

BSEPPLANNING & OVERSIGHT COMMITTEE MINUTES  
April 11, 2017  
BUSDOffices–Technology

1. Call to Order, Introductions & Site Reports

At 7:15 p.m. Co-chair Perez called the meeting to order by welcoming attendees and asking them to introduce themselves. SGC site reports were given as part of the introductions.

2. Establish the Quorum/Approve Agenda

The quorum was established with 15 voting members present, with 16 voting members present later in the meeting. 13 voting members were required for a quorum. (Lankford attended later in the meeting bringing voting members present to 17.)

MOTION CARRIED (Glimme/Huchting): To approve the agenda of the April 11, 2017 P&O Committee Meeting. The motion was approved unanimously.

3. Chairperson's Comments

Co-Chair Danielle mag.ed Tc 0 Tw 3.38 0 Td ( )Tj -0.004 Tc 0.004 Tw [(w)-0 Td [(mo)-2s

The Mock Newbery, based on the Newbery Book Awards, was used to engage kids in reading, discussing the best new books of the year, and choosing books as if they were sitting on the Newbery committee.

She showed the impact of having Teacher Librarians with the emergence of voluntary student book clubs which meet at lunchtime recess to share the joy of books. The book clubs have 398 members from the 4<sup>th</sup> and 5<sup>th</sup> grades across the District as well as library staff, lit coaches, teachers, and principals. She noted they were reaching 30% of students and making an effort to reach readers across the reading span.

Berkeley Unified School District Memo, To BSEP Planning and Oversight Committee  
From: Pasquale Scuderi, Assistant Superintendent for Educational Services  
Dated: April 11, 2017, Subject: Recommendation for Allocation of BSEP Effective Student Support Funds in 2017-18 (5 pages)

Beery noted this was a verbal update. Scuderi explained that there was no change in the handout from last time. Since the last meeting, there were discussions between the administration and the team at Thousand Oaks/Tand, as Dafflon mentioned during Public Comment, Le Conte as well. It was their intention to bring forward a proposal that instead of supplementing the TO classes to the degree that was outlined on the handout, they were on the verge of being able to offer some combination classes that bilingual program for next year. Sustaining that program at a more reasonable cost, and taking some of the savings that would be created, the District would be able to provide a .6 FTE back to Le Conte. They determined there was not money specifically designated to support one of the more unique programs in the District at Le Conte. There were compelling arguments to support Le Conte with a small investment that would allow them to provide intensive support to groups in the lower grades. Scuderi noted the goal of being proficient in two languages and being behind in the home language whether English or Spanish, created challenges. He added that they did not want that program to be

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materials, there was less of a need for VHS and DVDs, and the position of .8 FTE to handle that was eliminated. They would still provide the service but as needed and according to the decreased demand. The professional development budget was trimmed. Todd noted that the staffing for each of the preschool libraries was funded by an Early Education fund and library monies paid for books. They continue to provide the book bag program for preschools.

The projected allocation for FY 2017-18 was for books 0.004 Tc 0.004 Tw [(P)211.3e

lessons especially in the library for research. There will be more consistency as they move into the 1:1 Chromebook initiative in the future with 6/7/8<sup>th</sup> grades. She noted that there was clarity of intention and a hope for this to trickle up, as with the BHS 9<sup>th</sup> grade re-design.

Schoenfeld asked what the pros and cons were for taking funds from the surplus vs. from the personnel variance to fund summer school libraries. Todd was unsure but based on the classification/compensation study implementation there would be staff compensation increases over the next couple of years. She noted that some staff would be retiring, including two librarians at BHS this year. When newer people come in, there will be a decrease in costs. The staff projections take into account the increases in STRS and PERS retirement plans. It was the unknown negotiation around salary raises that would affect the budget. They could also drop it to the fund balance. Beery stated the uncertainties are why the personnel variances for the current year and fund balances to deal with the future years are maintained. The \$50K fund balance is healthy but not a lot.

Perez asked when Todd would find out if the after school funds would cover the summer costs. Scuder stated as they work through the bigger budget issues, there could be something remaining in the summer school balance of GF Ed Services Teacher Hourly that would cover what was not a huge amount for summer school costs. He noted that it would conservatively be about three weeks before he could answer that question.

