized screening at 2nd and 6th grade. However, the more FTE for when students have been identified. .1 FTE is not sufficient, for example.
- Larger connection points between the budget recommendations and the budget survey.
- Going through process SAC, language shift was a huge asset to process. However, it is still very confusing. 4 spots recommend additional staffing. Is there a way to combine? Is it in priority order? A: Yes, it comes up multiple times. Additional staffing is the most expensive. If you can afford to hire more staff, this is where it is needed.
- Training: you get information but the devil is in the implementation. Ongoing support for implementation. Being able to apply the skills is essential.
- Enough revision is needed that we will need to pass this to a digital vote from Chris.

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- Can we support TAG without necessarily adding more staff?
- Differentiated funding not being based on test scores. Where did that come from? Where did that come from on the budget survey. A: It came from some comments. Statistically speaking it seems unlikely that a school would exist. Struggles with schools that receive high amounts of funding and have low test scores. What is the incentive to improve?
- Does not like the language that constitutes who is included, not included. Change the language to “not only on test scores.” Concerned with an overly specific definition of what constitutes differentiated funding.
- Open enrollment policy. Is there anything that should be called out. Shifting funding to transportation to increase open enrollment. A: Were comments about transportation and open enrollment. Not many. Would only mainly relate to open enrollment schools.
- Supporting all students: in line with the district commitments...., love that we are channeling information from schools. However, there is one paragraph that does not keep the language consistent. Reconsider the language of low performing students and high performing students.
- Increased staffing. Paras and transportation are largely not paid very well. Can ask for more staff, however, if we do not talk about paying better wages it will remain a challenge.
- Behavior training to include culturally competent and make recommendations for training for children who are being disciplined because of their disabilities. Also, investing in training that is inclusive of disability needs.
- Make a few revisions and the collective group feels we can move forward to a vote afterwards.
- Committee would prefer to give the group a last look to review the draft and then vote electronically.
- Will revise, distribute and then vote asynchronously. Present to the Board in late January. All in agreement with the proposed plan. No objections.
- Sign in on the sign in sheet.
- Motion to adjourn, second, all in agreement.

Helpful Links and Resources

[SAC Website](#)
[DAC Website](#)
[District Strategic Plan Website](#)
[Reviewing Growth Reports](#)
[Reviewing Performance Frameworks](#)