



**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](http://www.berkeley.net)

### MEETING NOTICE

**COMMITTEE:** BSEP Planning & Oversight Committee  
**DATE:** Tuesday, May 1, 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. BSEP Manager's Comments (Monica Thyberg)  
5. Public Comment
- [Presentation] 7:30 6. ***Recommendation for the expenditure of BSEP funds for Music and Visual & Performing Arts (VAPA) in 2012-13***  
Suzanne McCulloch, Supervisor, VAPA
- [Presentation] 8:00 7. ***Recommendation for the expenditure of BSEP funds for Libraries in 2012-13***  
Becca Todd, District Library Coordinator
- [Presentation] 8:30 8. ***Recommendation for the expenditure of BSEP funds for Technology in 2012-13***  
Jay Nitschke, Director, Technology

### Action Items

- [Action] 9:00 9. ***Recommendation for the expenditure of BSEP funds for Professional Development in 2012-13*** (Monica Thyberg)
- [Action] 9:10 10. Statement from the P&O Committee regarding the use of BSEP Class Size Funds (CSR) in 2012-13
- [Action] 9:25 11. Approval of the Minutes: 4-10-12
- 9:30 12. Adjournment

<p>Upcoming P&amp;O Meetings: May 15th and 29th Subcommittee Meeting: May 8th - Public Information, Translation &amp; BSEP Implementation</p>
---

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning & Oversight Committee  
**FROM:** Neil Smith, Assistant Superintendent, Educational Services  
**DATE:** May 1, 2012  
**SUBJECT:** Recommendation for Expenditures in 2012-13 from the Professional Development portion of *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP)

### **BACKGROUND INFORMATION:**

Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, the BSEP Act specifies funds for these purposes:

*Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:*

- ***providing professional development for the District's teachers and staff,***
- *assessing the effectiveness of the District's educational programs for improving student achievement, and*
- *providing and maintaining computers and technology in schools.*

### **PROFESSIONAL DEVELOPMENT**

The following strategic directions and targeted content for professional development were identified six years ago and continue to guide the district.

#### Strategic Directions:

- Build a collaborative Professional Development Structure that is guided by District vision and goals and implemented at the site level.
- Expand knowledge and use of a wide range of approaches to teaching that lead to high achievement and equitable outcomes for all students.
- Expand knowledge of subject matter expertise in priority areas.

#### Targeted Content District-Wide:

- Expository Writing and Literacy Skills
- Numeracy and Algebra Readiness and Success
- Universal Learning Support Systems for Students (ULSS)
- Cultural Competence: Supporting a Diverse Staff and Student Population
- Effective Use of Assessment Data to Improve Instruction
- Beginning Teacher Support and Assessment/Peer Assistance and Review – BTSA/PAR.

The priorities for professional development identified above are funded through a variety of funding sources, including categorical funds such as Titles I, II, and III as well as BSEP. However, many proposed staff positions focused on professional development are at least partially funded from BSEP. It should be noted that there are other professional development efforts that are either site-driven or completely funded from other sources, and these are not discussed in this document.

The positions and initiatives proposed to be funded by BSEP are:

<b>Professional Development Personnel</b>	<b>Cost</b>
Literacy Lead Coach .40 FTE total	<b>\$ 43,000</b>
Elementary Literacy Coaches 2.75 FTE (.25 FTE x 11 schools)	<b>263,200</b>
Middle School Literacy Coach .40 FTE total	<b>37,400</b>
Mathematics Coaches .90 FTE (out of 2.0 FTE)	<b>85,500</b>
BHS Professional Development Leaders 1.2 FTE (6 x .20 FTE)	<b>110,000</b>
Coaches to Support K-12 English Learners .7 FTE (out of 2.4 FTE)	<b>67,000</b>
Instructional Technology TSA .35 FTE (out of 1.0 FTE)	<b>34,500</b>
Supervisor of Family Engagement and Equity .50 FTE (out of 1.0 FTE)	<b>48,000</b>
ULSS/RtI Behavior Specialist .40 FTE (out of 1.0 FTE)	<b>36,400</b>
Coordinator of Professional Development .5 FTE (out of 1.0 FTE)	<b>57,200</b>
<b>Professional Development Initiatives</b>	<b>Cost</b>
Teacher Initiated Professional Development (TIP)	<b>50,000</b>
Teacher Leader Stipends for ELD, ELA, Math and Equity	<b>80,200</b>
Specialized Workshops for Secondary Teachers (IB, AP, AVID, AIM)	<b>30,000</b>
<b>TOTAL</b>	<b>\$942,400</b>

**Literacy Lead Coach - .40 FTE** **\$43,000**

The recommendation is for BSEP to continue to fund .40 FTE of this half-time position, designed to facilitate the work of the elementary literacy coaches, providing training in coaching as well as effective strategies for teaching literacy skills. In addition to these workshops for coaches, the position will lead professional development for classroom teachers. This Coach will also facilitate the administration of district reading, writing and spelling assessments in grades K-5.

