



BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM
2134 Martin Luther King, Jr. Way, Berkeley, CA 94704
Phone: 644-8717 Fax: 644-8923 www.berkeley.net

MEETING NOTICE

COMMITTEE: BSEP Planning & Oversight Committee
DATE: Tuesday, April 24, 2012
LOCATION: Malcolm X School Library **TIME:** 7:00
1731 Prince St. **Gavel down: 7:15**
CHAIRPERSON: Chris Martin

AGENDA

- 7:15 1. Call to Order & Site Reports
2. Establish the Quorum/ Approve Agenda
3. Chairs' Comments (Chris Martin & Elisabeth Hensley)
4. Public Comment
- [Presentation] 7:30 5. ***Recommendation for the expenditure of BSEP funds for Professional Development in 2012-13***
Neil Smith, Assistant Superintendent for Educational Services
- [Presentation] 8:00 6. ***Recommendation for the expenditure of BSEP funds for Program Evaluation in 2012-13***
Debbi D'Angelo, Director, Berkeley Evaluation and Assessment
- 8:30 7. BSEP Manager's Comments (Monica Thyberg)
- Action Items**
- [Action] 8:40 8. ***Recommendation for the expenditure of BSEP funds for Class Size Reduction in 2012-13*** (Monica Thyberg)
- [Action] 9:00 9. Statement from the P&O Committee regarding Superintendent search
- [Action] 9:20 10. Approval of the Minutes: 2-28-12, 3-6-12, 3-20-12
- 9:30 11. Adjournment

**Upcoming P&O Meetings:
May 1, May 15 and May 29, 2012**

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: William Huyett, Superintendent
DATE: April 24, 2012
SUBJECT: Revised recommendation for the expenditure of the BSEP Class Size Reduction monies in FY 2012-13

Class Size Reduction Staffing in the 2012-13 School Year

On April 17, 2012, I presented to the BSEP Planning and Oversight Committee, a recommendation for the expenditure of the BSEP Class Size Reduction funds in the 2012-13 school year. This recommendation, which has been modified from that presented to the P&O Committee on February 28, 2012, and incorporates feedback from members of the CSR Subcommittee meeting of March 27th, 2012, is based on the following assumptions:

- Staffing enrollment of K-12 students is projected at 9,075.
- Total average compensation (includes salary and employer paid fringe benefits) of classroom teachers is projected at \$86,100.
- There is continued State funding for the K-3 Class Size Reduction Program.
- BSEP revenue for the CSR fund in FY 2012-2013 is projected at \$15,424,078.
- General Fund revenue is projected based on the Governor's budget of January 2012.

The average class sizes specified in the BSEP Measure are being maintained at all grade levels with teacher/student staffing ratios of:

- 20:1 for the K-3 grades,
- 26:1 for 4th & 5th grades,
- 28:1 for grades 6 thru 12.

This is achieved with General Fund monies being used to establish a ratio of 34:1 for the K-5 grades and 36:1 in grades 6-12, and BSEP CSR funds used to “buy down” the pupil-teacher ratios to the lower class sizes.

Our recommended staffing model for Berkeley High School next year does employ a more accurate calculation of the enrollment than that previously used in staffing the high school. The enrollment base used is the number of students enrolled in classes funded by the General Fund divided by 6, then divided by the resultant class size desired (28:1). Since a number of students at BHS take fewer than 6 class periods and some classes are paid from other funding sources, such as ROP, this enrollment base is smaller than the total enrollment number previously used. Using the total enrollment number has resulted in “overstaffing” of BHS in some prior years. The staffing formula used

with this enrollment base is that defined in the BSEP Measure: 6/5 (students are enrolled in six periods daily while teachers teach five periods), and it results in an average class size of 28:1 at BHS.

This calculation results in a total of 425.32 Full Time Equivalent (FTE) classroom teachers projected to be necessary to staff the K-12 classrooms at the ratios listed above, of which BSEP would fund 128.44 FTE teachers (including the associated preparation time for all BSEP funded teachers).

To meet these targeted class size reduction goals, the expense to the BSEP Class Size Reduction fund in 2012-13 is projected to be \$11,642,800.

The attached “Teacher Template” details this recommendation. (Attachment A)

It should be noted that enrollment projections are reviewed both prior to presenting the budget to the Board for adoption in June and again in early September after the actual enrollment has stabilized. The actual expense for the BSEP transfer to the General Fund for classroom teachers is calculated at the close of the fiscal year.

CSR Reserve

After the class size goals are achieved, as authorized in the BSEP statute, BSEP CSR monies may be used for “**expanded course offerings,**” “**counseling services**” at each of the District’s middle schools, and “**program support.**” An extremely important consideration in proposing expenditure of the BSEP CSR fund for these Purposes of the BSEP Measure is the identified need to maintain an appropriate reserve in the CSR fund. The District must be able to maintain the class size reduction goals stipulated in the BSEP Measure through the duration of the Measure. (The current Measure is set to expire at the end of FY 2017.) Expenditures for expanded course offerings, counseling services and program support are discretionary and are considered, and may be modified, annually.

Prior to recommending the expenditure of BSEP CSR funds for ECO classes, Counseling Services and Program Support in FY 2012-13, the BSEP CSR Subcommittee and I reviewed the projected revenue and unexpended funds for three years (see Attachment B), and discussed the options for additional funding of these Purposes in FY 2012-13. On the basis of that projected 3-year budget, I am recommending the following expenditures for these Purposes* in the 2012-13 school year.

Expanded Course Offerings (ECO)

- **6.4 FTE* classroom teachers** for ECO classes at Berkeley High School
- **1.6 FTE classroom teachers** for ECO classes at the Middle Schools

Projected expense: \$725,200

The ECO allocation is intended to allow a number of students to enroll in seven class periods. This may include such classes as science labs, AP and IB classes or classes such as AVID and “backup English.” The Superintendent will continue to monitor the enrollment in ECO classes to assure that these classes meet the criteria and intended use.

Counseling Services at each Middle School

The **4.8* FTE counselors** at the middle schools, that is, 1.2 FTE at Longfellow, 1.2 FTE at Willard, and 2.4 at King, is the same allocation as in the 2011-2012 school year.

Projected expense: \$458,400

Program Support

Our recommendation is for BSEP CSR monies to fund **21.9** FTE Program Support teachers in the next school year as follows:

- **3.3 FTE* elementary school Literacy Coaches/Teachers**
(.3 FTE for each elementary school).
- **3.8 FTE middle school math teachers** to lower class size from 28:1 to 20:1 in Algebra and pre-Algebra classes at all three middle schools.
- **2.0 FTE* BHS math teachers** to lower class sizes in
- **1.8 FTE elementary school teachers** for a .5 FTE allocation (plus .10 FTE prep time for each teacher) to each of three schools: Cragmont, LeConte and Rosa Parks to provide grade-specific time for students in 3/4 or 4/5 combination classes.
- **5.5 FTE ULSS (Universal Learning Support System) teachers** for 11 elementary schools (.5 FTE for intervention at each elementary school)
- **5.5 FTE ULSS (Universal Learning Support System) teachers** for the three middle schools (1.5 FTE for Longfellow, 1.5 FTE for Willard, and 2.5 FTE at King)

Projected expense: \$1,909,800

In summary, the additional FTE recommended for ECO, Counseling Services, and Program Support in FY 2012-13 is:

- .10 FTE for Literacy Coaches at each elementary school
- .80 FTE for counseling services (.20 FTE at Longfellow and Willard and .40 FTE at King)
- 1.0 FTE at BHS for ECO
- 2.0 FTE at BHS for lower class size of math classes

The teachers and counselors added subsequent to our earlier recommendation for expanded course offerings, middle school counseling services and program support, will allow the elementary and middle schools more flexibility in their allocation of School Site Discretionary funds which are currently partially funding these positions. The addition of 3.0 FTE at BHS (1.0 FTE for ECO classes and 2.0 FTE to reduce the math class sizes) partially compensates for the reduction of FTE at BHS due to the enrollment decline in FY 2012 and that projected for 2013. The average class sizes of 20:1 in the K-3 grades, 26:1 in the 4th and 5th grades, and 28:1 in grades 6-12 is maintained as was my commitment to do when I came to Berkeley Unified School District as superintendent.