Pastika wondered if the staff could be used for summer school. Todd responded that it would be difficult to find staff to cover the summer school. He noted that the staff would be working on the summer school program and that the staff would be working on the summer school program.

There are various partnerships as part of the VAPA program.

Gidlund addressed staffing and pointed out that the transfer to the GF could be confusing. VAPA and the GF essentially split the bill for the 4/5 teachers to get their prep time. Gidlund stated that the budget was pretty much the same and highlighted changes as follows:

The VAPA Technician position, in charge of the database instruments and sheet music was recommended to be reduced from 1.0 FTE to .6 FTE due to a low work load.

Gidlund was excited about the things he was adding to the VAPA programs such as providing each middle school with a choral program. His intention was to reach out to kids not captured by the instrumental music program with other offerings and stated that he was implementing a modern/hip hop dance program at all three middle schools for next year. There are facilities for it, money and newly trained teachers with culturally responsive teaching methods and/or of color teachers recruited for it. That still leaves a \$200K fund balance in the VAPA budget. He

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Gidlund confirmed steel drums was not being taught at the elementary schools. Paxson stated that being on the P&O Committee long-term gives members a change to see progress change and improvement. She noted this was true for VAPA.

Schiller asked if there was an instrument donation program. Gidlund said that instruments could be donated to the VAPA office, and they purposely don't ask for donations or hold drives because they are covered by BSEP and he does not want to diminish that. There is a suggested donation of \$20/year for the instrument rental. This was waived if the student could not afford it.

Gidlund confirmed that three core music classes strings, woodwinds and brass would not be cut and after that, they could supplement if there was staff for that. He added that it was more difficult to find teachers for guitar, ukulele or vocals than for strings, woodwinds and brass.

Huchting wanted to pick up the topic of donations and suggested putting out a drive for instruments that might save thousands of dollars for VAPA and use that money for something else. Gidlund made clear that they get a lot of donations and noted one such donation of 75 full size violins from a person who had passed away. Gidlund was personally refurbishing them and stated they would be ready next year. He said instruments come in weekly.

Gidlund clarified that Strum and Drum class was part of the offerings for 4<sup>th</sup> and 5<sup>th</sup> grade push in time. For Rosa Parks, there are 6 or 7 teachers all at once teaching every single 4<sup>th</sup> grader at once. That means that strings, woodwinds, brass, and ukulele are taught at the same time. A parent teaches the afterschool rock band class.

#### 10. Recommendation for BSEP Funds in FY 2017-18: Technology

Jay Nitschke Director of Technology

Nitschke provided the following handouts:

Berkeley Unified School District Memo, To: BSEP Planning and Oversight Committee From: Jay Nitschke Director of Technology, Dated April 11, 2017, Subject: Recommendation for expenditure of BSEP Technology Funds for FY 2017-18 (5 pages)

Nitschke noted that the Technology budget was 3.25% of the Available Revenue from the new Measure E1. The funding was basically the same as in past years under Measure A. BSEP was mostly paying for the

came up with a technology plan to focus on 3/4/5 grades in 2016-17 and 8<sup>th</sup> grade math in terms of PD and classroom access to Chromebooks. This year they were focusing on 6<sup>th</sup>-8<sup>th</sup> grade and next year they will be working with the high school and making long-term plans. Eventually they will move back to the younger students.

Krasnow thought there were two unique aspects to the work they are doing in the District. She noted that the pipe cleaner person represented a good, strong solid teacher that was a reluctant technology user, and they had teachers, principals and staff put them on their computers. It was not their intention to make a plan so that the "techy-ist people" do amazing things. They want all kids to have the experience of thoughtful technology integration. First, they want to keep that reluctant teacher in mind. The second thing they wanted to do was build in PD expectations for teachers. They would be provided with ongoing PD focusing on technology integration to district standard and curriculum. Rich technology integration had to be part of the curriculum. They spent a lot of time thinking about what they wanted teachers to be doing before they bought "the stuff" (hardware/software).