**Elementary Literacy Coaches – 2.75 FTE (.25 x 11 sites)** **\$263,200**

For the past several years each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. In 2011-12 the coaches have continued to support teachers in implementing the Teachers College Reading and Writing Project, the district’s elementary school English Language Arts program. In the recommended BSEP budget, the District will continue to support the sites in funding these positions using BSEP Class Size Reduction Program Support funds as well as BSEP Professional Development funds.

**Middle School Literacy Coach - .40 FTE** **\$37,400**

The District's data show that there are middle school students who have not yet demonstrated proficiency in reading and writing. The recommendation is for BSEP to continue to fund a 0.4 TSA to work with middle school teachers to improve instruction and assessment in both reading and writing. A lead teacher at each site will work directly with this TSA.

**Math Coaches - .90 FTE (out of 2.0 FTE)** **\$85,500**

The District has provided coaching at the elementary schools to support the implementation of *Everyday Math* and has identified a full-time classroom teacher at each site to serve as a math teacher leader. A full time elementary school coach would continue to support teachers by facilitating workshops to deepen teachers' content knowledge, providing feedback to teachers based on classroom observations, guiding teachers in the use of assessments, and reinforcing the standards that are essential to student success in middle and high school math. The district also plans to fund a full time math coach for the secondary schools next year based on the elementary school model. The recommendation is for BSEP to continue to support math instruction by funding .90 FTE of two full-time math coaches.

**BHS Professional Development Leaders -1.2 FTE (6 @ .20 FTE)** **\$110,000**

Berkeley High School will continue to focus its professional development efforts on Faculty Study Groups, in which teacher teams from the small schools, the smaller learning communities (Academic Choice and Berkeley International High School) and the departments will participate in a collaborative structure, such as lesson study, literature study or action research, to improve instructional practices and student performance. Every member of the BHS faculty is a member of a study group. The recommendation is for BSEP to fund six teacher instructional leaders at .20 each for a total of 1.2 FTE for this effort. These positions are consistent with the goals of the high school as outlined in the WASC Report.

**Coaches to Support English Learners - .70 FTE (out of 2.4)** **\$67,000**

There are more than 1,200 K-12 English Learners in the district in three different programs: Two-Way Immersion at Cragmont, LeConte, Rosa Parks, and Longfellow; Bilingual classes (K-3) at Thousand Oaks; and Specially Designed Academic Instruction in English (SDAIE) which can be done in all subjects at all grade levels. In all of these programs, teachers are responsible to provide instruction in English Language Development (ELD) to English Learners at the students' levels. ELD is the study of the structures and patterns of English; it is not English Language Arts. The EL Coaches, who will be funded primarily from federal funds targeted to English Learners, will lead workshops for teachers and classroom coaching to guide them in using best practices to teach students who are learning English. There will be two full-time coaches - one for the secondary schools (grades 6-12) and another for the elementary schools - as well as a part-time coach who will provide additional support for the K-5 TWI and Bilingual programs. The recommendation is for the BSEP Professional Development fund to support .70 FTE of these positions.

**Instructional Technology Teacher on Special Assignment (TSA) \$34,500**

.35 FTE (out of 1.0)

This position is intended to help teachers utilize existing web based tools to support classroom instruction, for example: Holt Mathematics online tutorials for students; CompassLearning, an online intervention program available to all K-8 students; Scholastic Reading Inventory, an electronic reading diagnostic tool; and Illuminate, the data management system that the district will implement next year. Many of the district's textbooks now include web based and electronic support materials for teachers, students, and parents. In addition, this position has been instrumental in ensuring the effectiveness of the Read 180 program at the three middle schools, as this computer based remedial reading program requires reliable hardware and technological expertise. The recommendation is to continue to fund .35 FTE of this position, to provide professional development that bridges technology tools with classroom teaching and that supports students, parents, teachers, and administrators both during and after the school day.