BERKELEY UNIFIED SCHOOL DISTRICT
CLASS SIZE REDUCTION FTE PLANNING DOCUMENT
 FY 2012-13 BUDGET SCENARIOS - REVISED ENROLLMENT v 2012-04-09

GRADE LEVEL	STAFFING ENROLLMENT BY GRADE	GENERAL FUND * CLASS SIZE FTE	Meas. A CSR FTE	Necessary FTE	Meas. A CSR FTE
ELEMENTARY SCHOOL					
	STUDENTS	34 :1	20 :1		
Kindergarten	741	21.79	15.26	0.95	
Grade 1	690	20.29	14.21		
- Release Time		0.81	0.57		
Grade 2	649	19.09	13.36		
- Release Time		0.76	0.53		
Grade 3	708	20.82	14.58		
- Release Time		0.83	0.58		
1-3 Adjustments				1.72	
		34 :1	26 :1		
Grade 4	721	21.21	6.52		
- Release Time **		4.24	1.30		
Grade 5	679	19.97	6.15		
- Release Time **		3.99	1.23		
4-5 Adjustments				-2.22	
	K-5 TOTAL	133.80	74.29	0.45	74.74
		34 :1	18 :1		
Grade K-5 Special Day Class	22	0.65	0.57	0.00	0.57
Release time Special Day Class		0.13	0.11	0.29	0.40
MIDDLE SCHOOL					
		36 :1	28 :1		
Grade 6	581	16.14	4.61		
- Release Time		3.23	0.92		
Grade 6 Necessary Adjustments				0.30	
		36 :1	28 :1		
Grade 7	592	19.73	5.64		
Grade 8	663	22.10	6.31		
Grade 7-8 Adjustments				0.61	
	6-8 TOTAL	61.20	17.48	0.91	18.39
		34 :1	18 :1		
Grade 6-8 Special Day Class	14	0.49	0.44		0.44
Release time Special Day Class		0.10	0.09	0.31	0.40
HIGH SCHOOL ***					
		36 :1	28 :1		
Grade 9	774	25.82	7.37		
Grade 10	688	22.93	6.55		
Grade 11	659	21.98	6.28		
Grade 12	702	23.41	6.69		26.89
		36 :1	18 :1		
Grade 9-12 Special Day Class	66	2.20	2.20		2.20
B-Tech	125	4.17	4.17		4.17
Grade 9-12 Adjustments				0.24	0.24
	TOTAL 9-12	100.51	33.26	0.24	33.50
		38 :1	0 :1		
PE Staffing					
Middle School Grades 7 and 8	0	0.00	0.00	0.00	0.00
High School	0	0.00	0.00	0.00	0.00
	TOTAL PE Staffing	0.00	0.00	0.00	0.00
TOTALS					
Elementary School	4,210	123.82	70.65	0.45	75.71
- Release Time		10.76	4.32	0.29	
Middle School	1,850	58.46	17.00	0.91	19.23
- Release Time		3.33	1.01	0.31	
High School	3,015	100.51	33.26	0.24	33.50
	9,075	296.88	126.24	2.20	128.44

BSEP/MEAS A PROJECTED EXPENSE FOR CSR					
FTE Ave Compensation	86,100		\$10,869,300	\$189,100	\$11,058,400
Sub Ave Compensation	\$1,680		\$212,100	\$3,700	\$215,800
Direct Support	\$2,870		\$362,300	\$6,300	\$368,600
Preliminary Measure A Transfer	90,650		\$11,443,700	\$199,100	\$11,642,800

* State K-3 CSR Revenue \$2.7 million (projected)

** Two fifths of General Fund release time is for music paid from the BSEP Measure A VAPA Budget

*** Based on Average Enrollment

BERKELEY UNIFIED SCHOOL DISTRICT
CLASS SIZE REDUCTION FTE PLANNING DOCUMENT
FY 2012-13 BUDGET SCENARIOS - REVISED ENROLLMENT v 2012-04-09

	<u>FTE</u>	<u>2012-13 Budget</u>
FTE based on CSR Formula	126.24	\$11,443,700
Necessary FTE to achieve class size ratios	<u>2.20</u>	<u>199,100</u>
Transfer from BSEP to GF for CSR	<u>128.44</u>	<u>\$11,642,800</u>
Discretionary		
Expanded Course Offerings - BHS and Middle Schools (including Subs and Direct Support)	8.00	725,200
Middle School Counseling Services	4.80	458,400
Program Support	21.90	1,909,800
Total Discretionary	<u>34.70</u>	<u>\$3,093,400</u>
Total projected BSEP/Measure A expense	<u>163.14</u>	<u>\$ 14,736,200.00</u>
 Middle School Counseling Services:		
Willard	1.2 FTE 1.2	114,600
Longfellow	1.2 FTE 1.2	114,600
King	2.4 FTE 2.4	229,200
Total Counselors	<u>4.8</u>	<u>458,400</u>
 Program Support in Priority Order		
Literacy Coaches	3.3 FTE 3.3	308,200
Willard (M.S. Math)	1.0 FTE 1	86,100
Longfellow (M.S. Math)	1.0 FTE 1	86,100
King (M.S. Math)	1.8 FTE 1.8	155,000
BHS (HS Math)	2.0 FTE 2	172,200
3/4/5 Combos	1.8 FTE 1.8	155,000
ULSS teachers K-5	5.5 FTE 5.5	473,600
ULSS teachers 6-8	5.5 FTE 5.5	473,600
Total Program Support	<u>21.9</u>	<u>1,909,800</u>

BSEP CSR Multi Year Projections
Based on CSR Recommendations for FY 2012-13

V2012-04-09

	FY 2012-13	FY 2013-14	FY 2014-15
COLA	0.0317	0.02	0.02
Revenues			
Revenue Allocation	\$ 15,424,078	\$ 15,732,560	\$ 16,047,211
Expenditures			
Transfer to General Fund for Classroom Teachers:			
- Classroom Teachers	11,058,400	11,279,568	11,505,159
- Illness Substitutes	215,800	220,116	224,518
- Direct Support	368,600	375,972	383,491
Expanded Course Offerings (8.0 FTE)	725,200	739,704	754,498
Certificated Counselors (4.8 FTE)	458,400	467,568	476,919
Program Support (21.90 FTE)	1,909,700	1,947,894	1,986,852
Indirect Costs @ 6.39%	941,637	960,470	979,679
Total Expenditure Budget	15,677,737	15,991,292	16,311,117
Net Increase in Fund Balance	-253,659	-258,732	-263,907
Projected Beginning Fund Balance	1,060,066	806,407	547,675
Projected Ending Fund Balance	\$ 806,407	\$ 547,675	\$ 283,769

Berkeley Unified School District
SUPERINTENDENT SEARCH

LEADERSHIP PROFILE ASSESSMENT

PLEASE CIRCLE THE GROUP YOU REPRESENT:

Administrator Board Community Faculty Parent Student Support Staff

1. What do you consider to be the two or three most significant strengths of this School District?
2. What do you consider to be the two or three most important challenges or issues facing this School District?
3. Please share two or three characteristics which you would like to see in the new superintendent:
4. Please share any additional thoughts you might have below or on an additional sheet of paper.
5. Do you know someone you feel would be a good candidate for the superintendent's position? If so, please write his/her name and address or phone number here or send it to Hazard, Young, Attea & Associates at the address or phone numbers listed below, or via email to office@hyasearch.com.

