BERKELEY SCHOOLS EXCELLENCE PROGRAM

ANNUAL PLAN FY 2013

Berkeley Schools Excellence Program (BSEP)

Since 1986, a community's response to school funding shortages.

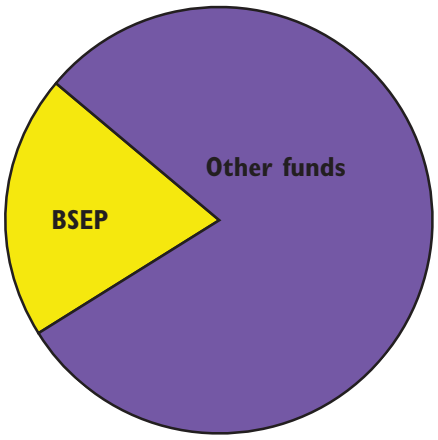
A community response to school funding shortages in the wake of Prop. 13, the *Berkeley Schools Excellence Program* (BSEP), has made a huge difference in the quality of our children's education since 1986. With a successful twenty-five year history, this special local tax was on Berkeley's November 2006 ballot as Measure A, the Berkeley Public Schools Educational Excellence Act of 2006, where it won the approval of close to 80% of the voters, and was extended for 10 years.

What do these local BSEP funds provide?

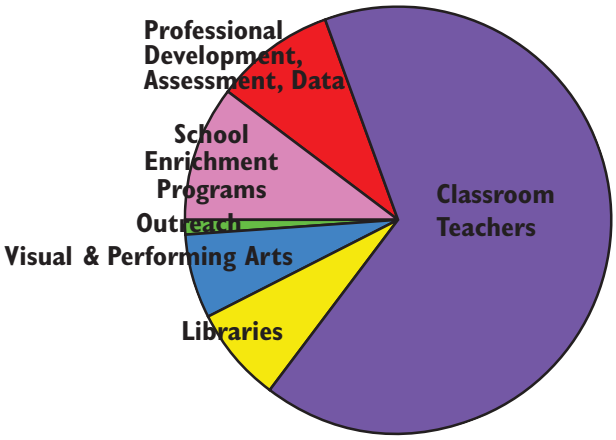
Local tax funds are integral to educating Berkeley's children. They pay for:

- 30% of the classroom teachers — about 140 teachers create smaller classes
- the music program in grades 4-8 — teachers and instruments
- well-staffed libraries in every school
- library books and materials
- computer equipment, software and techs in the schools
- an evaluation office to assess the effectiveness of the District's educational programs
- outreach to families to support greater parent involvement in their childrens' education
- educational programs that make each school special - such as arts and science programs, athletics, counseling, and many others

BSEP is about 20% of Berkeley Unified's budget:



BSEP funds provide:



Thoughtful Oversight of BSEP Funds

Among the cities that have created local tax initiatives to supplement their schools' budgets, Berkeley's BSEP Measure is unusual in that it specifies the purposes for which the funds may be used, and requires extensive community involvement in planning and overseeing the expenditures. The BSEP Planning and Oversight (P&O) Committee, comprised of parent representatives from each school, meets regularly to review the implementation of the Measure, and to ensure that BSEP funds are spent in compliance with the Measure. An outside audit is also mandated by the Measure, providing an additional layer of assurance that funds are being spent according to the voters' wishes.

The Future of BSEP: Thanks to the generosity of Berkeley voters in passing Measure A of 2006, these funds will continue to support and strengthen our schools through June 2017.

What does the BSEP tax pay for?

Teachers – Class Size Reduction 66% ($14.5 million)

The bulk of the BSEP tax money goes to keeping class sizes as small as possible, so teachers can give maximum individual attention to students. In 2012-13, class sizes throughout the district average 20 in grades kindergarten through 3rd grade, 26 in grades 4-5, and 28 in grades 6-12. BSEP pays for over 30% of Berkeley's classroom teachers. Providing K-3 classes of 20, as well as other intensive programs, such as middle school math classes no larger than 20 students, would be impossible without BSEP.

School Enrichment Programs 10.25% ($2.2 million)

This portion of the BSEP funds, approximately $233/student, goes directly to each school to provide programs chosen by the School Governance Council (SGC), which is comprised of parents, staff, and the principal. These programs encompass both academic and enriched experiential learning, in such areas as art, science, PE, after-school tutoring, counseling, sports, student activities, and much more. The SGC is also responsible for allocating state and federal monies at the school, so that all the school's site-based funds can be spent according to a comprehensive plan to support the achievement of all students. At the Berkeley High, with its much larger enrollment, a separate BSEP Committee develops the BSEP site budget, which is submitted to the BHS School Site Council for approval.

Visual and Performing Arts Programs 6.25% ($1.4 million)

BSEP is the sole source of funds for the 4th through 8th grade music program. Music teachers provide instrumental music education for all children in grades four and five, and for many in grades six through eight as "0" period classes. Instruments are loaned to every music student without charge. BSEP funds also support other visual and performing arts, as well as concerts and festivals.

School Libraries 7.25% ($1.6 million)

Every school has a well-staffed and well-stocked library. BSEP is the sole funding source for the district library program, providing books, computers, electronic databases and other materials, librarians in all middle schools and the high school, library media technicians in the elementary and middle schools, and a district-wide library coordinator.

Parent Outreach 1.25% ($270,000)

The district is committed to supporting students' families in their efforts to have greater access to and involvement in their children's education. BSEP monies support staff dedicated to these goals, focusing particularly on addressing and removing barriers so that underserved families can better participate in their students' education.

Professional Development, Educational Program Evaluation, and Technology for Schools 9% ($2.0 million)

These funds are dedicated to providing professional development for the District's teachers and staff, to assessing the effectiveness of the District's educational programs for improving student achievement, and to providing and maintaining computers and technology in schools.

Public Information and Oversight

Before the BSEP tax revenues are distributed for the purposes described above, two percent of the revenues received by the District from this tax are allocated to providing written communications to parents and the community, maintaining the district website, translation, and to supporting the citizens' oversight committee, the BSEP Planning and Oversight Committee.

More information can be found on the web at www.berkeley.net.

Projected amounts for the 2012-13 School year.