**Supervisor, Family Engagement and Equity \$48,000**

.50 FTE (out of 1.0)

This will be a new position for the district with the goal of increasing family engagement and ensuring educational equity to enhance student achievement. This position will provide guidance and support in developing and implementing culturally responsive teaching and classroom management strategies to engage more students in learning the curriculum. The position will work with staff to ensure that each school's climate brings out the best in every student and that our schools are welcoming to all. Many teachers have participated in Sharroky Hollie's workshops, Guided Language Acquisition Design (GLAD) training, and recent workshops on Equity and Ethnicity, facilitated by the district's Supervisor of Culturally and Linguistically Responsive Systems, all of which have been found to be useful. This position will be responsible to build upon these efforts. The recommendation is to fund .50 FTE of this position next year through BSEP.

**Universal Learning Support System (ULSS)/Response to Intervention [RtI] Behavior Specialist - .40 FTE (out of 1.0) \$36,400**

ULSS/RtI is intended to identify and serve students who need additional support in order to succeed academically, behaviorally and socially. The district is proposing to hire 2.5 FTE positions to support staff in improving the effectiveness of the program throughout the district: 1) a full-time and a half-time Teacher on Special Assignment (1.50 FTE) would provide professional development for teachers to strengthen the academic intervention components in the classroom; and 2) a behavior specialist (1.0 FTE), who is also a school psychologist, would work with teachers at sites to develop strategies to engage students with challenging behavior and/or emotional issues in learning. ULSS/RtI is a high priority for the district, as the coordination of immediate and appropriate interventions for identified students has the potential to reduce the achievement gap in our schools. The recommendation is for BSEP to fund .40 FTE of the Behavior Specialist.

**Coordinator of Professional Development - .50 FTE (out of 1.0 FTE) \$57,200**

The position is responsible to ensure that the professional development outlined in this proposal will be well-organized and provided as outlined. The position will be funded from a variety of resources, including .50 FTE from BSEP Professional Development funds, to support the coordination of the district's professional development efforts.

**Teacher Initiated Professional Development \$50,000**

These funds provide money for substitutes and hourly pay to give teachers the opportunity to focus on areas of professional growth that they have identified as meaningful to them. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap; topics might include the implementation of Response to Intervention or Positive Behavior and Intervention System, assessing reading and writing skills, culturally responsive teaching, and teaching English Language Development in a diverse class. Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. The recommendation is for BSEP to continue to fund this effort.

**Stipends for Teacher Leaders \$80,200**

Teacher Leaders help move forward various curriculum initiatives in the schools, such as *Everyday Math* in K-5 and improved performance in Algebra in the middle schools. The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their sites. There will be K-5 Teacher Leaders focused on ELD next year, and the district is also proposing to identify Teacher Leaders for Equity, a group who will participate in biweekly workshops with the Supervisor of Family Engagement and Equity and serve as leaders at their sites on this key issue for the district. The recommendation is to continue funding the stipends for Teacher Leaders – approximately \$1,700 per teacher per year plus benefits for 40 teachers.

**Specialized Workshops for Secondary Teachers \$30,000**

Specialized training is required for certain programs at the high school and middle school levels. (1) High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops. (2) Middle and high school teachers attend the workshops in Advancement Via Individual Determination (AVID) in order to learn the AVID curriculum and their role to facilitate the academic success of the students in the AVID program. AVID is designed to increase the number of students who enroll in a four-year college. (3) The world language teaching methodology known as Accelerative Integrated Method (AIM) uses gestures, music, dance and theater to help students learn. The basic premise of AIM is that students learn and remember more when they do something that goes along with the words they are saying. Teachers have found great success with this integrative approach to language learning and have requested this training. This fund would pay for conference registration and travel expenses for participating teachers.

<b>BSEP Professional Development Allocation for FY 2013</b>	<b>\$ 757,200</b>
<b>FY 12 Unallocated Balance</b>	<b>253,600</b>
<b>TOTAL AVAILABLE REVENUE</b>	<b>1,010,800</b>
<b>EXPENDITURES</b>	
Professional Development Staff (8.1 FTE)	782,200
Stipends for Teacher Leaders	80,200
Teacher Initiated Professional Development	50,000
Specialized Workshops for Secondary Teachers	30,000
Indirect Cost @ 6.39%	60,200
<b>TOTAL EXPENDITURES</b>	<b>1,002,600</b>
<b>DIFFERENCE</b>	<b>8,200</b>

\*All budget figures rounded to the nearest hundred.

**Carryover Funding Priorities**

Additional carryover is expected, and this will cover any variance in the cost of personnel. Priorities for additional Professional Development carryover funds have been identified and are listed below.