Thank you for your comments. Please bring this completed form to your interview session, fax or email it by March 14th to:

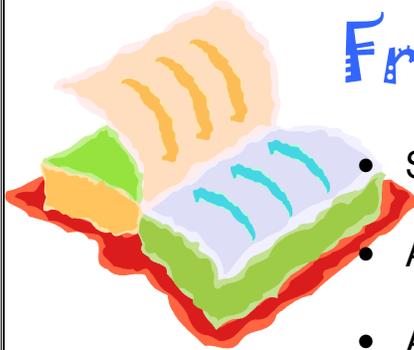
HAZARD, YOUNG, ATTEA & ASSOCIATES
office@hyasearch.com
Fax: 847-724-8467

"What a school thinks about its library is a measure of what it thinks about education." --Harold Howe, former U.S. Commissioner of Education



We invite you to join us for 2011-2012!

Friends of BUSD Libraries



- Support our school libraries
- Advise the P & O Committee about the Library Program
- Advocate for continual improvement in our libraries



April 26

7-8:30 pm

King Middle School Library

1781 Rose St



Library is located on the second floor of the building behind the main school building

"That's what libraries are about. At the moment that we persuade a child, any child, to cross that threshold, that magic threshold into a library, we change their lives forever, for the better. It's an enormous force for good."

-Barack Obama

If you are interested in the Library Committee but cannot attend, please contact Becca Todd, District Library Coordinator by email beccatodd@berkeley.net or call (510) 644-4895, or talk with your school site library staff.

See <http://sites.google.com/site/friendsofbusdlibraries/> for more info.

"If we didn't have libraries, many people thirsty for knowledge would dehydrate."

--Megan Jo Tetrick, age 12

Superintendent Profile

The Board is very interested in your input as they seek to hire a new superintendent. This survey is designed to gather your perception on the importance of various characteristics commonly found in effective superintendents. The information will be used by the Board to determine the “Desired Characteristics” of our next superintendent. Thank you for taking the time to share your perceptions with the Board.

Stakeholder Groups: Please indicate which to which group you belong:

<input type="checkbox"/>	Administrator
<input type="checkbox"/>	Community Member
<input type="checkbox"/>	Parent with a child or children in the Berkeley schools
<input type="checkbox"/>	Support Staff Member
<input type="checkbox"/>	Student
<input type="checkbox"/>	Teacher

While all of the characteristics listed on the survey are important and may be highly desirable, the purpose of the survey is to determine the most important characteristics for our new superintendent at this time and for the next few years. Therefore, please identify the eight (8) most important statements to you as you consider the needs of the District and the “Desired Characteristics” of its next leader.

I would like the new Superintendent to:

1.	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	<input type="checkbox"/>
2.	Act in accordance with the District’s mission, vision, and core beliefs.	<input type="checkbox"/>
3.	Strive for continuous improvement in all areas of the District.	<input type="checkbox"/>
4.	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	<input type="checkbox"/>
5.	Promote high expectations for all students and personnel.	<input type="checkbox"/>
6.	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	<input type="checkbox"/>
7.	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	<input type="checkbox"/>
8.	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	<input type="checkbox"/>
9.	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	<input type="checkbox"/>
10.	Utilize student achievement data to drive the District’s instructional decision-making.	<input type="checkbox"/>
11.	Be visible throughout the District and actively engaged in community life.	<input type="checkbox"/>
12.	Identify, confront, and resolve issues and concerns in a timely manner.	<input type="checkbox"/>
13.	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	<input type="checkbox"/>
14.	Maintain positive and collaborative working relationships with the school board and its members.	<input type="checkbox"/>
15.	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	<input type="checkbox"/>
16.	Communicate effectively with a variety of audiences and in a variety of ways.	<input type="checkbox"/>
17.	Seek a high level of engagement with principals and other school-site leaders.	<input type="checkbox"/>
18.	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	<input type="checkbox"/>
19.	Lead in an encouraging, participatory, and team-focused manner.	<input type="checkbox"/>
20.	Involve appropriate stakeholders in the decision-making process.	<input type="checkbox"/>
21.	Be an effective manager of the District’s day-to-day operations.	<input type="checkbox"/>
22.	Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.	<input type="checkbox"/>
23.	Effectively plan and manage the long-term financial health of the District.	<input type="checkbox"/>
24.	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	<input type="checkbox"/>
25.	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	<input type="checkbox"/>

26. Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.

27. If you know of someone that you think would be a good candidate for this position, please share their name and contact information below.

Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) on March 10, 12, 13, 14, 2012 for the new superintendent in the Berkeley Unified School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below:

Group	Personal interviews or focus groups	Online Survey
Board/former board members	5/ 2	
Administrators	36	40
Central office administrators	7	
Community	34	58
Faculty	21	78
Support Staff	36	60
Parents	13	422
Students	22	21
Total	176	679

The responses provided by the individuals and focus groups during the interviews are listed in two places: 1) "Overall Consistent Themes," which are listed beginning on page 4 of the report; and 2) all responses from individual and group meetings, which are on pages 14-40. They are listed alphabetically with no attempt to prioritize them. A separate appendix lists all comments made by survey respondents, in no particular order and negative statements about a single individual have been redacted. Finally, a first draft of superintendent characteristics, to be discussed with the entire Board on March 21, can be found on page 41.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

Strengths of the District

Consultants observed that information obtained through interviews with various constituents noted similar perspectives from all groups about the strengths of the District. The Berkeley Unified School District Board is acknowledged for its willingness and efforts to partner with the City, the University and the community. The District educates students in a unique and diverse community, which enjoys strong City and District collaboration, as well as a number of partnerships with the

University of California, Berkeley, and numerous community organizations. Strengths of the District were several, and chief among them was the curriculum offered in the Berkeley schools that is focused on educating the whole child. The majority of constituents also noted that the educational program is made possible through the generosity of the community and the electorate of the district. A significant strength is that Berkeley schools, K-12, have class sizes that are smaller than most districts across the state. These small settings have been maintained through the support of local tax measures. Local tax measures and bonds have also funded the new and modernized facilities. The highly educated, involved, and supportive community holds high expectations for their schools and students. Parents are very pleased that the district has strong teachers and leaders in their schools. The Board, administrators and teachers agreed that the district's improved labor/management relations are important to the educational process.

Challenges/Concerns/Issues Facing the District

While there is much to be proud of in the Berkeley Unified School District, the focus groups identified one area that is of major concern to virtually every group, and that is closing the achievement gap, and improving achievement among all students. There is concern that the achievement gap is not being addressed in meaningful ways and some students may not be able to fully access all the District has to offer them. Issues of equity, lack of engagement and involvement are perceived by families of color and Latinos, as well as students at B-Tech High School. In addition, improving services for EL students was identified as a need. Too few teachers and leaders of color are being recruited and retained is seen as critical. There is a strong need to raise expectations. Diversity in the community includes not only race, economics, and educational background, but also those with special interests. While the District's financial situation is seen as stable especially when compared to other districts in the region, the uncertainty of the State budget could be troubling.

2020 Vision has major goals and timelines; there is speculation that the timelines in the report are already out of date and adjustments may be necessary.

Leadership of the Berkeley Council of Classified Employees expressed frustration that communication with the District is not productive, and there is no partnership with this employee group. The Merit Commission is not seen as fulfilling its appropriate role. Contract issues, consistency of messages and necessary information related to job performance is not communicated with individual employees.

Desired Characteristics

The Berkeley Unified School District is seeking a skilled, experienced superintendent with a track record of success in closing the achievement gap and working with diverse communities. This collaborative, high energy superintendent should be able to manage competing interests and establish leadership at all levels of the organization. This individual should embrace diversity, be an advocate for students, and have classroom experience and knowledge of instruction including addressing core curricular needs.

