

NOVATO UNIFIED SCHOOL DISTRICT

Parent Advisory Committee Meeting Minutes - **DRAFT**

February 13, 2020

5:00p.m. - 6:30p.m.

Opening

Dr. Amie Carter, Assistant Superintendent Education Services welcomed committee members. She then introduced Superintendent Kris Cosca to address the group.

Dr. Cosca welcomed the group. He stated that he had read the questions posed from committee members from the PAC meeting held in December. He found some of them to be expected, and others thought provoking. Superintendent Cosca informed the group that he welcomed all questions, especially those who brought forward previously unaddressed issues that require resolutions. Dr. Cosca reminded the group that time constraints might prevent all questions to be addressed with equal time and detail.

Dr. Cosca informed the group about California's move for school districts to have local control planning. He stated that local planning has come under attack due to not all school districts carrying out plans with fidelity. Superintendent Cosca shared with participants that he aspires for NUSD to be a school district where individuals from outside the community can look at NUSD as a model for local control planning. He stated that in order to do that, strong stakeholder input is needed.

Dr. Cosca closed his remarks by thanking the participants for their commitment to NUSD and the Parent Advisory Committee.

NOTE: Dr. Cosca informed the group that he had another commitment and that he would have to leave the meeting before it was over.

Review of 12/12/19 PAC Meeting Minutes

Dr. Carter requested participants to review minutes from the last meeting held on 12/12/19. The minutes were approved.

NOTE: One participant voiced her concern regarding the amount of material to read during a meeting. Dr. Carter offered to provide committee members with a draft of meeting minutes and the agenda before the next meeting

LCAP

Dr. Carter reviewed the LCAP process with participants using the same PowerPoint slides as in December. She also reminded attendees that she is the designated administrator who provides the questions asked during meetings to Superintendent Cosca for his review.

Dr. Carter reviewed a summary of responses from the review of actions in Goal #1 during the

meeting in December.

Green = The majority of committee members agreed to continue the action

Yellow = Committee members were split between yes and no. they requested additional information regarding these actions before providing a response.

Action	Estimated Cost
AVID	\$379,897
Additional Guidance Counselors (2.4 FTE)	\$249,554
Contracted Mental Health Counseling	\$517,416
Summer Camp University & Newcomer Academy	\$150,000
Newcomer Counselors 2 FTE (50% LCPP & 50% Title III)	\$103,121
Intervention Software (Ascend, APEX, Fuel Education)	\$60,00
College Entrance Preparation (PSAT & AP)	\$23,000
Expanded ELD classes 4.0 FTE	\$443,192
Saturday School	\$160,000
District MTSS Coordinator	\$109,25
Site Allocations (elementary)	\$200,000
Intervention Specialist (North Bay Security)	\$49,140

Action	Response
AVID	Yes - Participants approved funding for AVID. However, they want to explore possible additional funding for the program

Question from 12/12/19 meeting	Answer provided 2/13/20 meeting
<ol style="list-style-type: none"> 1. What does the AVID program look like at every school? 2. Which students have access to participate in AVID? 3. What measures are used to qualify to participate in AVID? 	<ul style="list-style-type: none"> • NUSD AVID Coordinator Jennifer Marsh Russell briefly discussed AVID program. • AVID is a college and career readiness academic elective.

	<ul style="list-style-type: none"> ● AVID Excel is designed for middle school Long Term English Learners (LTEL), with the goal to be reclassified as fluent in English by high school. ● Students need to apply for the program ● High school students need to maintain a 2.0 GPA to stay in the program.
Committee Response 2/13/20	<ul style="list-style-type: none"> ● Participants voiced the need for a unified AVID program throughout NUSD secondary schools. ● All middle schools should have the same programs offered at the same grade levels. ● There should be a protocol to inform 5th grade students and their parents about AVID in middle school. ● One parent inquired as to why there isn't an AVID program at Marin Oaks. Participants strongly voiced that all underrepresented students should have access to the program.

