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BUSD Offices –Technology Room 126  
2020 Bonar Street, Berkeley, CA 94702

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Nicole Chabot,  
Liz Fox  
Harry Charalambides,  
Hillary Hardcastle,  
Jane Tunks Demel,  
Weldon Bradstreet,  
Aaron Schiller,  
Sean Poremba,

Terry Pastika,  
Jennifer Sitkin Morgan  
Rita Gaber,  
Aaron Glimme,  
Shauna Rabinowitz,  
Josh Irwin,  
Bruce Simon,

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Dawn Paxson,  
Vacant,  
Carla Bryant,

John Eknoian,  
Vacant,

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Donald Evans,  
Jay Nitschke,  
Pasquale Scuderi,  
Becca Todd,  
Pete Gidlund,  
Ty Alper,

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Natasha Beery,  
Danielle Perez

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At 7:19, Co-chair Bruce Simon called the meeting to order by welcoming attendees. Introductions and site reports were given by each member. Rep. Glimme shared that BHS has started the process of reviewing funding proposals, with several meetings coming up to select those to be funded with their approximately \$800,000 allocation. Rep. Tunks-Demel shared that Malcolm X will have a safety forum for parents to express their concerns and review their site plan at the next SGC meeting. Rep. Chabot shared that their site had reviewed and approved their safety plan, with much discussion around the district-outlined portions. They also did a 'deep dive' into ELD and understanding how programming is put into place. Rep. Charalambides shared that their site is happy that interior-locking doors are being installed over Spring Break. Rep. Bradstreet shared that Rosa Parks SGC reviewed their BSEP budget and principal Paco Furlan's proposals in detail. Rep. Pastika said King MS is reviewing their safety plan and budget. Rep. Poremba shared that Longfellow had a short lockdown earlier in the day, and that there will also be a town hall meeting this same evening to discuss advocacy and representation, as well as how to fund the .4 math position they will be losing. Dr. Evans responded that the short lockdown was in response to an incident in the neighborhood. He also reviewed the upcoming Board meeting agenda which will feature an update on Special Ed, the search for a new Director, and a report on the Audit. They will also be looking at LCAP recommendations, including a program under consideration for removal. In addition to an update on mental health from a county survey, the Board will review the 2<sup>nd</sup> interim budget report.

The quorum was established with 11 committee members present, and four more who came in later in the meeting. Chair Simon asked for a motion to approve the

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Chair Simon asked members to review the minutes from the February 27 meeting.

Rep. Pastika, referring to the first paragraph on page 9, asked for a clarification on the vote to approve funding for district-funded positions implied voting for the entire budget for a multi-funded position. Beery clarified that the vote taken that night was only for the district-wide BSEP portion, and that other site funds are considered separately.

Rep. Irwin moved to approve the minutes from the February 27 meeting. Rep. Bradstreet

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instead. Scuderi replied that it often works well that the TSA doing that job also maintain some time in the classroom, as it lends legitimacy when they teach as well. Simon asked if the position will be funded for more than a year, or whether there is a proposal to spend it somewhere else. Scuderi replied that there won't be a shortage of items on which to spend these funds, and they might be put toward mathematics.

Pastika asked for clarification on the basic core practices on page 2. Scuderi noted that there are variations on strategies, and books like "Teach Like a Champion" catalog effective instructional strategies, such as bringing students' home lives into class, and helping teachers encourage equitable participation in class. These are basic core practices useful in any classroom setting but particularly helpful for students who are disengaged.

Charalambides asked how the 2.75 FTE for elementary lit coaches compares with the previous year. Scuderi replied that it is the same, that funding with LCAP and some site funds equal at least 1 full time literacy coach at each site.

Scuderi noted that Program Evaluation used to be a stand-alone budget that is now part of CSR. What is being proposed for 2018-19 is a big shift, with the Director position being reduced. With the loss of Common Core funding, BSEP is being asked to fund 1.0 additional FTE for TSA's in the transition year without a direct supervisor. The team is competent and self-directing, said Scuderi, and he will supervise, although at a different level. The position of Evaluation and Assessment Analyst works in both the technology and evaluation worlds, providing a lot of the hard calculation and data processing that goes into the formative assessments that the TSAs then take to the sites. An administrative position supports BREA by ordering and packaging state testing, and that is multi-funded to a full 1.0. Professional development for staff is \$8,000. Contracted services at \$55,000 is for a variety of key data systems like Survey Monkey, which is used daily or weekly to gather qualitative data from stakeholder groups like teachers and parents. The decision was made to remove \$36,000 in professional development from this fund as it can be handled from a previously discussed \$90,000 PD budget. The team looked at the earmarked PD funds associated with BREA – helping teachers to gain capacity around Illuminate – that they weren't getting a lot from and agreed they could do it for a lower cost. Keeping TSA FTE was worth reducing that PD stipend fund. The supplies and equipment budget supports the department as well as principals.

He shared Smart Goals A and B for the transition year. One of infrastructure goals is to sit down and figure out the key pieces of data that we want at the district level but that also serve a formative purpose for a principal or teacher, that they can look at and get a class literacy report, trimester math report, or the strands the kids are struggling in for example. The district has a talented group of folks but more of a filter is needed on the requests for data. The group wants to focus their efforts on a clear set of data points for things like core academics subjects, and school climates and cultures. Goal B for next year is to share with committees and the Board, five programs or supports at each level that are successful. Instead of focusing on the negative, the thought is to also look at things that are working, figure out why, and perhaps expand or double-down on those efforts. For example, the students who are served by the Student Learning Center at Berkeley High show consistently higher results, and efforts could be considered on how to get more there. Intervention counselors for the 9<sup>th</sup> grade at BHS have also seen improvement with an identified focal group of high needs students. With constant contact, the retention rate for these students went up 20% to 90-95%. The department would like to tell the stories of the programs that are working.

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Simon asked how exactly the TSAs would be organized, whether by school or subject. Scuderi replied that each TSA is assigned to support a specific school and work directly with principals, which is a closer level than he could provide. There is also a full-time person attached to Title I and LCAP concerns, fully engaged in those projects with Dr. Saddler. He noted, however, that requests for data should funnel through the Ed Services team which includes himself, the K-8 Director, and Dr. Saddler. The value in having those request come through them is to modulate and determine what's useful or extraneous, and to give these highly-motivated TSAs a regular way of checking in. He acknowledged it will be a challenge and something of an experiment.

Pastika asked how long the District has used Illuminate? Scuderi replied that although it has been in the District for a long time, this was its first full year as a Student Information System. Nitschke added that the Data and Assessment portion has been used for 5-6 years, Student Information just this year. Pastika asked how comfortable teachers feel using it. Scuderi replied that there is probably a range and asked Glimme to provide the teacher's perspective. Glimme said that people at the high school are pretty comfortable with with the data part, as they've





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to please review and formulate questions before then.

Beery added that hopefully there will be only one meeting in April. There is a need to have a quorum for that meeting, so please respond to the availability survey distributed. She said the pace should slow down a bit through the end of the year.

Nitschke noted that the Board is set to work on the facilities master plan, and that there is going to be room for parent and teacher engagement. He will be sending out emails for that. He noted that other districts have put these projectors up in every classroom at once, and BUSD could do that rather than moving slowly and risk losing the funding before they are all installed.

Charalambides asked if the facilities master plan is where