S/he should be authentic, accessible, and visible in classrooms and schools, and consistently engage the community. This effective relationship builder must communicate well, be a good listener and to work positively with a school board. This requisite educator will understand finances and

budget development, and have a working knowledge of bonds, parcel taxes and construction. This inspirational leader should be intelligent, honest and approachable, and demonstrate integrity in all his/her actions as well as having a sense of humor.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Berkeley Unified School District Board to provide the leadership needed to continue to raise academic standards and student performance in spite of major financial challenges, while meeting the unique needs of each of its schools and communities.

The consultants would like to thank all the participants who attended focus groups meetings or completed the online survey. Also, we would like to thank all of the Berkeley Unified School District staff members who assisted with our meetings and particularly thank Mark Coplan for arranging the interview schedule and meeting rooms and assisting us with transportation to and from interview sites.

Respectfully submitted,

Carolyn McKennan, Ed.D
Maggie Carrillo Meija Ph.D.

Overall Consistent Themes

Strengths

City/District Collaboration
Engaged and active parents and community
Enrichment programs, broad curriculum that focuses on the whole child
Fabulous/great facilities
Labor/management relationships have improved
School Board willing to partner with City, University and community
Small class sizes K-12
Strong engagement and generosity of community and electorate to district
Strong teachers and leaders
Unique and diverse community

Challenges

2020 Vision
Academic achievement gap persists
Diversity in community: racially, economically produces competing interests
Engagement and involvement of families of color
Extremes of educational background and resources in the community
Fiscal challenges given State budget
Improving services for EL students
Merit Commission problematic
Recruitment and retention of teachers and leaders of color
Vocal and activist community

Characteristics

Accessible and visible in the schools and becomes a member of the community
Authentically and consistently engages the community
Actively engaged in the community
Broad understanding of district operations: fiscal, management, educational
Collaborative, has high integrity and is able to manage competing interests
Demonstrated success closing the achievement gap and working with diverse communities
Effective relationship builder
Experienced Superintendent
Experienced working with Board members
Good listener and communicator
Person that can inspire others to act
Strong educator with experience addressing core curricular needs
Strong leader with a proven track record

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 679 stakeholders. Almost two thirds of respondents were parents (62 percent), about 11 percent were teachers, 9 percent were support staff members, another 9 percent were community members, 6 percent were administrators, and 3 percent were students.

Stakeholder	Frequency	Percent
Administrator	40	5.9
Community Member	58	8.5
Parent with a Child in Berkeley Schools	422	62.2
Student	21	3.1
Support Staff	60	8.8
Teacher	78	11.5
Total	679	100.0

The top-rated characteristics that respondents selected are:

- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.
- Effectively plan and manage the long-term financial health of the District.
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.
- Identify, confront, and resolve issues and concerns in a timely manner.
- Promote high expectations for all students and personnel.
- Have a clear vision of what is required to provide exemplary educational services and implement effective change.

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Teachers were significantly more likely than parents to select the Vision and Values item “Have an understanding of how equity is part of developing a high standard of academic excellence.”
- Parents were significantly more likely than teachers to select the Vision and Values item “Promote high expectations for all students and personnel.”
- Students and parents were significantly more likely than teachers and administrators to select the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Teachers were significantly more likely than community members, parents, and students to select the Communication and Collaboration item “Lead in an encouraging, participatory, and team-focused manner”.

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (679)	Admin (40)	Comm (58)	Parent (422)	Student (21)	SS (60)	Teacher (78)
1	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	46%	40%	41%	50%	48%	35%	38%
2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	45%	50%	34%	42%	43%	55%	59%
3	Effectively plan and manage the long-term financial health of the District. (M)	44%	35%	45%	48%	33%	35%	36%
4	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	42%	43%	33%	41%	67%	40%	49%
5	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	42%	28%	36%	45%	67%	45%	27%
6	Promote high expectations for all students and personnel. (VV)	41%	25%	47%	45%	33%	33%	26%
7	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	40%	40%	34%	43%	43%	35%	27%
8	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	36%	28%	31%	38%	48%	40%	26%
9	Have an understanding of how equity is part of developing a high standard of academic excellence. (VV)	32%	43%	40%	27%	33%	33%	47%
10	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	31%	38%	28%	29%	43%	33%	38%
11	Lead in an encouraging, participatory, and team-focused manner. (CC)	31%	38%	17%	28%	19%	37%	53%
12	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	29%	35%	41%	28%	24%	25%	24%
13	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	27%	15%	26%	31%	24%	25%	21%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
------------	-------------------------------	------------------------------------	---------------------------------	--	----------------------

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (679)	Admin (40)	Comm (58)	Parent (422)	Student (21)	SS (60)	Teacher (78)
14	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	27%	35%	26%	27%	10%	27%	27%
15	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	25%	23%	31%	23%	19%	27%	33%
16	Seek a high level of engagement with principals and other school-site leaders. (CC)	24%	23%	19%	27%	19%	20%	15%
17	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	24%	33%	26%	24%	38%	22%	15%
18	Involve appropriate stakeholders in the decision-making process. (CC)	23%	25%	22%	23%	5%	17%	35%
19	Be visible throughout the District and actively engaged in community life. (CE)	23%	30%	19%	21%	33%	22%	32%
20	Strive for continuous improvement in all areas of the District. (VV)	22%	18%	14%	23%	43%	28%	18%
21	Be an effective manager of the District's day-to-day operations. (M)	20%	5%	17%	23%	10%	27%	12%
22	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	17%	20%	17%	16%	10%	22%	22%
23	Maintain positive and collaborative working relationships with the school board and its members. (CE)	15%	28%	14%	14%	14%	12%	19%
24	Utilize student achievement data to drive the District's instructional decision-making. (IL)	15%	25%	21%	14%	19%	12%	12%
25	Act in accordance with the District's mission, vision, and core beliefs. (VV)	15%	20%	16%	12%	14%	20%	23%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
------------	-------------------------------	------------------------------------	---------------------------------	--	----------------------

BSEP/Measure A PLANNING & OVERSIGHT COMMITTEE MINUTES

February 28, 2012

Longfellow School Library
1500 Derby St., Berkeley

P&O Committee Members Present:

Keira Armstrong, <i>Washington (Alt)</i>	Lea Baechler-Brabo, <i>Oxford (Alt)</i>	Juliet Bashore, <i>Rosa Parks</i>
Aaron Glimme, <i>Berkeley High</i>	Larry Gordon, <i>Berkeley High</i>	Patrick Hamill, <i>Thousand Oaks</i>
Elisabeth Hensley, <i>King (co-Chair)</i>	Esther Hirsh, <i>Berkeley High</i>	Diana Kuderna, <i>Berkeley High (Alt)</i>
John Lavine, <i>King</i>	Catherine Lazio, <i>Willard</i>	Chris Martin, <i>LeConte (co-Chair)</i>
Brittini Milam, <i>Washington</i>	Jay Nitschke, <i>King (Alt)</i>	Dawn Paxson, <i>Emerson</i>
Shauna Rabinowitz, <i>Jefferson</i>	Margot Reed, <i>Longfellow</i>	Abigail Surasky, <i>Longfellow (Alt)</i>
Sara Tool, <i>John Muir</i>	Greg Wiberg, <i>Oxford</i>	

P&O Committee Members Absent:

Marjorie Alvord, <i>Berkeley High (Alt)</i>	Nicole Bowen, <i>Arts Magnet</i>	Brett Cook, <i>Malcolm X</i>
Mariane Ferme, <i>Berkeley High</i>	Ruby Holder, <i>B-Tech</i>	Dialy Paulino, <i>Cragmont</i>
Christine Mattson, <i>Willard</i>	Evon Williams, <i>Longfellow</i>	Ardel Thomas, <i>Pre-K</i>
Representative, <i>Independent Study</i>		

Visitors, School Board Directors, District Advisory Committee Liaisons, Staff and Guests:

Cathy Campbell, <i>President, BFT</i>	Mary Cazden, <i>Jefferson Teacher</i>	Josh Daniels, <i>Board of Education</i>
Pauline Follansbee, <i>Director, Fiscal Svcs</i>	Julie Holcomb, <i>BHS Parent</i>	Neil Smith, <i>Asst. Superintendent</i>
Mary Wrenn, <i>Willard Teacher</i>		

BSEP Staff:

Mary Hurlbert, *Admin. Coord.* Liz O'Connell-Gates, *Staff Support*

1. Call to Order & Introductions.

Co-chair Chris Martin called the meeting to order at 7:20 p.m., and invited representatives to introduce themselves.