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP/Measure A of 2006)
PLANNING & OVERSIGHT COMMITTEE - School Year 2011-12

CO-CHAIRS: Elisabeth Hensley & Chris Martin

	Planning & Oversight Committee Representatives	**School Governance Council Chairpersons**
PRE-K PROGRAM	Ardel Thomas	Vicki Davis
BERKELEY ARTS MAGNET	Nicole Bowen	Michael Sowle
CRAGMONT	Dialy Paulino	Jessica Hilton
EMERSON	Dawn Paxson	Ellen Kinoy (co-Chair) Katherine Perymon (co-Chair)
JEFFERSON	Shauna Rabinowitz	Holly Potter
JOHN MUIR	Sara Tool	David Bogdonoff
LECONTE	Chris Martin	August Fern
MALCOLM X	Brett Cook Catherine Huchting (Alt)	Brett Cook (co-Chair) Sean Poremba (co-Chair)
OXFORD	Greg Wiberg Lea Baechler-Brabo (Alt)	Richard Harris (co-Chair) Derek Suring (co-Chair)
ROSA PARKS	Juliet Bashore	Ty Alper
THOUSAND OAKS	Patrick Hamill	Diana Cox (co-Chair) Kevin Edwards (co-Chair)
WASHINGTON	Brittni Milam Bell Keira Armstrong (Alt)	Eva Kline (co-Chair) Sara Zimmerman (co-Chair)
LONGFELLOW	Margot Reed Evon Williams Abigail Surasky (Alt)	Monica Gyulai (co-Chair) Lisa Hopkins (co-Chair)
KING	Elisabeth Hensley John Lavine Jay Nitschke (Alt)	Dan Robinson (co-Chair) Christine Staples (co-Chair)
WILLARD	Catherine Lazio Vacant	Rani Marx
BERKELEY HIGH SCHOOL	Mariane Ferme Aaron Glimme Larry Gordon Esther Hirsh Marjorie Alvord (Alt) Diana Kuderna (Alt)	BHS BSEP Committee: Hector Cardenas (Chair) Carol Brownstein (Vice Chair) Karen Laws (Vice Chair) BHS SSC: Richard Conn (co-Chair – Teacher) Eli Davey (co-Chair – Student)
BERKELEY ALTERNATIVE HIGH	Ruby Holder	Meres-Sia Gabriel (co-Chair) Roger Smith-Truss (co-Chair)
INDEPENDENT STUDY	Vacant	Ken Lewis

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.

September 20	**Last meeting of 2010-2011 P&O Committee. Presentation:** BUSD Communication Plan. **Review:** School Governance Council elections & training
October 27 (Thursday) **– Site Committee Training (SGC, BHS BSEP & SSC)**	
November 1	**Organization:** Election of Chair. Establishment of P&O calendar. **Review:** BSEP Annual Plan for FY 12. **Discussion:** Threshold for Annual Plan changes. **Presentation:** Request for additional equipment from BSEP Technology C/O funds.
November 15	**Presentations:** • Class Size Report for FY 2011-12. • Berkeley Evaluation & Assessment (BEA). **Organization:** Appointment of P&O Reps to district committees.
November 29 Orientation: New P&O Committee Representatives	
January 10	**Review:** BSEP Annual Financial Report – FY 2010-11. **Presentation:** Prof Dev for Teachers & RtI
January 24	**Discussion with Superintendent:** • State Budget situation • Process & timeline for selecting the new superintendent.
February 7	**Presentation:** BSEP Revenue Projection & COLA for 2012-13. **Superintendent's Budget Update**
February 28	**Presentations:** • ULSS/RtI in practice • Superintendent's Recommendation for BSEP Class Size Funds in FY 2012-13 **Review with Fiscal Director Follansbee:** Teacher Template for FY 2012-13
March 6	**Discussion with Dan Lindheim, former P&O Chair**: Historical Perspective of BSEP CSR Funds
March 20	**Financial Updates with Deputy Supt Javetta Cleveland:** BUSD Disbursement procedures, BSEP Audit for FY 2010-11 **Presentation:** Superintendent's Recommendation for Restructuring Parent Outreach Services in FY 2012-13
April 10	**Presentation:** Revised Recommendation for BSEP Class Size Funds in FY 2012-13 **Action:** Recommendation for the use of BSEP Parent Outreach Funds in FY 2012-13 **Updates:** • Program Evaluation Department • BSEP Manager position
April 24	**Presentation** of Recommendations for the BSEP Annual Plans for FY 2012-13: • Professional Development • Program Evaluation **Action:** BSEP Annual Plan for Class Size in FY 2012-13 **Action:** P&O Statement re: Superintendent search
April 27 (Friday) **School Site Plans and budgets for FY 2012-13 due**	
May 1	**Presentation** of Recs for BSEP Annual Plans for FY 12-13: • Visual & Performing Arts (VAPA) • Library Program • Technology **Action:** BSEP Annual Plan for Professional Development in FY 2012-13 **Action:** P&O Statement re: Use of BSEP Class Size Funds
May 15	**Presentation: Recommendation for the Use of BSEP Public Information Funds in FY 2012-13** **Action:** BSEP Plans for FY 2012-13: • VAPA • Library • Technology • Program Evaluation
May 29	**Review:** BSEP Site Plans for FY 2012-13. **Action:** BSEP Public Information Plan for FY 2012-13 **Action:** P&O Statement re: New BSEP Office **Organization:** Summer Steering Committee

P&O Subcommittee Meetings: March 27 – Class Size; April 17 – Prof Dev & Evaluation; May 8 – Public Info MEH 7-16-12

BERKELEY PUBLIC SCHOOLS EDUCATIONAL EXCELLENCE ACT OF 2006, MEASURE A

A MEASURE A: To support quality public education, shall Berkeley Unified School District replace two special taxes expiring in 2007 with one annual special tax for 10 years at 22.80 cents/square foot for residential buildings, 34.36 cents/square foot for commercial/industrial/institutional buildings and $50 for unimproved parcels with annual cost-of-living adjustments? Funding shall be used for designated purposes including class size reduction, libraries, music, teacher training, and academic support. Independent citizens' committees will monitor this Fund.	**YES**
	NO

COUNTY COUNSEL'S IMPARTIAL ANALYSIS OF MEASURE A

ANALYSIS BY COUNTY COUNSEL OF BERKELEY UNIFIED SCHOOL DISTRICT SPECIAL TAX MEASURE

Measure A, a Berkeley Unified School District ("District") special parcel tax measure, seeks voter approval to authorize the District to levy an annual special parcel tax on each parcel of taxable land for a period of ten years, beginning in the 2007-2008 tax year. The allocation of the funding revenue is to be used for the purposes set forth in the measure, including class size reduction, libraries, music, teacher training and academic support. The measure further provides that the monies collected shall be deposited into a restricted account and shall be expended only for the purposes set forth above; independent citizens' committees will monitor the revenue fund.

School districts have the authority to levy special taxes upon approval by two-thirds of the votes cast on the special tax proposals pursuant to the provisions of Article XIIIA, Section 4 and Section 2 of Article XIIIC of the California Constitution and California Government Code sections 50075-50077, 50079, and 53722 of the California Government Code.

If two-thirds of the qualified electors voting on this measure vote for approval, a special tax will be imposed annually for ten years at the rate of 22.80 cents per square foot on residential buildings and structures; and 34.36 cents per square foot on commercial, industrial and institutional buildings and structures; and $50 per parcel for unimproved properties. The tax will be collected by the Alameda County Treasurer-Tax Collector at the same time and in the same manner as ad valorem property taxes are collected. Upon annual application to the City of Berkeley, an exemption may be granted for any parcel owned and occupied by one or more persons 65 years of age or older as of July 1 of any tax year who meet the very low income qualifications set forth in Berkeley Municipal Code Section 7.56.