Action	Response
Site Budgets	12/12/19 - Split -The group requested more information before voting.
Question from 12/12/19 meeting	Answer provided 2/13/20 meeting
Participants would like to be provided with information regarding how elementary schools use funds.	<ul style="list-style-type: none"> ● Each elementary school identifies how to use these funds which include the following services: intervention teachers, additional instructional support, additional online support & instructional materials, teacher

	<p>training through contract services and conference attendance.</p> <ul style="list-style-type: none"> • Dr. Carter discussed how elementary schools plan and account for their LCFF Supplemental funds via their Single Plan for Student Achievement (SPSA). Plans for 2019-20 were presented to the NUSD Board of Trustees on February 11, 2020, for approval.
	<ul style="list-style-type: none"> • Dr. Carter provided copies of 2019-20 SPSA's for Rancho, PV and Lu Sutton for participants to review. Dr. Carter pointed out how these three sites used their LCFF Supplemental funds.
Participants wanted to know why secondary schools do not receive funds.	<ul style="list-style-type: none"> • Secondary schools receive funding by way of additional sections for ELD and intervention classes.
Committee Response 2/13/20 →	<ul style="list-style-type: none"> • Participants voiced desire to have sites clearly state planned expenditures versus actual expenses. • One participant stated that the SPSA should be translated into Spanish.
VOTE 2/13/20 →	Yes - participants support continuing to provide elementary schools with LCFF Supplemental funds

Action	Response
Saturday School	12/12/19 - The group requested more information before voting.
Question from 12/12/19 meeting	Answer provided 2/13/20 meeting
What are the costs and income associated with implementing the program?	Costs →NUSD site program coordinator, teachers, food services and custodial expenses

<p>How does attending the program help reduce absenteeism?</p>	<ul style="list-style-type: none"> • This program is principally for English Learners, Foster Youth and Low Income students as they have higher rates of chronic absenteeism and unexcused absences. This program provides students with enrichment and intervention opportunities to recover unexcused absences and make-up missed instructional time. • NUSD ended the contract with the support provider. The program is now managed internally by NUSD personnel.
<p>Committee Response 2/13/20 →</p>	<p>Before voting on action, participants requested a breakdown of the costs and income generated from the program for this year.</p>
<p>VOTE 2/13/20 →</p>	<p>No - participants require breakdown of costs/income before making a decision regarding action</p>

<p>Action</p>	<p>Response</p>
<p>MTSS Coordinator</p>	<p>12/12/19 - the majority of participants wanted more information before commenting on action</p>

<p>Question from 12/12/19 meeting</p>	<p>Answer provided 2/13/20 meeting</p>
<p>Participants requested a detailed MTSS Coordinator job description.</p>	<ul style="list-style-type: none"> • This coordinator is responsible for building NUSD's Multiple Tiered Systems of Support that has a strong focus on serving the needs of economically disadvantaged, English learners, Foster youth and homeless students. • Dr. Carter shared a detailed job description for the MTSS Coordinator with the group.

Committee Response 2/13/20→	<ul style="list-style-type: none"> One participant inquired why there is a need to have a district coordinator when there is an MTSS at each site. Jennifer Larson, Director Student Success clarified that sites do not have a MTSS Coordinator. The district coordinator works with sites to carry out programs.
VOTE 2/13/20→	Yes - participants support continuing to fund MTSS Coordinator position

Action	Response
North Bay Security Services	12/12/19 - One negative response, and the rest of the participants requested additional information before responding.
Question from 12/12/19 meeting	Answer provided 2/13/20 meeting
Who receives home visits?	<ul style="list-style-type: none"> The principal requests home visits.
How are home visits conducted	<ul style="list-style-type: none"> Plainclothes trained NBS personnel visit the home and make inquiries regarding the referral and provide support.
What are the outcomes from visits?	<ul style="list-style-type: none"> Improved truancy/accuracy regarding enrollment data/increased awareness regarding student well-being and what actions if any need to be taken. NBS contractors serve as mentors for at-risk students as a preventative measure to decrease student suspensions with a focus on the needs of Economically Disadvantaged, English Learners, Foster and Homeless youth.
How many home visits are conducted annually?	<ul style="list-style-type: none"> Dr. Carter provided participants with a copy of the NBSD weekly log.