2. Establish the Quorum/Approve Agenda

The quorum was established with 16 voting members present.

3. Chair's Comments

Chris Martin, Chair

The Chair apologized for the recent scheduling changes and said that the March 6, 2012 meeting would go forward as planned.

4. Public Comment

Cathy Campbell, President, Berkeley Federation of Teachers (BFT)

Campbell said she was pleased that tonight teachers Mary Cazden and Mary Wrenn were going to speak about Response to Intervention (RTI) at their school sites. She said that BFT was very

committed to RtI, that RtI is data-driven , based on specific needs of students, and that it needed to be expanded.

5. Universal Learning Support System (ULSS)/Response to Intervention (RtI) in Practice
Neil Smith, Assistant Superintendent, Educational Services

Neil Smith said that several years ago, while BUSD was developing its ULSS program, the rest of the country had been developing a similar program called Response to Intervention (RtI). Berkeley has since adjusted ULSS to bring it in line with the national RtI. Because ULSS/RtI is included in the administration's proposal for BSEP Class Size funds, Smith invited two teachers to present a view of ULSS/RtI at the elementary and middle school levels.

Mary Cazden

Mild/Moderate Special Education Teacher/ULSS Site Coordinator, Jefferson Elementary

Cazden said she had been a district parent for 15 years and a district teacher for nine years. Cazden said her belief in RtI stemmed from personal experience. She explained that when her now college-student son was in elementary school at BUSD, he had struggled academically and teachers were not able to provide adequate support. Cazden noted that times had changed for the better and eleven years later when BUSD teachers noticed that her first-grade child was struggling with reading, there was a different approach, and staff immediately implemented a remediation plan that had her child reading at grade level within three months.

Cazden explained that RtI at Jefferson comprises a team that includes an educational specialist, and a reading specialist, who work collaboratively with classroom teachers to develop an individual program for each child. She said that at Jefferson, huge gains have been made in academic and socio-emotional development since the ULSS/RtI program had been implemented. Assessment starts in kindergarten with a 'Gentle Beginnings Program' that allows specialists to identify children needing extra support.

She said specialists rely heavily on assessment data to guide them as they craft individual programs for children, monitor their progress and shift supports as needed. She said that by the time students return to school in the fall, educational specialists have already used spring data from the prior year to identify students who finished the year below grade level. She said this allows educational specialists to immediately start in with reading, writing, and math support.

Cazden gave the Committee snapshot of her day. She said that in the morning she does reading-curriculum intervention with small groups of kids who are divided into comprehension groups, accuracy groups, spelling groups, and fluency groups. On a daily basis she also provides individual support for students with IEPs. She said that she also conducts a spelling group for 5th graders and works for an hour on math with 4th graders.

She said the educational specialists kept abreast of students' needs and progress through bi-weekly ULSS/RtI meetings to pinpoint obstacles to progress so they could tailor academic intervention, as well as fall/spring Student Needs Assessment Program [Snapshot meetings], and SST (Student Success Team) meetings which include families. She explained that before kids transition to middle school, she has a chance to meet with the 5th grade principal and educational therapists to set supports in place incoming 6th graders.

Mary Wrenn (Willard)

Speech & Language Therapist/Special Education Department Chair, Willard Middle School

Wrenn said she had worked at Willard for 18 years. She said the school's overall vision was one where all teachers are responsible for all kids, and that support services should involve everyone. She added that although the school believes in inclusive education, they also provide specialized supports. She said that providing support to all students when they needed it was the original idea behind ULSS.

Wrenn said that instead of a ULSS team, Willard has created SNAP teams (Student Needs Assessment Program.) The model of service delivery at Willard involves co-teaching, where teachers with special education credentials team teach in classes with teachers with general education credentials. Wrenn explained that special education teachers play an integral role in planning the curriculum and providing modifications for struggling students. She noted that the biggest thing helping the school make progress with kids was the collaborative relationships that had developed the identification of kids who were struggling, and the team approach of finding ways to support the student. She emphasized that the team approach means that all students receive the support they need not just those as identified as "special needs."

6. Recommendation for BSEP Class Size Reduction (CSR) Funds in Fiscal Year 2012-13

Neil Smith, Assistant Superintendent for Educational Services

Pauline Follansbee, Director of Fiscal Services

Smith began by stating that that this CSR recommendation meets the BSEP class size goals, maintains important programs funded under Program Support, and, unlike in past years, adds to the CSR Reserve. He highlighted the Program Support portion of the CSR proposal because it includes found in this recommendation. Reminding the Committee that last year BSEP had picked up 5.5 FTE for ULSS/RtI in the elementary schools, he noted that this year's proposal includes an additional 5.5 FTE for RtI at the middle schools, for a total of 11.0 FTE for ULSS/RtI. He then distributed the recommendation for the expenditure of the BSEP Class Size Reduction monies in FY 2012-13 and asked the group to read the first paragraph.

Smith said that next year there were no plans to change the class size ratios as mandated by BSEP/Measure A of 2006: 20:1 for grades K-3, 26:1 for grades 4 & 5, and 28:1 for grades 6-12. However he said BUSD would take the following action to make staffing more efficient at the secondary schools, while maintaining the proscribed class-sizes:

- Physical Education classes in grades 7-12 will be allocated FTE at a ratio of 38:1 while all other classes will be continued at 28:1.
- Berkeley High students enrolled in only five classes (mainly seniors) will be counted as 5/6th of a student. He said in the past these students were counted as one student taking six periods, although they only took five.
- Regional Occupational Program R.O.P enrollment (students taking a class funded by ROP) will be subtracted from the total BHS enrollment used to calculate staffing.

When questioned whether this might be in conflict with the Measure, Smith said that the Measure's primary goal is to achieve academic class sizes of an average of 28:1 for secondary schools. He noted that the Measure's formula for calculating student-teacher ratio assumes that all

kids take 6 periods, which is not true. He said that the above adjustments actually make the staffing more accurate.

Discussion followed, including the following comments:

- ◆ The recommendation appears to take assets away from BHS and add assets to the middle schools.
- ◆ Are BSEP funds being used for basic services which are just called it RtI?
- ◆ Shouldn't BHS have an RtI program?
- ◆ Will there be enforcement of the minimum ECO class size of 20 students, for classes with more than one section at BHS, as stipulated by the P&O?
- ◆ Is this the best use of BSEP funds?

When asked how the recommendation could add funds to the CSR Reserve, and at the same time increase Program Support programs, Neil cited three reasons:

- A 3.17% Cost of Living Adjustment (COLA), which increases projected CSR revenue by roughly \$450,000,
- Declining enrollment, which means BSEP dollars, which are increasing due to the COLA, provide services for fewer students, and
- More efficient staffing.

Smith and Pauline Follansbee then walked the P&O through the *Class Size Reduction FTE Planning Document* (Teacher Template). On page two, Smith noted the increase of 5.5 FTE for middle school ULSS/RtI. While there were no cuts to Expanded Course Offerings (ECO) or Middle School Counseling, Smith confirmed that Berkeley High, which is currently overstaffed, would lose approximately 5.88 FTE total. It was noted that this would amount to an increased class size of roughly 1- 2 students in non-P.E. classes. (P.E. classes are already staffed at 38:1.)