If two-thirds of the qualified electors voting on this measure do not vote for approval, the measure will fail and the Berkeley Unified School District will not be authorized to levy the special tax.

s/RICHARD E. WINNIE
County Counsel

The above statement is an impartial analysis of Measure A, which measure is printed in full in this sample ballot pamphlet. If you desire an additional copy of the measure, please call the Elections Official's office at (510) 272-6933 and a copy will be mailed at no cost to you.

FULL TEXT OF MEASURE A

Exhibit B

The following is the full ballot text of the proposition to be presented to the voters by the Berkeley Unified School District in the ballot pamphlet:

"Berkeley Public Schools Educational Excellence Act of 2006"

1. TITLE AND PURPOSE

The revenues raised by this Measure are to be used to improve the educational achievement of Berkeley's public school students by providing quality educational programs.

2. ALLOCATION OF FUNDS

Available Revenues raised by this Measure are to be allocated to the following purposes and shall be deposited in restricted accounts for these purposes:

- Smaller Class Sizes, Expanded Course Offerings, and School Counseling Services 66%
- Programs to Enhance Student Learning, including school site programs, school libraries, music, visual and performing arts, and parent outreach programs . . . 25%
- Professional Development and Educational Program Evaluation and Technology for Schools 9%

3. DEFINITION OF PURPOSES

A. Smaller Class Sizes, Expanded Course Offerings, and School Counseling Services

i. Sixty-six percent (66%) of the Available Revenues of this Measure shall be dedicated annually to Reducing Class Sizes at all K-12 schools, expanding course offerings at all secondary schools, and providing counseling services at each of the District's middle schools, in ways that may not be achieved solely through support by the District's General Fund.

ii. The goals for the class sizes to be achieved with these revenues are District-wide Average Class Sizes of 26:1 for the elementary schools grades K-5, 28:1 for the secondary schools, and 18:1 for continuation high school and other secondary opportunity programs. Average class sizes in the K-3 grades shall be reduced to 20:1 as long as state class size reduction funds are provided for that purpose at a level not less than currently funded by the State. After resultant class sizes meet the goals stated above, additional teachers may be added first to allow for expanded course offerings and then for program support in schools in so far as the funds permit. Alternative methods to reduce class sizes in a particular year may be adopted by the School Governance Council and implemented as approved by the Board of Education.

iii. The reduced Average Class Sizes shall be maintained throughout the duration of the Measure except in the case of a "Severe Fiscal Emergency" as defined in Section 6 of this Measure.

iv. The revenues dedicated to these purposes may be spent for all costs attendant to them, including operational and professional development costs, and other costs associated with the opening or maintaining of classrooms to reduce class sizes.

B. Programs to Enhance Student Learning

Twenty-five percent (25%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to improve the academic proficiency of all students through effective instruction, a challenging and engaging curriculum, and addressing the needs of the whole child. Revenues from this Measure may support all costs attendant to providing these services, including operational costs. These revenues shall be allocated as follows:

i. **School Discretionary Funds**

Forty-one percent (41%) of the revenues dedicated to Programs to Enhance Student Learning shall be allocated annually as School Discretionary Funds to each K-12 school on a per pupil basis. Existing district preschools shall receive a similar allocation for each full time student. The School Governance Council (as described in Section 5.B.ii.) shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective activities leading to improved student performance.

The school's Site Plan, including the proposed expenditure of the school's discretionary funds, shall be presented annually to the Board of Education and shall be implemented as adopted by the Board of Education.

Revenues may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as arts and sciences instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.

ii. **School Libraries, Music, Visual and Performing Arts, and Parent Outreach Programs**

Fifty-nine percent (59%) of the revenues dedicated to Programs to Enhance Student Learning shall be allocated annually to the following District-wide programs:

(a) School Libraries

Twenty-nine percent (29%) of revenues dedicated to the Programs to Enhance Student Learning shall be allocated annually to provide student access to quality school libraries which shall be maintained by providing library staff to operate the District's K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries.

(b) Music and Visual and Performing Arts Programs

Twenty-five percent (25%) of the revenues dedicated to the Programs to Enhance Student Learning shall be allocated annually to providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff,

professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs.

(c) Parent Outreach Services

Five percent (5%) of the revenues dedicated to the Programs to Enhance Student Learning shall be allocated annually for a variety of services to support the families of Berkeley's public school students by providing parent education and promoting greater parent involvement in their children's education.

(d) Flexibility of Funds

To maintain quality programs with the revenues available for these three purposes, up to ten percent (10%) of the allocations for these District-wide programs (School Libraries, Music and Visual and Performing Arts Programs, and Parent Outreach Services) may, on approval by the Board, be redistributed among these purposes provided no purpose receives more than 15% over its designated allocation in any given year.

C. Professional Development, Educational Program Evaluation, and Technology for Schools

Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to providing professional development for the District's teachers and staff, to assessing the effectiveness of the District's educational programs for improving student achievement, and to providing and maintaining computers and technology in schools. All costs attendant to providing these services are permissible.

4. THE TAX LEVY

A. Tax Base

i. The Special Tax shall be levied on the Square Footage of all Improvements, including all Buildings and Structures, on Parcels of taxable real property in the Berkeley Unified School District, except where the Improvements are otherwise exempt from taxation.

The tax levied shall be at the rate of 22.80 cents/square foot on all Improvements on Residential Parcels, 34.36 cents/square foot on all Improvements on Commercial, Industrial, and Institutional Parcels and $50/parcel on Unimproved Parcels.

ii. The tax base shall be as described in the Berkeley Municipal Code Section 7.56.020 which defines and delimits the parameters of the square footage applications, and which is incorporated by reference herein. Current definitions of the terms "Buildings," "Improvements," "Parcels," "Square Footage," and "Unimproved Parcels" pursuant to the Berkeley Municipal Code are provided in Section 6 of this Measure. In the event of the expiration of this Municipal Code for any reason, the same definitions shall continue to apply as the basis for this Special Tax. In the event of the modification of any Berkeley Municipal Code definition or term that applies to this Special Tax, the definition or term as modified shall apply to the basis for this Special Tax.

iii. An exemption may be granted annually on any single family residential Parcel or multi-family dwelling unit owned and occupied by one or more very low-income senior citizens, upon annual application to the City of Berkeley for such exemption. To be eligible for such exemption, the senior citizen must be 65 years of age or older as of July 1 of any applicable tax year, and must meet the very low-income qualifications of Berkeley Municipal Code Section 7.56.035, which is incorporated by reference herein. In the event of expiration of Municipal Code Section 7.56.035 for any reason, the same qualification criteria shall continue to apply to this exemption.

iv. With respect to all general property tax matters within their respective jurisdictions, the Alameda County Tax Assessor or the City of Berkeley shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the Special Tax, a District administrative review panel or the City of Berkeley, as the designated agency, shall make all necessary final determinations, and that decision shall be final and binding.

B. Term

The term of this Measure shall be 10 years. The Measure shall be operative immediately upon passage. The tax shall be levied beginning in the 2007-2008 tax year and shall continue each year thereafter for ten years. Any proceeds from this Special Tax not spent during those fiscal years may be spent on all authorized purposes until exhausted.