Krasnow stated there were several ongoing commitments to teachers. This year the 3<sup>rd</sup> grade teachers were provided Chromebook carts 2:1 (1 cart shared between 2 classes). 4<sup>th</sup> grade teachers were given the choice of getting 2:1 or they could agree to do ongoing professional development so they could get their own carts. There were three requirements for getting your own cart:

1. Become a Google certified educator
2. Work on the Berkeley certified alternative online assessment developed by Krasnow and a colleague. They currently have (114) 3<sup>rd</sup> through 5<sup>th</sup> grade teachers that have done that. They received a stipend for it that was negotiated through the union. She stated that she didn't know of any district in the country that had that many Google certified educators in such a small, concentrated grade level. Teachers jumped on board to get their own carts. They also had to do (3) half days of PD and share their classroom use of technology.
3. Teach three digital citizenship lessons.

Krasnow stated that BSEP funds most of Hilton's position and tech support. They not only boosted the wireless system but also made sure that ongoing technology support helped to organize and make technology easier to use.

They did a survey on changes to the teachers instructional day and received a 72% response rate from the 4<sup>th</sup> and 5<sup>th</sup> grade teachers. She felt they got a lot of positive feedback from teachers and principals from the 1:1 launch.

91% of teachers thought it made either a large or moderate amount of change to the instructional day.

In terms of engagement 97% of teachers thought it made a large or moderate amount of change in student engagement.

93% of teachers thought it made a large or moderate change in student learning.

87% of teachers thought it made a large or moderate change in teachers' ability to assess student learning.

They also surveyed principals with 9 of 11 principals responding. 100% of the principals thought it made either a large or moderate amount of change to the instructional day, student engagement and teachers' ability to assess student learning. 88% of principals thought it made a large or moderate change in student learning.

Krasnow stated last year's working group of teachers wrote digital scope and sequence guides integrating all the curriculum of the elementary schools into technology lessons. This year they worked with middle school teachers to do similar planning and launch 1:1 in middle school. Using the same requirements as with the elementary schools, they have 100% of 6<sup>th</sup> grade teachers signed on. Next year 7<sup>th</sup> grade will have 2:1, and the year after that 7<sup>th</sup> and 8<sup>th</sup> grades will have the 1:1 option with the same caveat.

Questions and Responses:

Pastika asked about Google certification, and Krasnow stated that it was training for using Google applications for education in self-paced video lessons. A test has to be taken to demonstrate knowledge of these things. Feedback from teachers was that it was not practical enough, and that was why they wrote their own course with the same material to take the test as well as an alternative test to show proficiency.

Balch stated that there was a need for technology instruction at Independent Study/IS. She wanted to know how they could access technology now, stating that she learned most of her skills on her own. Balch stated that there were ten teachers and they needed some support. She felt there was potential for online work. Krasnow stated that she would be willing to work with IS and make the certification process available to IS teachers. They could take their conversation offline.

Eknoian asked if there was any provision for outreach to parents. As parents function as online gatekeepers, she felt it would be helpful to know what is acceptable/what is not and what was the balance between games and learning. Krasnow responded that they held (3) district-wide events for parents in each zone. Topics included teaching parents about online safety, helping parents without technology at home learn about email and checking grades and attendance and a plan around curriculum, which fell through. All events were coordinated with OFEE. This year they offered technology talks for all the PTAs and gave talks at seven or eight of them. She recently hosted a talk with a Berkeley police officer that specialized in gang prevention and social media for TSAs, school counselors, and security officers so they could also provide that type of training to families.

Appel noted the speed at which technology was injected into the schools. Nitschke stated that was due to the infusion of a one-time fund technology rebate used to pay for stipends separate from the one-time Mandated Cost Reimbursement as well as the funds from the sale of the Hillside School. Those funds are all encumbered now, and they will continue this work for the next two years. There needed to be more discussion at the community and Board level about maintaining these devices. With the 1:1 ratio, the kids take better care of their own Chromebooks, and it also helps that they are not allowed to take the devices home.

Nitschke stated that they were getting four years of use out of the Chromebooks. Nitschke will return to present the technology budget for a vote on May 2, 2017. There will be a Technology Subcommittee meeting on April 27, 2017 at 7 pm in Room 126. There will be an invitation sent out about that meeting. There are now 6,000 Chromebooks in the district.

11. For the Good of the Order

For the Good of the Order is time set aside for members to bring up items not discussed or addressed during the meeting. No items were put forward.

12. Adjournment

The meeting was adjourned by acclamation at 9:34 p.m.

Minutes submitted by Linda Race BSEP Staff Support