7. Report from Superintendent's Budget Advisory Committee (SBAC)

Larry Gordon and Greg Wiberg

Larry Gordon reported from the SBAC committee, which met just before the P&O meeting . He said that BUSD is preparing for the following three budget scenarios: Scenario A **Low**: a \$3 million budget reduction, Scenario A **High**: a \$3.6 million budget reduction, Scenario B: Use \$3.2 million in reserves if Governor Brown's November 6th 2012 ballot initiative fails. Gordon distributed a document entitled *Staff Recommendation for Budget Reductions* so the P&O could review the different scenarios.

8. Approval of the Minutes – February 7, 2012

MOTION CARRIED (Reed/ Glimme): to approve the February 7, 2012 P&O minutes, as amended. The minutes were edited to reverse the figures \$4.6 and \$3.3 on the third bullet in Section 4. The motion was approved unanimously.

9. Adjournment

The meeting was adjourned by acclamation at 9:35 p.m.

BSEP/Measure A PLANNING & OVERSIGHT COMMITTEE MINUTES
March 20, 2012

Malcolm X School Library
1731 Prince St., Berkeley

P&O Committee Members Present:

Keira Armstrong, <i>Washington (Alt)</i>	Lea Baechler-Brabo, <i>Oxford (Alt)</i>	Nicole Bowen, <i>Arts Magnet</i>
Mariane Ferme, <i>Berkeley High</i>	Aaron Glimme, <i>Berkeley High</i>	Larry Gordon, <i>Berkeley High</i>
Patrick Hamill, <i>Thousand Oaks</i>	Esther Hirsh, <i>Berkeley High</i>	Diana Kuderna, <i>Berkeley High (Alt)</i>
John Lavine, <i>King</i>	Catherine Lazio, <i>Willard</i>	Chris Martin, <i>LeConte (co-Chair)</i>
Brittini Milam, <i>Washington</i>	Jay Nitschke, <i>King (Alt)</i>	Dialy Paulino, <i>Cragmont</i>
Dawn Paxson, <i>Emerson</i>	Shauna Rabinowitz, <i>Jefferson</i>	Margot Reed, <i>Longfellow</i>
Abigail Surasky, <i>Longfellow (Alt)</i>	Sara Tool, <i>John Muir</i>	Greg Wiberg, <i>Oxford</i>

P&O Committee Members Absent:

Marjorie Alvord, <i>Berkeley High (Alt)</i>	Juliet Bashore, <i>Rosa Parks</i>	Brett Cook, <i>Malcolm X</i>
Elisabeth Hensley, <i>King (co-Chair)</i>	Ruby Holder, <i>B-Tech</i>	Ardel Thomas, <i>Pre-K</i>
Evon Williams, <i>Longfellow</i>	Representative, <i>Willard</i>	Representative, <i>Independent Study</i>

Visitors, School Board Directors, Union Reps, and Guests:

Javetta Cleveland, <i>Deputy Superintendent, CBO</i>	Julie Holcomb, <i>BHS Parent</i>
Cathy Campbell, <i>Berkeley Federation of Teachers</i>	Paula Phillips, <i>Berkeley Council of Classified Employees</i>

BSEP Staff:

Monica Thyberg, <i>Acting BSEP Manager</i>	Mary Hurlbert, <i>Admin. Coord.</i>	Liz Karam, <i>Senior Budget Analyst</i>
Mark Coplan, <i>Public Information Officer</i>	Liz O'Connell-Gates, <i>Staff Support</i>	

1. Call to Order & Introductions
At 7:20 p.m. Co-Chair Chris Martin called the meeting to order, and invited members of the P&O to introduce themselves.
2. The quorum was established with 18 voting members present.
3. Chairs' Comments
Chris Martin, co-chair
Martin thanked everyone for attending last week's lively meeting. He said that discussions had enhanced the Committee's understanding of the Superintendent's Class Size Reduction (CSR) expenditure recommendations for 2012-13.
4. Financial Updates
Javetta Cleveland, Deputy Superintendent for Business Services
Cleveland said that the outside auditor had met with the District's internal audit committee and had reported that BUSD had good controls over its finances. The audit of the BSEP program will go to the Board at the next Board meeting. She said that the audit will be e-mailed to the P&O Committee.

Cleveland then described the District's scrupulous procedures for making expenditures, both for payroll and for goods and services, noting that all checks require two signatures. She also noted that BUSD paychecks are run through the Alameda County Office of Education.

Review of 2012-13 Budget Scenarios

Cleveland distributed a handout showing: 1) how she and her staff arrived at the Budget Cut Target amount for 2012-13, 2) how this target will impact BUSD over the next two years, and 3) how they determined what budget items to recommend for cuts. She shared three scenarios for meeting the District's Budget Cut Target. She said that once the District determines cuts have to be made, she and her staff come up with a Budget Cut Target that goes to the Superintendent's Budget Advisory Committee (SBAC). She said that Committee reviews staff recommendations and decide if that want to accept or revise the Budget Cut Target recommendations.

Cleveland said that after the Governor's May Budget revision ("May Revise"), she would present its fiscal impact to the SBAC. She did not rule out a reversal of proposed cuts. She explained that going forward the SBAC will come up with its own budget cut recommendations. The Superintendent will take staff's and the SBAC's recommendations into account, and then draft his own recommendation which will go to the Board for their decision.

Cleveland noted that the governor's initiative proposed for the November ballot would have a powerful impact on the district's budget. Should the initiative fail, much deeper cuts would have to be made in 2013-14, erasing the district's reserves.

BSEP Manager's Comments - Review of Administrative Recommendation for BSEP Class Size Budget-2012-13

Monica Thyberg

Thyberg manager remarked that since the last meeting she had ruminated on how to best address the discussion that came up about CSR. She said the discussion on CSR had revealed different levels of clarity on the issue and she was therefore recommending that P&O members meet in subcommittee to discuss the issues and to arrive at some consensus prior to the Superintendent's April 10th presentation to the P&O.

Thyberg summarized the Superintendent's recommendations which are designed to use BSEP funds to help reduce the projected deficit in the General Fund (GF) for 2012-13.

She said his first proposal, a savings to BSEP and the GF, involved refining the enrollment formula at middle schools and at Berkeley High School to account for students taking fewer than six classes and to factor in classes being paid for by sources other than the GF and BSEP.

She said that the Superintendent's second proposal involved using BSEP Program Support funds to finance a portion of ULSS teachers' costs. Thyberg said that although the Superintendent welcomed the Committee's suggestions, he wanted P&O members to know that he had carefully deliberated before making CSR recommendations that he felt were legal and in BUSD's best interest.

The History of 6/5 school-site allocation formula

Thyberg explained that the Measure was passed based on the 6/5 formula, meaning that BHS students took six periods and teachers taught five periods. She said that in reality, at the beginning of the Measure (1986) and throughout the 90's, many students were actually taking seven or eight periods, which had resulted in huge classes at BHS. Thyberg said the first attempt to address this was a mid-nineties formula which allowed 50% of the students to take a 7th class. She said that the upshot was that the BSEP Measure of 1994 allowed for the funding of Expanded Course Offerings (ECO) (for students taking a 7th class), just as long as monies were available. In 2001 there were insufficient funds, and no ECO classes were funded from BSEP. The current BSEP Measure of 2006 contains the 6/5 formula written into the Measure, to ensure that students taking 6 periods are covered by an adequate number of teachers. Then ECO was extra to allow for students to take an extra course in science and in other classes.