C. Cost-of-Living Adjustment

Each year, commencing with the 2007-08 tax year, the first year of assessment, and thereafter, the rates imposed by this Special Tax may be increased by a cost-of-living adjustment equal to the annual percentage increase of the State of California statutory inflation adjustment as defined in Education Code Section 42238.1(b) which is incorporated by reference herein.

Any increase in funds raised by this Measure due to the cost-of-living adjustments set forth in this Section shall be allocated proportionally among the Measure's purposes in accordance with Section 2 of this Measure.

D. Constitutional Spending Limit

Pursuant to Article XIIIB of the California Constitution and applicable laws, the appropriations limit of the District shall be increased periodically by the amount collected by the levy of this Special Tax.

E. Savings Clause

The provisions of this Measure shall not apply to any person, association, or corporation or to any property as to whom or which it is beyond the

power of the District to impose the tax herein provided. The Board of Education hereby declares, and the voters by approving this measure concur, that every sentence, clause, section, and part of this Measure has independent value and the Board of Education and the voters would have adopted each provision hereof regardless of every other provision hereof. If any sentence, clause, section, or part of this Measure or any tax against any individual or any of the several groups specified herein is found to be unconstitutional, illegal, or invalid, such unconstitutionality, illegality, or invalidity shall affect only such clause, sentence, or part of this Measure and shall not affect or impair any of the remaining provisions, sentences, clauses, sections, or other parts of this Measure. It is hereby declared to be the intention of the Board of Education and of the electorate that this Measure would have been adopted had such unconstitutional, illegal, or invalid sentence, clause, section, or part thereof, not been included.

5. ACCOUNTABILITY PROVISIONS

A. Separate Account

Proceeds of this Special Tax shall be deposited into an account which shall be kept separate and apart from other accounts in the District and shall be applied only to the respective purposes in the percentages specified in Section 2.

B. Participation in Planning and Oversight of Special Tax Funds

i. District-wide Committee

A District-wide Planning and Oversight Committee, composed of parents/guardians, staff members, students, residents, or community members representing all school sites, shall be established to be advisory to the District, and, in accordance with bylaws adopted by the Board of Education, shall:

- Present recommendations to the Board of Education about the annual expenditure plans for the revenues generated by this Measure;
- Provide communication among school sites to enhance their effective use of the revenues provided by this Measure; and,
- Review District compliance with the terms of this Measure.

ii. School Governance Council

A School Governance Council, composed of the school's Principal, teachers, staff members, parents/guardians, residents, or community members, shall be established at each pre-K-12 school site or designated program in accordance with California law, policies, and by-laws adopted by the Board of Education.

Each School Governance Council shall develop a School Site Plan which shall be focused on improving student learning and shall direct the revenues from section 3.B.i. of this Measure to implement the Board-approved School Site Plan.

At Berkeley High School, a committee composed of students, teachers, staff members and parents/guardians, residents or community members may make recommendations for expenditures allocated from this measure to the School Governance Council.

The District shall make available regularly to the Principal and the School Governance Council revenue and expenditure reports to enable the School Governance Council to prepare its School Site Plan.

C. Financial Oversight

The District shall make available to the Planning and Oversight Committee and the general public, updated revenue and expenditure reports of the proceeds of this Special Tax at least four times annually: before adoption of the District's annual budget, concurrently with the State-required interim reports, and with the annual report on the Measure ("Annual Report").

The Annual Report shall display the revenues generated by this Measure and the expenditures of the revenues as of the year's financial "closing," and shall include a report on the status of projects funded by the revenues. This report shall be organized to display clearly how the expenditures relate to the purposes of this Measure.

The Annual Report shall be delivered to the Planning and Oversight Committee no later than November 1 following the closing of the fiscal year. The Planning and Oversight Committee shall review the Annual Report and report to the Board of Education on the District's compliance with the conditions of this Measure by February 1.

D. Independent Auditor's Report and Audit Committee

Each year, an independent auditor retained by the District shall review District records to determine that funds generated by this Measure have been allocated and expended in compliance with the provisions of this Measure, including:

- That the funds raised by this Measure have been allocated to the respective purposes in the percentages specified in Section 2.
- That the funds raised by this Measure have been spent for purposes specified in Section 3, subdivisions A-C.
- That other provisions of this Measure have been satisfied.

The audit shall be conducted in accordance with generally accepted accounting principles, the Standards and Procedures for Audits of California K-12 Local Educational Agencies, and this Measure.

Subsequent to issuance of the Auditor's Report, the District's Audit Committee, as established by the Board of Education, shall review the Auditor's Report.

E. Civil Remedies Available at Law

The above provisions are in addition to civil remedies available at law for assuring compliance with the terms of this Measure.

6. DEFINITIONS

For purposes of this Measure, the following terms shall be defined as set forth below:

A. "Available Revenues" shall mean the amount of money provided by this Measure after deduction of authorized collection charges by the county or city for collection of the tax and two percent (2%) of Special Tax revenues for public information, translation services for District families and support of the Planning and Oversight Committee.

B. "Average Class Size" shall mean the District-wide average of the enrollment at each grade level in all K-12 classrooms, excluding physical education.

The formula for determining the number of full-time equivalent teachers (FTEs) in grades 6-12, to meet the Average Class Size objectives shall be: student enrollment x 6 class periods per day/per student, divided by 5 teaching periods, divided by Average Class Size objective, unless and until this formula is altered contractually by agreement between the District and the Berkeley Federation of Teachers (or the union representing BUSD teachers).

C. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision A, which is incorporated by reference herein, "Building" means any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind. The word "building" includes the word "structure."

D. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision F, which is incorporated by reference herein, "Improvements" mean all buildings or structures erected or affixed to the land.

E. Operational costs are all costs of operating relevant District programs to accomplish the Measure's purposes and include but are not limited to personnel, materials, equipment, services, technology, facilities, maintenance and administrative costs. Administrative costs incurred in implementing this Measure shall be paid from the proceeds of this Measure at the District's Indirect Cost Rate authorized by the California Department of Education.

F. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision I, which is incorporated by reference herein, "Parcel" means a unit of real estate in one ownership as shown on the most current official assessment role of the Alameda County Assessor.

G. "Reducing Class Sizes" shall mean that the revenues allocated under Section 3. A. of this Measure shall be spent to reduce class sizes, below the staffing ratios supported by the District's unrestricted general fund.

H. "Severe Fiscal Emergency"- For a severe fiscal emergency to be declared under Section 3.A.iii., it must be the result of unforeseen financial events and can only be declared by the Board of Education with no less than a 4/5 vote, when

(a) The Board of Education determines the District's Interim Financial Report to be "Qualified" or "Negative" pursuant to AB 1200 and AB 2756, and the Alameda County Office of Education concurs with this determination; or

(b) The Alameda County Office of Education has "Disapproved" the District's annual budget, or has "Certified" the District's Interim Financial Report as "Qualified" or "Negative."

I. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision G, "Square Footage" means the total gross horizontal areas of all floors, including usable basement and cellars, below the roof and within the outer surface of the main walls of buildings (or the center lines of party walls separating such buildings or portions thereof) or within lines drawn parallel to and two feet within the roof line of any building or portion thereof without walls (which includes, notwithstanding paragraph 3 below, the square footage of all porches), and including pedestrian access walkways or corridors, but excluding the following:

- Areas used for off-street parking spaces or loading berths and driveways and maneuvering aisles relating thereto.
- Areas which are outdoor or semi-outdoor areas included as part of the building to provide a pleasant and healthful environment for the occupants thereof and the neighborhood in which the building is located. This exempted area is limited to stoops, balconies and to natural ground areas, terraces, pools and patios which are landscaped and developed for active or passive recreational use, and which are accessible for use by occupants of the building.
- Arcades, porticoes, and similar open areas which are located at or near street level, which are accessible to the general public, and which are not designated or used as sales, display, storage, service or production areas.

J. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision H, which is incorporated by reference herein, "Structure" means anything constructed or erected, the use of which requires location on the ground or attachment to something having location on the ground.

K. "Unimproved Parcel" means a taxable Parcel that does not contain Buildings or other Improvements.

ARGUMENT IN FAVOR OF MEASURE A

Measure A is not a new tax. It is not a tax increase.

Measure A simply renews two existing school measures (BSEP and Measure B) at existing rates. Both BSEP and Measure B expire June 2007.

Measure A continues the current BSEP and Measure B programs. These fund approximately 1/3 of all classroom teachers, the entire elementary and middle school music and library programs, and more. If Measure A fails, devastating cuts will be necessary.

Measure A provides the school system the financial stability to continue its progress in raising academic achievement for all Berkeley students. It is only because of local funding that Berkeley schools have survived years of inadequate State and Federal funding while still providing quality programs for Berkeley children.

Measure A specifically defines the use and allocation of all funds. Most (90%) of Measure A continues the essential class size reduction, school library, music and art, and site enrichment programs authorized and reaffirmed by Berkeley voters since 1986. The remainder (10%) funds additional computer technology, teacher training, program evaluation, and parent outreach. Parent/staff committees oversee and allocate site funds at each school.

Measure A includes strict oversight. It continues the highly respected, district-wide, BSEP Planning and Oversight Committee comprised of parent and staff representatives from all school sites. All funds are maintained in separate accounts and annually audited by a citizen's audit committee and by independent auditors.

Measure A is endorsed by all School Board and all City Council members, and by Congresswoman Barbara Lee, Senator Don Perata, Assemblymember Loni Hancock, Supervisor Keith Carson, the Berkeley Federation of Teachers and community members throughout Berkeley.

Please join the thousands of caring Berkeleyans who have come together to ensure the passage of this BSEP/B renewal Measure.

For more information see: www.bsep06.org

s/Tom Bates
Mayor, City of Berkeley

s/Shirley Dean
former Mayor, City of Berkeley

s/Shirley Richardson Brower
Executive Director, South Berkeley YMCA

s/Berkeley Association of Realtors
by Ron Egherman, President

s/Berkeley Federation of Teachers
by Barry Fike, President

REBUTTAL TO ARGUMENT IN FAVOR OF MEASURE A

By State standards, fewer than half of Berkeley's students are proficient in Math and English. Can we afford **$200,000,000 tax** that doesn't address BUSD's academic achievement crisis? NO WAY!

DON'T BE FOOLED AGAIN

Class size reductions don't equal student achievement. **After 20 years of putting "smaller classes" ahead of academic performance, BUSD's RESULTS ARE DISMAL.**

We need a change in direction. Measure A has TOO MANY LOOPHOLES: if BUSD administrators overspend the general fund, they can use this money to bail themselves out, which has happened repeatedly. **Measure A doesn't even ensure a safe school environment for our students!**

These taxes don't start until 2007-2008, so **BUSD HAS TIME to submit a better ballot measure without putting teachers' jobs at risk.**

Politicians endorsing this measure are the same ones who predicted "dire consequences" if Berkeley's 2004 tax measures failed. They failed and guess what – Berkeley didn't go broke, it had a budget surplus!

FACTS:

- **A ten-year "renewal" is too long** – that's a BUSD student's lifetime!
- **BUSD spends $100,000,000 for 9,000 students ($10,100 per student). Costliest District in the State? Yes. Best performing? *Not by a long shot!* BUSD NEEDS BETTER MANAGEMENT, not more or your money!**

  The City of Berkeley spends $280,000,000 for 104,000 residents ($2,173 per resident), including **$15,000,000 for academic, after school and other youth programs.**
- $44,485: median City of Berkeley income
- $87,000: average BUSD teacher compensation (182 working days)
- $195,000: BUSD Superintendent's salary

VOTE NO and tell BUSD **Academic Achievement Comes First!**

s/Eleanor Pepples
President, on behalf of the North East Berkeley Association (NEBA)

s/William Hamilton
President, on behalf of United Pool Council

s/Stephanie Corcas
President, on behalf of Berkeleyans Support School Management Access Accountability and Transparency (BE SMAART), retired music teacher, mother and grandmother of Berkeley public school students

s/Marie Bowman
Steering Committee Chairperson, on behalf of Berkeleyans Against Soaring Taxes (BASTA),

President, Berkeley alliance of Neighborhood Associations (BANA), Berkeley Housing Advisory Commission (HAC)

s/Johnnie Porter
Former President, Berkeley NAACP and member Berkeley Parks and Recreation Commission

ARGUMENT AGAINST MEASURE A

We all want better schools, but **Measure A will NOT improve academic performance.** BUSD has the ***widest black-white achievement gap*** in the county. Berkeley High School's ***dropout rate is 33% above the Alameda County average.*** BUSD students perform below Statewide averages in grades 6-12. Nothing in Measure A addresses these issues. **OUR STUDENTS DESERVE BETTER!**

We need better management, not more taxes.

BUSD has enough time and funding to submit a better ballot measure in 2007, without putting teachers' jobs at risk.

BUSD can save more money than Measure A provides by:

- Enforcing attendance, boosting the budget by $1,000,000+ annually
- Stopping cafeteria food overproduction, saving $1,000,000+ annually
- Verifying residency; out-of-district students are gaming the system at BUSD's expense

What does Measure A guarantee?

- Small class sizes? **NOT GUARANTEED!**
- Librarians in every school? **NOT GUARANTEED!**
- Desks, chairs and books for every student? **NOT GUARANTEED!**
- $20,000,000 to spend however BUSD wants? **GUARANTEED!**

Bond measures should require reapproval every four years. Measure A's unusual **ten year** term avoids public oversight.

BROKEN PROMISES

Before blindly trusting BUSD to do what's right for Berkeley, remember what they have done to us in the past:

WARM WATER POOL – Voters approved Measure R for $3,250,000 to reconstruct and improve the warm water pool at Berkeley High School. Now, BUSD has **closed** the pool and seeks to **demolish** it.

SWIMMING POOLS – Former community resource. Now, **closed in winter**.

PLAYGROUNDS – Former community resource. Now, **closed** after school hours.

SCHOOL FACILITIES – After $158,000,000 in retrofitting, BUSD will **close** its facilities to the public if a natural disaster occurs.

TENNIS COURTS – Former resource, now **destroyed**.

