

Goal 1: Articulated curriculum aligned with the Common Core State Standards and systematic interventions based on data-driven outcomes

Action and Service	Update
1.4S RtI2 Intervention Teachers TK-8	<ul style="list-style-type: none"> • Elementary <ul style="list-style-type: none"> ◦ 76 new reading intervention cycles started in November ◦ Met with BREA Director to reflect on Fall data and made adjustments to data collection as needed • Middle School <ul style="list-style-type: none"> ◦ Students being identified for new math and literacy intervention groups
1.5S Math Coaches (K-5 1.0 FTE 6-8 .6 FTE) and Math Teacher Leaders	<ul style="list-style-type: none"> • Elementary <ul style="list-style-type: none"> ◦ Finishing coaching cycles with 4 teachers within the next 2 - 4 weeks ◦ Sending out a Google Form to all teachers to find another round of coaching cycles with 4 -5 other 1st/2nd year to BUSD teachers or whole grade level teams at a site • Middle School <ul style="list-style-type: none"> ◦ Peer observations beginning survey was completed and over 85% of math teachers have enrolled, stating that it would be ok for a peer to observe their classroom if they emailed first ◦ The list of teacher that opted in to be observed are made available to all math teachers ◦ TSA will release and teach in their place
1.6S Super Science Saturdays - STEM (1-5)	<ul style="list-style-type: none"> • Student identification plan has started
1.8S K - 5 Literacy Coaches (.2 FTE per site)	<ul style="list-style-type: none"> • 76 new reading intervention cycles started in November • Met with BREA Director to reflect on Fall data and made adjustments to data collection as needed
1.9S Extended Day Academic Intervention (K-8)	<ul style="list-style-type: none"> • Sites are using 6-week data cycles to identify students
1.10S K - 5 Reading Loss Prevention Summer School	<ul style="list-style-type: none"> • Planning for Summer School 2018 is continuing • Research on summer slide prevention project is being

	developed
1.11S AVID (Middle and High School)	<ul style="list-style-type: none"> • AVID teachers met to discuss guest speakers, field trips, and progress monitoring of students. <ul style="list-style-type: none"> ◦ College visits being planned to UC Berkeley, CSU East Bay, and the University of San Francisco ◦ Guest speakers being planned for on counseling/therapy, journalism, women in tech, and a panel of Black attorneys. ◦ Tutorials happening with students UC Berkeley and Berkeley City College ◦ Other new activities include collaborative games, and engineering challenges
1.12S Bridge (6th grade and BHS)	<ul style="list-style-type: none"> • Middle School <ul style="list-style-type: none"> ◦ Longfellow Bridge teacher working with King and Willard Bridge teachers on: <ul style="list-style-type: none"> ■ Recruiting and retaining students throughout the year ■ Using Google apps to check in with students ■ Using the Remind app for keeping in constant communication with parents and guardians • High School <ul style="list-style-type: none"> ◦ Briana Brooks, the College Advising Fellow at BHS, presented valuable information to both the 9th and 10th grade cohorts on how to get into college and how to concurrently enroll in community college. ◦ 24 of the 28 11th Graders took the PSAT ◦ Isabella Flores from Students Rising Above visited the Bridge Seniors to introduce them to the College2Careers Hub, a compilation of resources including scholarships, webinars, and guidance. ◦ Adam Cadre, ACT tutor from the Princeton Review, worked with the Bridge Seniors twice a week through November for an ACT course to provide focused support for Bridge seniors taking or retaking the ACT to improve their scores.
1.14S Ramp Up (Grades 1 - 3 ELA Intervention)	<ul style="list-style-type: none"> • 47 students receiving Saturday instruction twice a month • Awarded Berkeley Public School Funds Grant for guided reading books and just-right books

Goal 2: Ensure the success of all students, focusing on eliminating racial predictability in student outcomes and professional learning communities