Regional Occupational Program (ROP)

Thyberg explained that ROP refers to yearly contracted courses that were offered at BHS but were paid for by the county. She said that in the past, students taking ROP classes had been included when the BSEP staffing formula was run, essentially "double-staffing" those classes. The CSR recommendation would remedy that.

Funding ULSS from BSEP Program Support

Thyberg said that although initially she had had reservations about the appropriateness of BSEP's funds going to finance ULSS, she had changed her mind. She explained that the ULSS program, a general education program and not a Special Education program, had started as a pilot program at Willard and had been enthusiastically received by teachers.

She explained that ULSS had ended up being applied to special education because at the time the contract was being negotiated, the District was mainstreaming Special Ed students into regular ed classrooms, and special education teachers were following special education students into the classroom. She said there were situations where some schools had special education teachers while others had none.

To facilitate the equitable distribution of ULSS services for all kids, identifying academically at-risk children whose skills need bolstering and giving them support and preventative services which allow them succeed, the program initially fell under the Special Education umbrella. Thyberg said that at one point she thought the program was for a limited number of kids but she now realizes that it is for all kids. Thyberg clarified that there were 22 ULSS teachers District-wide, that BSEP funds 50% of those at the elementary level, and the new proposal was to fund an additional 50% of the ULSS teachers at the middle school (5.5 FTE added to those at the elementary schools) for a total of 11.0 FTE.

Discussion followed, including concerns that although the ULSS program was operating very well at certain sites, ULSS should be evaluated, and made more consistent across the district. Thyberg conceded that the program was operating best at sites that had contributed to the program's coordination with site funds. Thyberg added that next year's projected BSEP COLA of 3.17% would yield additional BSEP funds, and that the P&O could debate

whether those funds might go to literary coaches, or another priority (ULSS coordination?) rather than increasing the BSEP reserve.

5. Motion to extend the meeting to 9:45 pm

Greg Wiberg/Aaron Glimme

The motion was unanimously approved.

6. Restructuring BUSD Parent Outreach services

Thyberg said the district had been conducting meetings to explore a new site-based parent outreach program. She said that the Superintendent would present his recommendation for a new pilot program to the Board on March 25th. She the distributed a PowerPoint handout describing BUSD's rationale for implementing a site-based program and about how Parent Liaisons at school sites promote student success. Discussion followed, with the understanding that Thyberg would take the P&O's comments to the Superintendent.

7. Adjournment

The meeting was adjourned by acclamation at 9:45 pm.

BSEP/Measure A PLANNING & OVERSIGHT COMMITTEE MINUTES

March 6, 2012

Malcolm X School Library
1731 Prince St., Berkeley

P&O Committee Members Present:

Keira Armstrong, <i>Washington (Alt)</i>	Mariane Ferme, <i>Berkeley High</i>	Aaron Glimme, <i>Berkeley High</i>
Larry Gordon, <i>Berkeley High</i>	Patrick Hamill, <i>Thousand Oaks</i>	Elisabeth Hensley, <i>King (co-Chair)</i>
Diana Kuderna, <i>Berkeley High (Alt)</i>	John Lavine, <i>King</i>	Catherine Lazio, <i>Willard</i>
Chris Martin, <i>LeConte (co-Chair)</i>	Jay Nitschke, <i>King (Alt)</i>	Shauna Rabinowitz, <i>Jefferson</i>
Margot Reed, <i>Longfellow</i>	Abigail Surasky, <i>Longfellow (Alt)</i>	

P&O Committee Members Absent:

Marjorie Alvord, <i>Berkeley High (Alt)</i>	Lea Baechler-Brabo, <i>Oxford (Alt)</i>	Juliet Bashore, <i>Rosa Parks</i>
Nicole Bowen, <i>Arts Magnet</i>	Brett Cook, <i>Malcolm X</i>	Esther Hirsh, <i>Berkeley High</i>
Ruby Holder, <i>B-Tech</i>	Brittni Milam, <i>Washington</i>	Dialy Paulino, <i>Cragmont</i>
Dawn Paxson, <i>Emerson</i>	Ardel Thomas, <i>Pre-K</i>	Sara Tool, <i>John Muir</i>
Greg Wiberg, <i>Oxford</i>	Evon Williams, <i>Longfellow</i>	Representative, <i>Willard</i>
Representative, <i>Independent Study</i>		

Visitors, School Board Directors, District Advisory Committee Liaisons, Staff and Guests:

Judy Appel, *Oxford Parent* Julie Holcomb, *BHS Parent, former P&O Chair* Dan Lindheim, *former P&O Chair*

BSEP Staff:

Monica Thyberg, *Acting BSEP Manager* Mary Hurlbert, *Admin. Coord.* Mark Coplan, *PIO*

1. Call to Order & Introductions.

Co-chair Chris Martin called the meeting to order at 7:15 and invited representatives to introduce themselves.

2. Chair's Comments.

Chris Martin invited P&O members to contribute to the tea/coffee/cookie fund. He reminded attendees who were neither committee members nor alternates to hold their comments until the *Public Comment* portion of the meeting.

3. Monica Thyberg's Comments.

Thyberg thanked P&O members for emailing class-size-reductions questions to her. She clarified that while she welcomed queries by phone, in person, and via Google docs, an online, round-robin-style discussion of P&O Committee matters was a violation of the Brown Act's open committee law.

4. Public Comment.

Julie Holcomb, Visiting BHS Parent and former P&O co-chair.

Holcomb made the point that although community members were welcome to attend P&O meetings and to make statements during the public comment period, they should not be allowed

to participate in general committee meeting discussions. She said that while some controversy existed in the community around the planning role of this committee versus the planning role of BUSD's paid professionals, there was no controversy surrounding the P&O's role as an oversight working group.

5. BSEP Class Size Funds – A Historical Perspective and Analysis of the Administration's Recommendation for the expenditure of the BSEP Class Size Reduction Monies in FY 2012-13

Dan Lindheim, former P&O co-chair

Lindheim noted that when he was co-chair, he had always been acutely aware of the importance of adhering to the Measure so BUSD could return to the voters in good faith and ask them to renew it. He stated that Measure A of 2006 monies had become so integral to the District, that a failure to reaffirm the BSEP Measure would have disastrous consequences that could lead to huge class sizes and even bankruptcy. Lindheim said that although Berkeleyans had supported the Measure thus far, things could change. Then he cautioned the P&O to continuously look forward to the next election and to avoid situations that might give fodder to opponents. By way of example he said every single Berkeley neighborhood association had voted against the Measure when it was last on the ballot.

Analysis of Class Size Reduction Staffing Ratios in the 2012-13 School Year

Dan Lindheim, former P&O co-chair

Lindheim said that from his perspective the most critical thing for next year was whether or not there would be enough FTE to meet the BSEP Class Size Goals (20:1 K-3, 26:1 4-5, 28:1 6-12). He said he had looked at the BHS class-size data to see how BHS was adhering to or veering from the Measure's specifications. Having studied the Superintendent's recommendations for the expenditure of CSR monies, he said he wanted to determine what difference it would make if, as proposed, BUSD adjusted the BHS enrollment used for allocating FTE by staffing PE classes at a higher figure, and removing ROP classes, and pro-rating students who take less than a full class load.

Lindheim said he was surprised to find that current class size average at BHS, excluding PE and ROP is actually lower than last year, 26.7:1 compared to 28.7 last year. Saying that there were fewer large outlier classes and much more compression around the 28:1 class-size this year, Lindheim asked the P&O to consider whether BUSD was in compliance with the Measure's terms with a 28:1 class size, a 28:1 average class size, or a 28:1 median class-size. Lindheim said that this year if you eliminated all BHS classes below 23:1, BUSD would still meet the required 28:1. He said this was not only remarkable but might also explain why the administration had reviewed the numbers and had concluded that BHS was overstaffed. However, Lindheim warned that if BHS lost 6 FTE, the student teacher ratios might not look so good in the future and class-size spread would quickly grow.