**Carryover Priorities**

Math Consortium at ACOE	12,000
Specialized Workshops for Secondary Teachers	35,000
Substitutes for Middle School Writing Scoring	15,000
ULSS/RtI Workshops	8,000
Culturally Responsive Teaching Workshops/Consultants	25,000
Welcoming Schools Training	10,000
Curriculum Workshops for New Teachers	10,000
Mentors for Voluntary PAR Referrals	10,000

**Total      \$125,000**

**a. Math Consortium at ACOE      \$12,000**

Alameda County Office of Education is sponsoring a series of workshops for district teams of administrators and teachers to develop a plan for the transition to the new common core standards in math. The workshops will be led by David Foster, a well-respected math consultant, who will help us identify the key standards required for mastery to enable students to continue to progress successfully in math. Funds will pay for registration as well as substitutes and teacher hourly for math teachers to attend the workshops and do follow-up work.

- b. Specialized Workshops for Secondary Teachers** **\$35,000**  
 Additional funding will enable more middle and high school teachers to enroll in the workshops outlined above: Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), and Accelerative Integrated Method (AIM). This fund would pay for conference registration and travel expenses for participating teachers.
- c. Substitutes for Middle School Writing Scoring** **\$15,000**  
 Middle school teachers from all three sites collaborate with their grade level colleagues in reviewing and assessing student writing. This process has proven to be effective professional development in helping teachers hone their skills in improving their students' writing. BSEP funds substitute teachers to enable classroom teachers to participate in this process.
- d. ULSS/RtI Workshops** **\$8,000**  
 Workshops focused on ULSS/RtI for teams of teachers and administrators will further the district's efforts to implement this model. These workshops will address both the academic and behavioral aspects of ULSS/RtI. Funds will pay the costs of the facilitators as well as substitutes for participants.
- e. Culturally Responsive Teaching Workshops and Consultants** **\$25,000**  
 Culturally Responsive Teaching workshops and coaching by outside consultants, such as Dr. Sharroky Hollie, have helped teachers learn strategies to engage our African-American students in learning more effectively. This fund would enable staff to attend relevant workshops and engage consultants who would work in conjunction with the District staff members who are leading this initiative in BUSD.
- f. Welcoming Schools Training** **\$10,000**  
 The Welcoming Schools curriculum has been implemented at all elementary schools, and training for teachers new to Berkeley is essential to ensure that all students are taught these lessons. The district has also contracted with Our Family Coalition to provide additional training for an elementary teacher from each elementary school to serve as a resource for her/his colleagues. This fund would pay for the cost of the facilitators, substitutes and teacher hourly.
- g. Curriculum Workshops for New Teachers** **\$10,000**  
 Elementary School Teachers new to Berkeley need guidance and support to learn and implement the Teacher College Reading and Writing Project and *Everyday Math* curricula. This fund would pay for prep time for mentor teachers and workshop facilitators as well as substitutes and teacher hourly for participants.

**h. Mentors for Voluntary PAR Referrals**

**\$10,000**

The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

**DISTRICT GOAL**

V. B. Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.

**POLICY/CODE**

*Berkeley Public Schools Educational Excellence Act of 2006, Section 3C*

**FISCAL IMPACT**

Projected expenditures of \$1,002,600 from the BSEP Professional Development, Program Evaluation, and Technology Fund, and up to \$125,000 of monies carried over from FY 2011-12.

**STAFF RECOMMENDATION**

Approve the recommendation for the expenditure of BSEP funds for Professional Development in FY 2012-13.

**TO:** BUSD Board of Education  
**CC:** William Huyett, Superintendent  
**FROM:** BSEP Planning & Oversight Committee  
**DATE:** May 9, 2012  
**SUBJECT:** BSEP P&O Committee statement regarding the Superintendent's recommendation for the expenditure of the BSEP Class Size Reduction Fund in FY 2012-13

The BSEP Planning & Oversight Committee (P&O) appreciates the dialogue facilitated by the Superintendent and his staff concerning the District's budget issues looming in the next fiscal year and, in particular, the considerations that went into the Superintendent's recommendation for the use of BSEP Class Size Reduction (CSR) Funds in 2012-2013. As members of the BSEP Planning and Oversight body, our role is to ensure the proper and intended use of the various elements of BSEP funds, per the BSEP statute. The Committee also represents the voice of Berkeley parents and community members, giving the District feedback and recommendations about the planning and implementation of BSEP-funded programs.