VOTE NO! Join parents, teachers and community leaders who want real improvements in academic performance, not more of the same. **We can do better!**

s/Eleanor Pepples
President, on behalf of the North East Berkeley Association (NEBA)

s/William Hamilton
President, on behalf of United Pool Council

s/Stephanie Corcas
President, on behalf of Berkeleyans Support School Management Access Accountability and Transparency (BE SMAART), retired music teacher, mother and grandmother of Berkeley public school students

s/Marie Bowman

Steering Committee Chairperson, on behalf of Berkeleyans Against Soaring Taxes (BASTA), President, Berkeley Alliance of Neighborhood Associations (BANA), Berkeley Housing Advisory Commission (HAC)

s/Gregory Harper
Former Chair Berkeley Housing Advisory Commission (HAC)

REBUTTAL TO ARGUMENT AGAINST MEASURE A

Opponents' statement is deceptive and erroneous. And, it has nothing to do with Measure A.

Measure A is NOT a construction bond. It's NOT about buildings, pools or furniture.

Measure A DOES fund almost 1/3 of all classroom teachers and virtually all music and library staff.

Measure A does NOT increase tax rates. It simply extends the expiring BSEP and Measure B at EXACTLY the existing rates.

Measure A DOES explicitly specify the allocation of ALL funds including specified reduced class sizes. Moreover, all funds are carefully controlled and independently audited.

Opponents say submit a "better" measure in 2007, but make NO suggestions for improvement and there is NO more time.

BSEP/B funds expire June 2007. There are no 2007 elections. Any subsequent measure would require a costly special election at Berkeley taxpayer expense. Moreover, state law mandates March 15 termination letters for all teachers without guaranteed Fall 2007 funding. This means jeopardizing over 160 teacher jobs.

The 10-year measure allows for sensible planning and financial stability. This is not "unusual". Recent Berkeley measures have been for 8-12 years. Many districts have approved permanent school measures.

It defies logic that cutting the budget by over 20% could be good for student achievement, Berkeley schools, or Berkeley itself.

If Measure A fails, the alternative would be devastating program cuts and dramatically increased class sizes or bankruptcy and state takeover.

SUPPORT MEASURE A! Join a broad coalition of caring Berkeleyans in continuing a 20-year tradition of local support for Berkeley Schools!

s/Loni Hancock
Assemblywoman 14th Assembly District

s/Ann-Marie Hogan
City Auditor, City of Berkeley

s/Rev. George Crespín
Pastor Emeritus

s/Weldon Rucker
Former City Manager, City of Berkeley

s/Jinky Gardner
President, League of Women Voters, Berkeley, Albany, Emeryville

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELY SCHOOLS EXCELLENCE PROGRAM (BSEP)

PLANNING & OVERSIGHT (P&O) COMMITTEE BYLAWS

I. Name of the Committee

II. Purpose

III. Primary Responsibilities of the P&O Committee

IV. Additional Responsibilities of the P&O Committee

V. Responsibilities of P&O Representatives and Alternates

VI. Membership

VII. Selection of Representatives and Alternates

VIII. Term of Office

IX. Vacancies

X. Removal from Membership

XI. Quorum

XII. Voting

XIII. Officers

XIV. Election and Term of Chair

XV. Duties of Chair

XVI. Calendar

XVII. Meeting Frequency, Notice, Time & Place

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XXX. Communication with the Board

XXI. Amendment or Suspension of Bylaws

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XXIV. Complaint Procedures

XXV. Standing Rules and Special Rules

XXVI. Steering Committee

XXVII. Subcommittees

XXVIII. Role of BSEP and Other District Staff

XXIX. P&O Committee Guidelines for Each Purpose

APPENDICES

Appendix A: Complete Text of the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006)

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM
PLANNING AND OVERSIGHT COMMITTEE BYLAWS

I. Name of Committee

The name of the committee shall be the BSEP Planning and Oversight (P&O) Committee.

II. Purpose

The P&O is established in accordance with Section 5 (B)(i) of the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006--see Appendix A). The purpose of this Committee is to:

- Develop and recommend to the Board of Education annual expenditure plans for each of the Purposes of this Measure;
- Provide communication among school sites to enhance their effective use of the revenues provided by this Measure; and,
- Review District compliance with the terms of this Measure.

The P&O shall ensure broad community participation in the planning and oversight of BSEP funds.

III. Primary Responsibilities of the P&O Committee

The primary responsibilities of the P&O Committee are to:

- Develop in conjunction with appropriate district staff budget recommendations for the following school year for each BSEP/Measure A of 2006 purpose:
    - Smaller Class Size, Expanded Course Offerings & School Counseling Services
    - School Site Discretionary Funds
    - School Libraries
    - Music and Visual & Performing Arts
    - Parent Outreach
    - Professional Development
    - Program Evaluation
    - Technology
    - Public Information, Translation and Support of the P&O Committee

- Present these budget recommendations to the Board of Education for review and action as part of the BSEP Annual Plan.
- Oversee the implementation of each BSEP/Measure A of 2006 purpose and ensure that both budgets and actual expenditure of funds are in compliance with the Measure.
- Prepare a report to the Board on compliance with the Measure (subsequent to issuance of the annual report and the Auditor's Report).

IV. Additional Responsibilities of the P&O Committee

Additional responsibilities of the P&O Committee are to:

- Review of Reserves
  Ensure that sufficient reserves are being maintained to meet state reserve standards for Measure A expenditures (3% at by-laws writing); and ensure that Measure A funds are available to be spent for their intended purposes.
- Review of Annual Cost-of-Living Adjustment (COLA)
  Section 4.C of Measure A provides for an annual COLA adjustment for Measure A revenues.
- Mediate Site Fund Disputes
  Where SGCs (and BSEP Committee at BHS) cannot reach agreement on the allocation of site funds for their respective schools, the P&O will act to mediate and resolve such disputes.
- Hear waiver requests on SGC size and make a recommendation to the Board on the matter.
  School Governance Council Guidelines provide that school sites may request waivers regarding their composition (primarily regarding minimum size requirements).
- Appoint liaisons to other committees
  In the event that the district has, or shall form, Superintendent or Board Committees related to the BSEP Measure (such as Berkeley Arts in Education Steering Committee, Facilities Security and Maintenance Oversight Committee), the P&O Committee may request that P&O members be allowed representation on those committees to serve as a liaison between the district's committee and the P&O Committee.

V. Responsibilities of P&O Representatives and Alternates

The responsibilities of Representatives to the P&O include:

- Attending P&O meetings;
- Making arrangements for an Alternate to attend any P&O meeting(s) which the Representative is unable to attend;
- Reporting to the P&O on the current status of School Governance Council matters at their site (except at Berkeley High School, where the Representatives report on the status of the BHS BSEP Site Committee); and
- Reporting back to the site School Governance Council after each P&O meeting. At the high school the Representatives shall report back to the BHS BSEP Committee and to the School Governance Council.
- Serving on P&O Subcommittees

VI. Membership

The P&O shall be a district-wide committee composed of parents/guardians, staff members, students, residents or community members representing all school sites and an elected Chair. P&O membership shall consist of:

- One Representative and one Alternate for each elementary school;
- Two Representatives and two Alternates for each middle school;
- Four Representatives and four Alternates for Berkeley High School;
- One Representative and one Alternate for the Pre-K program;
- One Representative and one Alternate for the Berkeley Technology Academy;
- One Representative and one Alternate for the Independent Study Program.