Committee Response 2/13/20 →	Participants voiced the need to continue the service for students.
VOTE 2/13/20 →	Yes - participants support continuing contract with NBS

GOAL 2

Actions under Goal 2 presented to the committee on 2/13/20

Action	Estimated Cost
Teacher on Special Assignment (2 FTE)	\$220,541
Clark Consulting ELD	\$40,000
Training Costs for Professional Learning	\$151,355
Assessment & Accountability Software	\$100,000
P-5	\$125,000
Seek & Hire Bilingual Employees	\$2,000
AVID Contract & Summer Institute for Staff	\$55,000
Expanded Professional Development Districtwide	\$782,266

Action	Committee Response
<p>Teacher on Special Assignment (TOSA)</p> <p>The LCAP committee chose to fund two positions for 19-20 with one tied to supporting EL students, and one tied to academic outcomes for elementary students.</p> <p>EL TOSA Supports sites with adhering to federal/state compliance for ELs - administering mandated ELPAC testing - Monitoring EL enrollment data</p> <p>Elementary TOSA</p>	<p>2/13/19 - Participants voted to continue funding TOSA's.</p>

Supports work of PBE and TLT personnel provides best practices for administering assessments	
VOTE 2/13/20 →	Yes - participants voted to continue funding TOSA's

Action	Committee Response
<p>Clark Consulting Services</p> <p>Clark Consulting and Training (CCT) provided district professional development, co-planning and demo lessons/methods to K-12 teachers, as planned. CCT's focus was on the implementation of an accelerated English language development that equips students with grade-appropriate language skills that can be applied to their content-area studies and tasks.</p> <p>After working with CCT for several years, NUSD has reached the original goal of training teachers to implement the CCT principles and methods in the classrooms. NUSD staff will continue to implement the CCT program during integrated and designated ELD instruction.</p>	<p>Participants recognized the need to continue to provide funds for professional development for ELD instruction.</p>
VOTE 2/13/20 →	Yes - participants voted to continue funding support for ELD instruction

Action	Committee Response
<p>Training Costs for Professional Learning</p> <p>NUSD provided professional learning opportunities in specific instructional support to increase the level of differentiation in the classroom.</p> <p>Training provided focused on district priorities: graduate profile, content areas,</p>	<p>2/13/19 - Participants recognized the need to continue to provide funds for professional development for teachers to decrease the gap in student achievement.</p>

<p>equity, English learners and closing the achievement gap</p> <p>Focus areas include MTSS, Proficiency Based Education, and Trauma Informed Instruction strategies.</p> <p>Costs: Substitutes hours beyond work week, materials and trainers.</p>	
<p>VOTE 2/13/20 →</p>	<p>Yes - participants support to continue funding professional development</p>

Action	Committee Response 2/13/20
<p>Assessment & Accountability Software and Support</p> <p>NUSD utilizes assessment & accountability software & support through NWEA/MAP, ESGI, and EADMS.</p> <p>These programs continue to support the district in identifying areas of need and making data- driven goals as they relate to our target students. In addition, these programs provide reports aligning to actionable data for site administrators and teachers.</p> <p>NWEA & ESGI provides students and teachers with norm-referenced assessment opportunities to support in data-driven instructional design.</p> <p>EADMS provides 6th-12th grade teachers with opportunities to create common benchmark data and review in user-friendly format and data analysis tools.</p> <p>NUSD minimized partnership with EADMS in 2019-2020 due to security policy difficulties.</p>	<p>2/13/19 - Participants recognize the value in assessment and accountability software, however, would like more information regarding the services contracted to ensure that NUSD is entering into the best possible agreements with vendors.</p> <p>Participants requested to review NWEA, ESGI and EADMS contracts.</p>

NUSD is in the process of shifting this service from EADMS to Illuminate.	
VOTE 2/13/20 →	No - Participants want to review NWEA, ESGI and EADMS contracts.