Since the BSEP Class Size Reduction (CSR) funds represent 66% of the \$24 million Special Tax measure, CSR is the most significant fund for which the P&O Committee has oversight responsibilities. After considerable analysis by the administration and deliberation by the Committee about the methodology of calculating the enrollment at Berkeley High School, the Superintendent's calculation is based on the number of periods funded by the General Fund in which students are enrolled. We believe that this methodology of calculating positive enrollment using the 6/5 formula stated in the Measure, to allocate the teaching staff and attain a resultant average class size of 28:1 at BHS, meets the guidelines of the BSEP Measure.

While the districtwide class size goals expressed in the BSEP Measure must be met before expending CSR funds for the other Purposes allowed in the CSR Fund—*Expanded Course Offerings* (ECO), *Middle School Counseling Services*, and *Program Support*—the Committee believes these other allowable Purposes to be valuable and worthy of consideration. After reviewing a three-year projection ~~of BSEP~~ of BSEP CSR budget scenarios in order to understand the long-term viability of support for these other Purposes, the Committee supports the Superintendent's revised CSR recommendation of April 24, 2012, which includes an increase in funding for *Expanded Course Offerings* at BHS, and an increase for *Counseling Services* in the middle schools, based on a current needs assessment conducted by the administration.

In reviewing the three-year projected CSR budget, using moderate revenue and expenditure projections, the P&O Committee recognized that there may be a substantial balance of unallocated funds at the close of FY 2015. Committee members agreed that it is important for these CSR monies to be used for programs which the School Governance Councils (SGCs) value and which they have striven to

fund with dwindling site resources. The Superintendent's revised CSR recommendation, to increase funding for the elementary school Literacy Coaches (by .1 FTE each), and to increase funding for middle school counselors (.2 FTE at Longfellow and Willard and .4 FTE at King) will result in the release of site discretionary monies for other purposes to be determined by the SGCs.

The **Program Support** component of the CSR fund has been critical in allowing the district to implement and expand a number of instructional and academic intervention programs for students. These monies partially fund elementary school Literacy Coaches, provide targeted class size reduction in 7th and 8th grade math, and provide additional teachers to support Two-Way-Immersion (TWI) combination classes. This year (2011-12), 5.5 FTE was newly funded by the BSEP *CSR Program Support* monies to provide partial funding for elementary school Universal Learning Support System/Response to Intervention and Instruction (ULSS/RtI<sup>2</sup>) teachers.

The Superintendent's recommendation for the expenditure of BSEP CSR funds next year includes increased BSEP support of ULSS/RtI<sup>2</sup> by transferring the expense of 5.5 ~~FTE middle~~ FTE middle school ULSS/RtI<sup>2</sup> teachers (approx. \$474,000) from the General Fund to BSEP. (General Fund expenditures must be reduced by \$3 million in 2012-13, due to reduced GF revenues, including the loss of federal funds for teachers). The Superintendent proposed and the Committee is approving his recommendation to add 5.5 teachers to BSEP CSR Program Support funding for the ULSS/RtI<sup>2</sup> program in the next school year, for a total of 11.0 FTE ULSS/RtI<sup>2</sup> teachers funded by BSEP CSR.

The P&O Committee has learned a great deal about the implementation of ULSS/RtI<sup>2</sup> during meetings this year with the new ULSS Teacher on Special Assignment, site ULSS teachers and professional development staff responsible for implementing the new model. The addition of 1.5 positions at the District level dedicated to ~~coordinating ULSS~~ coordinating ULSS/RtI<sup>2</sup> and to providing professional development for teachers supports broader implementation of this model of intervention and instruction in the coming year.

That said, the Committee remains concerned about the uneven implementation of ULSS/RtI<sup>2</sup> at different sites. We expect the administration and School Board to work diligently to ensure equitable implementation of the ULSS/RtI<sup>2</sup> model in all of our K-8 schools. The administration should ensure that the key components of successful implementation are identified and replicated across the district. ULSS/RtI<sup>2</sup> data should be collected, analyzed and shared with the School Governance Councils and the P&O Committee to monitor implementation and ensure fidelity to the model's key components at each school. Lastly, the Committee would like to see components of the ULSS/RtI<sup>2</sup> model expanded into the high school.