Alternates are to represent the school sites when the selected Representative is absent.

VII. Selection of Representatives and Alternates

Representatives and Alternates for each elementary school, each middle school, the Pre-K Program, the Berkeley Technology Academy and the Independent Study Program to the P&O shall be chosen by each School Governance Council (SGC) during the month of October each year, as soon as the SGC election has taken place.

Representatives and Alternates for Berkeley High School are to be chosen by the Berkeley High School BSEP Site Committee during the month of October each year, as soon as the BSEP Site Committee election has taken place.

P&O Representatives need not sit on the school's School Governance Council or BSEP Site Committee in the case of Berkeley High School, but they are required to communicate regularly with the SCG or Berkeley High School Site Committee. It is generally expected that P&O Representatives will have a definite connection to the school that they represent, such as being a parent or staff member at that school.

VIII. Term of Office

The term of office of P&O Representatives is one year, from November 1 until October 31 of the following year. There is no limit to the number of terms, consecutive or interrupted, which P&O Representatives may serve.

IX. Vacancies

In the event that a school should fail to appoint a Representative, the P&O Chair shall contact that school's SGC to inform them of the importance of participation on the P&O Committee, and to enlist their help in identifying a Representative from their school. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

X. Removal from Membership

In the event that a Representative should fail to attend three or more successive meetings of the P&O without sending an Alternate, he/she shall be considered to have relinquished his/her post. The Chair shall then contact the school's School Governance Council to so inform them, and to request that they elect a new Representative. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

In the case of habitually disruptive behavior by a Representative at P&O meetings, the individual may be removed from membership by a two-thirds vote of the Committee. The Chair shall then contact that school's SGC to so inform them, and to request that they appoint a new Representative. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

In order to ensure representation of all schools at P&O meetings, the following protocol will be followed in the case of a school's Representative failing to attend a meeting: immediately following each P&O meeting, the Chair (or designee) shall inform the SGC Chair and Principal that their school was not represented at the meeting. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

XI. Quorum

A quorum of the P&O shall consist of no fewer than "one half plus one" of the total number of Representatives. In the event that a school has had a vacancy (no Representative chosen) for the two previous Committee meetings, that seat shall not be counted in the total for the purposes of determining a quorum. The Chair may be counted for the purposes of establishing a quorum.

XII. Voting

Each Site Representative shall have one vote. In the absence of the Representative, the Alternate for that site shall vote.

All voting must be open and recorded: secret ballots are not permitted.

XIII. Officers

The BSEP P&O shall have either a Chair or two Co-Chairs. The Committee shall have no other officers.

XIV. Election and Term of Chair

At the first meeting of each term, the P&O shall select a Chair (or Co-Chairs), to serve for one year.

The Chair (or Co-Chairs) shall be a Berkeley resident and non- employee of the district. The Chair (or Co-Chairs) may be a regular Representative to the P&O Committee, but this is not a requirement. If the Chair is a regular Representative, the Chair may vote. If the Chair is <u>not</u> an elected Representative to the P&O Committee, he or she must have been a regular Representative in the term immediately preceding his or her first election to Chair. Such an individual may only be re-elected to contiguous/consecutive term and may not vote, except in the event of a tie. The Chair may be counted in order to establish a quorum.

There is no limit to the number of terms that a Chair (or Co-Chairs) may serve.

Elections for the P&O Committee Chair(s) shall follow Robert's Rules of Order, except that the nomination and second of a candidate for Chair must come from a P&O Representative.

XV. Duties of Chair

Responsibilities of the P&O Chair include:

- Convening and presiding over the meetings of the P&O Committee;
- Making arrangements for an Alternate Chair or Co-Chair to preside at any meetings which the Chair is unable to attend;
- Convening and chairing Steering Committee meetings, as needed;
- Setting meeting agendas in conjunction with district staff;
- Setting the meeting calendar in conjunction with district staff;
- Communicating regularly with the Subcommittee Chairs and with appropriate district office staff;
- Representing P&O recommendations and concerns (not the Chair's own opinion), to the School Board and to the public. Reporting back to the P&O at their next meeting the substance of what was said.
- Contacting a school's SGC to inform them of the importance of participation on the P&O Committee, and enlisting their help in selecting a Representative from their school who will attend regularly, in the event that a SGC has failed to appoint a Representative or that an appointed Representative has failed to attend three or more successive P&O meetings. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.
- Calling Steering committee meetings.

In the absence of the Chair, or if a Chair has not been selected, the Committee shall appoint an Acting Chair. In the event that a Chair needs to be removed from office, Robert's Rules of Order shall be followed.

XVI. Calendar

At the first meeting of the new term, district staff in conjunction with the P&O Chair(s) shall prepare and present to the P&O a draft calendar of meetings for the year. Once adopted by the Committee, this calendar shall stand as the official P&O Calendar for the year, but may be

amended at any time by a majority vote of the Committee or by decision of the P&O Chair(s).

XVII. Meeting Frequency, Notice, Time & Place

The P&O shall meet no fewer than six times a year. The Committee shall follow the Ralph M. Brown Act (Government Code 54950). Meetings shall be in a public place, held at times of reasonable public access, open to the public and noticed at least 72 hours in advance (preferably longer).

A closed session may not be convened without the express authority of the Board or its designee.

XVIII. Conduct of Meetings

Except where specified by Law, Board Policy or in these bylaws, the P&O will follow standard meeting procedures (e.g. Roberts Rules of Order) with meetings conducted in an open and civil manner.

XIX. Record Keeping

The Committee shall perform the standard record-keeping functions including: having written agendas, recording attendance and minutes of each meeting, recording votes, and disseminating these documents to committee members and the Board.

XX. Communications with the Board

The Committee shall make timely, written, progress reports to the Board pertinent to its charge and timeline as specified by the Board. These reports shall be placed on the Board meeting agenda by the Staff Liaison to the Committee through the Board's regular calendar and agenda process.

The P&O Chair (or designee) shall represent P&O recommendations and concerns (not the Chair's own opinion), to the School Board and to the public. The Chair shall report back to the P&O at their next meeting the substance of what was said;

P&O members and Subcommittee members who are not the Chair, and who are not specifically authorized to speak on behalf of the Committee, shall make it clear that they are speaking as individuals.

XXI. Amendment or Suspension of Bylaws

Amendment or suspension of these bylaws must be authorized by the Berkeley Board of Education. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board

XXII. Conflict of Interest

A "Conflict of Interest" occurs when a P&O member or an individual in the member's immediate family stands to gain financially from adoption of a particular proposal submitted to the P&O.

Where a potential conflict may exist, the member with the potential conflict must disclose that conflict at the earliest possible opportunity and recuse themselves from voting on the particular matter.