Action	Response
<p style="text-align: center;">P-5</p> <p>The district continued to expand the work to strengthen instruction and focus on closing the achievement gap for all elementary students.</p> <p>This work included a contract with Epoch Education as well as a partnership with MCOE to provide data and training to teachers.</p> <p>This work also included new professional development tied to trauma-informed practices to better meet the unique needs of our students.</p>	<p>2/13/19</p> <p>Participants recognize the value of NUSD’s funding received from Marin Community Foundation (MCF). They support funding plans that will continue to strengthen instruction that decreases gaps in student achievement.</p>
VOTE 2/13/20 →	Yes - participants support continue to provide funding to carry out P-5 initiatives

Action	Committee Response 2/13/20 ↓
<p>Seek and Hire Bilingual Employees</p> <p>NUSD continued to seek and hire more Bilingual employees by using resources like the California Association of Bilingual Educators (CABE) and Edjoin. In addition, the Assistant Superintendent of Human Resources has attended recruiting events specific to the hiring of a more diverse staff.</p>	<ul style="list-style-type: none"> ● One participant was concerned that the term employees was too general. She suggested to specify different classifications of employees. ● Participants suggested a bonus be given as an incentive to work for NUSD. ● More bilingual staff are needed to support students with reading.

VOTE 2/13/20 →	Yes - participants support continuing funding to seek and hire more bilingual employees
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Action	Committee Response 2/13/20 ↓
<p>AVID Contract & Summer Institute</p> <p>AVID provides staff with support through research based professional development during the summer and school year.</p> <p>Each school continues to send a team of AVID elective and academic teachers to the AVID Summer Institute to be trained</p>	Participants support to continue AVID Contract and Summer Institute
VOTE 2/13/20 →	Yes - participants support to continue AVID Contract and Summer Institute

Action	Committee Response 2/13/20 ↓
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<p>Expanded Professional Development</p> <p>NUSD is in the process of restructuring the organization on a strong foundation of Proficiency Based Education, Trauma Informed Instruction, and Multiple Tier Systems of Support.</p> <p>The District has provided high quality Professional Development for all staff for two full days in 19-20 to provide structured and unstructured opportunities for teachers to build knowledge and capacity related to closing the achievement gap.</p> <p>These training sessions focused on cultivating classroom strategies to improve children’s resilience, confidence and persistence by providing classroom consistency, daily structures, clear expectations, and reliable warmth and love.</p> <p>Additionally, training based on Proficiency Based Education focused on skill mastery and Multiple Tiered Systems of Support was offered to enhance and advance district efforts to close the achievement gap for at-risk students with a focus on the needs of Economically Disadvantaged, English Language Learners, Foster and Homeless youth.</p> <p>All teachers engaged in professional development to develop standards based common learning targets, assessment tools, and the implementation of standards aligned curriculum.</p>	<p>Participants support continuing to fund expanded professional development.</p>
<p style="text-align: right;">VOTE 2/13/20 →</p>	<p>Yes - participants support to continue to fund expanded professional development</p>

NOTE: There was insufficient time to review the action items for Goal 3. They will be reviewed and the next meeting.

RECAP of Status of Review of Actions from Goal #1 & #2 as of 2/13/20

Action	Outcome
Goal #1	
AVID	Yes
School Sites	Yes
Saturday School	No
MTSS Coordinator	Yes
North Bay Security Services	Yes
Goal #2	
Teacher on Special Assignment (2 FTE)	Yes
Clark Consulting ELD (future ELD Development PD)	Yes
Training Costs for Professional Learning	Yes
Assessment & Accountability Software	No
P-5	Yes
Seek & Hire Bilingual Employees	Yes
AVID Contract & Summer Institute for Staff	Yes
Expanded Professional Development Districtwide	Yes

Closing

Dr. Carter concluded the meeting by thanking committee members for their work.

Meeting adjourned at 6:30p.m.