While BSEP *CSR Program Support* has become a viable resource for funding valued instructional programs that the General Fund can no longer afford, the Committee

cautions the School Board against relying heavily on this CSR fund to pay for essential instructional programs. The loss of State K-3 class size reduction funds and/or the loss of other significant GF funding streams, or, conversely, a significant increase in expenses, could require a much higher contribution from the BSEP CSR fund to meet the BSEP class size goals, leaving little left to fund ECO, middle school counseling, or the program support purposes that are secondary to maintaining the class size goals. Furthermore, it is not the opinion of this Committee that ECO and middle school ~~counseling could~~counseling could go unfunded in order to use the CSR budget for Program Support expenses. Careful oversight and budget management, as well as accurate and timely budget projections, are needed to ensure that adequate funds will be available through the life of the Measure to support the priorities defined in the *Berkeley Public Schools Educational Excellence Act of 2006*.

To summarize, in approving the administration's recommendation for the use of BSEP Class Size Reduction funds in 2012-13, the Planning and Oversight Committee is approving the following:

- The revised methodology for calculating enrollment at Berkeley High School;
- The close management of the BSEP CSR funds, which should be fully expended by the expiration of the Measure (6-30-17).
- The use of CSR funds to alleviate pressure on school site budgets by increasing funding for these important programs, which are allowable under the Measure:
  - Expanded Course Offerings (ECO) at Berkeley High School
  - Middle School Counselors
  - Elementary Literacy Coaches
  - Middle School ULSS/RtI<sup>2</sup> Teachers.

The P&O Committee is also affirming that:

- ULSS/RtI<sup>2</sup> is a valuable program that fits within the definition of CSR Program Support;
- The unevenness of ULSS/RtI<sup>2</sup> from school to school is a serious concern; and
- The administration and Board should work to:
  - Identify the key elements that make ULSS/RtI<sup>2</sup> successful, and replicate them district-wide, and
  - Provide data that documents the implementation of ULSS/RtI<sup>2</sup> efforts at the site and district level, beyond anecdotal testimony.

## BUSD BSEP PLANNING & OVERSIGHT COMMITTEE CALENDAR, 2011-2012

BSEP Planning and Oversight Committee meetings are held in the Malcolm X School Library, 1731 Prince Street, Berkeley, on 1st & 3rd Tuesdays @ 7:00 pm, unless otherwise noted.

### Spring 2012

- February 7      **Presentation:** BSEP Revenue Projection & COLA for 2012-13. **Superintendent's Update:** State & BUSD budget situation. **Action:** P&O Statement to Board re: Use of BSEP Class Size funds.
- February 28      **Presentation:** Admin Recommendation for BSEP Class Size Funds & Teacher Template–2012-13
- March 6      **Discussion:** Administration's Recommendation for BSEP Class Size Budget for FY 2012-13.
- March 20      **Financial Updates with Deputy Supt Javetta Cleveland:** BUSD budget, BUSD disbursement procedures, BSEP Audit for 2010-11. **Review:** Administration's Recommendation for BSEP Class Size funds for FY 2012-13. **Discussion:** Restructuring parent outreach services.
- March 27      **Subcommittee:** Class Size Reduction in 2012-13
- April 10      **Presentation:** Revised Recommendation for FY 2012-13 BSEP Annual Plan for Class Size Reduction. **Action:** Recommendation for FY 2012-13 BSEP Annual Plan for Parent Outreach Program
- April 17      **Subcommittee:** • Professional Development • Program Evaluation for 2012-13
- April 24      **Action:** Recommendation for FY 2012-13 BSEP Annual Plan for Class Size Reduction.  
**Presentation** of Recommendations for BSEP Plans for FY 2012-13: • Professional Development • Program Evaluation • Revised Revenue Projection for 2012-13

<b>April 27 (Friday) School Site Plans and budgets for FY 2012-13 due</b>
---

- May 1      **Action:** BSEP Annual Plan for Professional Development in FY 2012-13. **Action:** P&O Statement on Use of CSR Funds in FY 2012-13 **Presentation** of Recommendations for BSEP Annual Plans for 2012-13: • Library Program • Music & Visual & Performing Arts (VAPA) • Technology
- May 8      **Subcommittee:** Public Information, Translation & BSEP Implementation for FY 2012-13
- May 15      **Action:** BSEP Annual Plans for FY 2012-13: • Program Evaluation • Library Program • Music & Visual & Performing Arts (VAPA) • Technology **Presentation** of Recommendation for BSEP Annual Plan for 2012-13 for Public Information, Translation, BSEP Implementation
- May 29      **Action:** BSEP Annual Plan for 2012-13 for Public Information, Translation & BSEP Implementation. **Review:** BSEP Site Plans for FY 2012-13. **Organization:** Summer Plans & Steering Committee
- June 5      **TBD**