The Administration's Proposal to Staff PE Classes at a 38:1 Ratio

Lindheim said he had no problem with this plan because the Measure explicitly excludes PE from the Class Size Goals. As an aside, he pointed out that PE had never been clearly defined in the Measure's language and that begged the question as to whether dance, for example, should fall under PE, under art, or even, in certain cases, under anthropology. He cautioned P&O members that they should be clear about what classes actually fell under this PE umbrella.

Regional Occupational Program (ROP)

Lindheim said that at first he had been confused as to why the administration wanted to subtract ROP classes from the total BHS enrollment when calculating 28:1 staffing requirements. He said he then realized that what the administration was saying was that ROP classes are already funded by ROP. Providing BSEP staffing for ROP class sections is double-funding. He noted that, since there are so few ROP classes, removing the ROP classes would make very little impact.

Proposal to add FTE to the Universal Learning Support Systems Program (ULSS)

Lindheim said that if the administration had concluded that the ULSS program was important for students' success, he questioned the P&O Committee's legitimacy to contradict or to override the District on that issue.

6. Discussion of Administration's Recommendation for BSEP Class Size Funds in FY 2012-13

Issue: The proposed change in the way the secondary enrollment would be counted for purposes of class size staffing (adjusting for PE, ROP, students taking only 5 periods).

- Q Worried about the effect of fewer FTE at BHS on class sizes in the Academic Choice (AC) program.
- A Academic Choice's current class size average is 28.3. Two years ago a mistake was made, whereby all mid-year transfer students were assigned to AC, which made class sizes balloon. That is no longer happening.
- Q Worried about the loss of FTE at BHS. What if enrollment grows next year, and class sizes become huge? This feels like an over-correction.
- A Enrollment projections are done now, again in June, and again during the first 10 day of school. If there is a dramatic shift upwards, teaching staff can be increased.
- Q Could FTE be reapportioned within Berkeley High? It doesn't feel equitable now.
- A Berkeley High, like all schools, makes its own internal decisions about how to allocate classroom teachers. Many times what looks like inequity is a school or department decision, to deliberately keep classes lower in some classes (often those with struggling students), and let honors and AP classes be larger.
- Q Regional Occupational Program (ROP) funds can't be guaranteed. What if they go away?
- A ROP funds are given to the district on a contract. That contract will be known in June.
- Q Why not leave the BHS enrollment alone (i.e. don't make these changes—ROP, PE, students who take 5 classes) and just be more conservative in projecting BHS enrollment?
- A BSEP has traditionally over-allocated FTE to BHS, by 1) allocating FTE for

classes that are taught by ROP-funded teachers, 2) allocating FTE as if PE classes were 28:1 when they are much higher, and 3) treating students who take less than a full load (6 periods) as if they did take a full load, and allocating full FTE for them.

- Q What is the unadjusted secondary enrollment that is projected for next year?
- A Thyberg will provide the unadjusted projected enrollment and Teacher Template to the Committee.
- Q Why are we being asked to make these changes?
- A These changes are needed in order for the General Fund to cut its portion of classroom teacher cost, as part of its Cut Target of \$1.4 million from next year's budget, due to the dire state of the California budget.

Other Comments:

- The effect of the Superintendent's recommendation is likely to be an additional 1-2 students in each (non-P.E.) class at BHS.
- BHS class size varies significantly, depending on the time of year it is measured. Fall enrollment is highest. In spring, class size typically drops between .7 and 1.
- BHS enrollment is harder to project than Kindergarten enrollment.
- Doesn't see the necessity of making these changes, but what is the problem with doing so?
- Concerned about voter perception. Why change the staffing formula now? Voters could see it as a violation of the Measure.

Issue: The Superintendent's CSR Recommendation would reduce classroom teachers at Berkeley High by approximately 5.5 FTE, while at the same time increasing BSEP funding for 5.5 ULSS FTE at the middle schools.

- Q It doesn't feel right to take from BHS to give to the middle schools.
- A The Superintendent's proposal does not "take from BHS and give to the middle schools." The fact that the FTE is identical is coincidental. Two points:
- The refinement of secondary enrollment is proposed in order to allow the General Fund to pay for fewer teachers. The Superintendent could instead have simply recommended that the GF fund class sizes of 40:1. BSEP would have had to "buy down" from that figure to achieve the BSEP CS goals.
 - The proposal that BSEP fund 5.5 middle school ULSS teachers is not an increase of ULSS FTE at the middle schools. It is shifting the funding from the GF to BSEP, again, so the GF can save money.
- Q Class size should not be sacrificed for ULSS/RtI. Class Size Reduction is the most important thing.
- A The Superintendent's proposal does not reduce class size. The proposal maintains the district-wide class size averages (20:1 for K-3, 26:1 for 4-5, 28:1 for 7-12).
- Q ULSS/RtI seems like a basic service, not Program Support.

- A If ULSS/RtI is important, does that mean BSEP shouldn't fund it? ULSS FTE is "above and beyond" the regular classroom teacher allocation.

Other Comments:

- Berkeley High needs ULSS/RtI. Why not expand this program to the high school?
- Concerned about how ULSS is implemented across the district. Not all schools have an exemplary ULSS program.
- How effective is ULSS/RtI without additional site funds for coordination?

Thyberg referred to the questions that had been submitted prior to the meeting, beginning with a clarification of the ULSS/RtI program. She noted that:

- ULSS is not a Special Ed program.
- The goal of ULSS is to help all students overcome whatever barriers they may have to learning. It serves the entire range of BUSD students, not simply identified Special Ed students.
- Two years ago, when it was first suggested that ULSS/RtI be funded (partially) by BSEP Program Support, Thyberg had reservations about it, and her successor, Nancy Hoeffler, also had reservations. However now, having listened to descriptions of the program and its effectiveness, including a major improvement in BUSD's STAR test results which has been attributed to ULSS, she has changed her mind. Much research says that early intervention is the best, and she sees the benefit of this approach.
- She believes that ULSS/RtI does meet the criteria for Program Support in the Class Size portion of the BSEP Measure.
- The total ULSS FTE is 22 FTE for the K-8 program: 11 FTE @ K-5 and 11 FTE @ 6-8. The Superintendent's recommendation that BSEP CSR fund half of that FTE (5.5 at each level = 11.0 FTE). Other teachers participate in the ULSS/RtI program as well.

Regarding the Special Ed budget, Thyberg noted that Special Ed revenue covers only about half of what BUSD spends on the Special Ed program. The other half of the cost (approximately \$13 million) is paid by the district's General Fund.

Jay Nitschke distributed a document showing the effect of lower class sizes on middle school math scores from 2007 through 2011. Eighth grade math classes were lowered to 20:1 beginning in 2006-07; 7th grade math classes were lowered to 20:1 in 2007-08. (Honors classes are larger.) The number of eighth graders scoring Proficient on the California Standards Test (CST) increased from 30% in 2007 to 55% in 2011. For 7th graders the change was 50% in 2007 to over 70% in 2011. (All 8th graders now take Algebra, except for a few who take Geometry.)

A straw poll was taken.

- 6 were in favor of the Superintendent's recommendation,
- 7 were opposed to the Superintendent's recommendation.

When asked, 4 Reps said they had problems with the refinement of secondary enrollment for BSEP CSR purposes, and 2 Reps said they had problems with increasing BSEP funding for ULSS FTE at the middle schools, from CSR Program Support.

Thyberg noted that the P&O Committee could respond to the Superintendent's recommendation by making its own recommendation, for example, that additional funds from CSR should be allocated for Lit Coaches, or middle school Counseling, or ULSS coordination. She added that the role of the P&O Committee is to ask "Is this an appropriate use of BSEP funds, as we interpret the Measure?"

6. Adjournment

The meeting was adjourned by acclamation at 9:55 p.m.