Action and Service	Update
2.2S Equity TSA (.5 FTE)	<ul style="list-style-type: none"> • 10 interviews conducted <ul style="list-style-type: none"> ○ 6 elementary principals, 2 middle school principals, 1 parent, and 1 contracted employee ○ Experience in the district of interviewees ranges from 3 to 50 years ○ Some interviewees have multiple associations with the district including being an employee, parent, grandparent of a student or a former student. ○ Common themes from transcription analysis of 3 interview include: <ul style="list-style-type: none"> ■ Family committees are segregated by race with groups feeling uncomfortable joining committees dedicated to specific racial or ethnic groups (i.e. PTAs are largely comprise of white families) ■ Inadequacy of adopted curricula to meet the needs of all learners, particularly struggling African-American and low-income students. ■ Need for books in classroom and school libraries to be reflective of students outside of the dominant culture. • Equity school visit to Cragmont with K-8 Director of Schools <ul style="list-style-type: none"> ○ Observed wide range of evidence of equity, with the model 1st grade classroom having the most evidence of student engagement, high expectations, and student work • School library audits scheduled • Equity audits classrooms scheduled
2.3S PLC Training	<ul style="list-style-type: none"> • Principals and content-area TSAs reporting that PLCs are more regularly happening across sites to address student outcomes
2.4S Attract and Retain Teachers of Color	<ul style="list-style-type: none"> • Focus area for Recruitment <ul style="list-style-type: none"> ○ Did not receive grant from California Commission on

	<p>Teacher Credentialing for Classified Employees Teacher Training Program</p> <ul style="list-style-type: none"> ○ Recruitment meetings with IAs and after school teachers across sites to garner interest in teaching ○ Meeting with Berkeley City College (12/6) ● Focus area for Retention <ul style="list-style-type: none"> ○ Coordinated events with Teachers of Color Network (11/18, 12/8) ○ Emergency retention meeting at a site
2.6S EL Teachers	<ul style="list-style-type: none"> ● Implementing progress monitoring through ADEPT test results to reconfigure ELD classes and language labs ● Compiling common qualitative language to describe progress to create drop-down for Illuminate reports
2.7S K-12 ELD TSA	<ul style="list-style-type: none"> ● Coaching EL teachers to support classroom teachers in Integrated ELD ● Creating protocols for consistent progress monitoring by the EL teachers of EL student progress using ADEPT results to make sure EL students are receiving appropriate services

Goal 3: Welcoming and inclusive climate for all

Action and Service	Update
3.1S Toolbox and PBIS Training and Support, PBIS	<ul style="list-style-type: none"> ● Completing Team Action PBIS plan for current school year ● Building capacity for Toolbox Training ● Elementary PLC Training for new teachers planned for January ● District Wide PD 12/8
3.2S 2 Intervention Counselors at BHS	<ul style="list-style-type: none"> ● Each focal student had a follow-up meeting to address academic, social emotional, familial, and any other concerns they have or that staff has brought up ● Monitoring attendance and rewarding students with lunch first week of December (S.T.A.R.S. Students Taking

	<p>Attendance Really Serious)</p> <ul style="list-style-type: none"> • Contacting all parents to check in before Winter Break.
3.4S Restorative Practices Program at Washington and BTA	<ul style="list-style-type: none"> • Washington <ul style="list-style-type: none"> ○ RJ consultations with 5 staff ○ Tier 2 interventions with 2 students (de-escalation) ○ Proactive intervention with 3 students (pre-work, community building) ○ 1 parent RJ phone consultations/pre-work for potential interventions for children. ○ 3 proactive Tier 1 community building circles ○ Collaboration with equity team for staff equity development • BTA <ul style="list-style-type: none"> ○ Awaiting monthly report from SEEDS
3.6S RJ Counselors at the Middle Schools	<ul style="list-style-type: none"> • 150 connections made so far (+48 since last month)
3.7S K-5 and BTA Mental Health focusing on Trauma-informed practices	<ul style="list-style-type: none"> • District partnership grant between City of Berkeley's 2020 Steering Committee and Berkeley Mental Health in full swing • 3 pilot sites (Franklin Preschool, BAM, Willard) are all trained
3.8S Coordination of School Based Services	<ul style="list-style-type: none"> • Provided training for the PBIS initiative • Supported restorative practice efforts across all school sites • Training staff for Trauma Informed Systems 101
3.9S Bay Area Peacekeepers	<ul style="list-style-type: none"> • Students have started to attend, many are returning students
3.10S RJ at BHS	<ul style="list-style-type: none"> • 38 connections made so far (+3 since last month)
3.11S Site Coordinators for Family Engagement	<ul style="list-style-type: none"> • 739 connections this school year already (+100 since last month) to families made regarding attendance, academics, connecting to services/resources, etc.

PAC Meeting, Thursday, November 17th

- Quorum present
- Representative absent from: Preschool, BAM, BHS, Cragmont, Emerson, John Muir, Malcolm X, Oxford, Rosa Parks, Willard