If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

XXIII. Minority Reports

Minority reports from subcommittee determinations may be filed with the full P&O Committee. These reports will be considered alongside the majority recommendation if filed in a timely manner.

Minority reports from P&O committee deliberations may be filed with the Board.

XXIV. Complaint Procedures

Every attempt should be made to resolve disputes and/or complaints concerning the work of the Committee through the Committee's plenary and subcommittee meetings.

In the event that a committee member feels that they have not been able to resolve their complaint, they are encouraged to meet with the Committee Chair (or Co-chairs) and/or the BSEP Manager. If this does not resolve the issue and the complaint is not of the nature that can be addressed through a minority report, the complainant may avail themselves of the District's Complaint Procedures as outlined in the District's Student/Parent Handbook.

XXV. Standing Rules and Special Rules

Any component of or recommendation pertaining to the annual expenditure plans or any amendment to the Bylaws, that is to be voted on by the P&O Committee, shall first be presented to the Committee as a Discussion Item, at which time it cannot come up for a vote. At a subsequent meeting of the Committee the item can be presented as an Action Item, and the vote may then be taken.

Where urgent action is needed the two meeting rule may be waived by a ¾ majority vote of all voting members present.

XXVI. Steering Committee

At the beginning of each term, the P&O Committee shall establish a Steering Committee, whose charge is to represent the P&O Committee under certain specific circumstances, in decisions and policy resolutions pertinent to the charge of the Committee. The Chair or co-Chair may convene the Steering Committee when a substantive issue pertinent to the charge of the Committee is determined to be time sensitive and needs to be considered between regularly scheduled meetings of the plenary Committee.

The Steering Committee may not modify any action taken by the plenary Committee, but is charged with acting on the full Committee's behalf, and shall report on any actions it has taken at the next regular meeting of the P&O Committee for ratification by the P&O.

Voting membership on the Steering Committee shall consist of seven P&O Representatives: the Chair (or Co-Chairs) plus additional Representatives elected at large. The Steering Committee shall be chaired by the Chairperson or, in the event of Co-Chairpersons, by either Chairperson, of the P&O Committee.

A quorum of the Steering Committee shall consist of four Steering Committee members.

XXVII. Subcommittees

At the beginning of each term, the P&O may establish Subcommittees.

The charge of a Subcommittee is to assist the P&O in working with the appropriate district staff to review and consider the programs funded

with BSEP monies, and to assist the P&O in developing recommendations for the expenditures of BSEP funds. Subcommittees are advisory to the full P&O Committee. Any findings, recommendations, reports, or conclusions drafted by Subcommittees must be presented to the full P&O committee for approval.

Subcommittees may include:

- Class Size Reduction (Smaller Class Sizes, Expanded Course Offerings, and School Counseling Services), Visual and Performing Arts, Libraries, Public Information, SGC support, Parent Outreach, Technology, Program Evaluation, Professional Development, Bylaws and other subcommittees as the need may arise.

Subcommittees that are established shall select Chairs. The Chair (or Co-Chairs) must be a regular member of the P&O Committee.

Responsibilities of P&O Subcommittee Chairs include:

- Convening and presiding over meetings of the appropriate P&O Subcommittee;
- Making arrangements for an Alternate Chair or Co-Chair to preside at any Subcommittee meetings which the Chair is unable to attend;
- Setting meeting agendas and calendar in conjunction with District staff.
- Informing other interested persons (parents, community members, staff) about the opportunity to participate in the Subcommittee and disseminating information about the work of the Subcommittee to interested parties.

Membership on all P&O Subcommittees (except the Steering Committee) is not limited to P&O Representatives. Teachers, parents, BUSD staff, and community members are encouraged to participate as full members of these Subcommittees.

XXVIII. Role of BSEP and Other District Staff

District staff shall provide administrative, technical and clerical support to the P&O and Subcommittees, and to School Governance Councils. This support includes:

- Providing, to the P&O Committee (and to the general public), updated revenue and expenditure reports of the proceeds of this special tax at least four times annually: at the adoption of the District's annual budget, concurrently with the State-required First

and Second Interim Reports, and an Annual Report of the previous year (by November 1st).

- Supporting school sites in holding School Governance Council elections and choosing their P&O Representative(s).
- Preparing (in conjunction with Chair/s) the annual P&O calendar and meeting agendas.
- Notifying P&O members of upcoming meetings, including posting meeting. agendas as public information at least 72 hours in advance of the meeting.
- Recording and distributing minutes of P&O and Subcommittee meetings, including mailing/e-mailing minutes to the P&O Committee and the Board, and posting as public information on the BUSD website.
- Communicating to the P&O Committee any important Board events or actions and status updates on the State budget that will give a full picture of BUSD finances.
- Informing the Berkeley school community about the opportunity to serve on a School Governance Council, P&O Committee, or subcommittees of the P&O Committee.
- Presenting (to the P&O Committee and to the community) and helping to analyze other relevant data about student achievement, class size, or district operations.
- Informing the community about the implementation and expenditures of the BSEP tax.

Nothing in this section shall limit the District from providing additional information to the Committee.

BERKELEY UNIFIED SCHOOL DISTRICT

BYLAWS FOR
SCHOOL GOVERNANCE COUNCILS (SGC)

I. Purpose and Philosophy

The success of a school and the students it serves comes through the shared responsibility of the staff and entire school community.

II. Charge of the School Governance Council

A School Governance Council (SGC), composed of the school's principal, teachers, staff members, parents/guardians, residents, or community members, shall be established at each pre-K-12 school site or designated program in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

Each School Governance Council shall develop a *Single Plan for Student Achievement* (*School Plan*) which shall be focused on improving student learning and shall direct the revenues from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), together with State and Federal Program funds allocated to the school such as Title I, EIA, SIP, and other funds, to implement the Board-approved *School Plan*.

The School Governance Council shall have as its major responsibility the monitoring and evaluation of the elements of the *School Plan* to ensure that BSEP funds, Title I, EIA, SIP, and other resources, are improving student success and being spent appropriately. The School Governance Council shall insure that the BSEP/Measure A funds in the *School Plan* are clearly delineated from all other funds in the Plan. At least annually, the School Governance Council must formally review the Plan goals, outcomes, expenditures and data, before submission to the Board of Education for annual approval.

The School Governance Council shall also have as its responsibility the recommendation of alternative methods of class size reduction at the school, should this be necessary or desirable in a particular year (pursuant to Section 3.A.ii, *Berkeley Public Schools Excellence Act of 2006*). In such an instance the recommendation shall be forwarded to the Board of Education for action.

Responsibilities of the District

As per Board policy, the Superintendent or designee will provide training and information to the members of School Governance Councils that will facilitate their ability to collaboratively analyze data, design measurable goals, and

develop, monitor, and evaluate programs. This training will include a written handbook distributed to all School Governance Council members.
The District will also make available regularly to the Principal and the School Governance Councils revenue and expenditure reports, including an annual revenue and expenditure report, to enable the School Governance Council to prepare its *Single Plan for Student Achievement.* The District will provide student data to the Principal to be shared with the SGC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.

The District will also make available to the BSEP Planning & Oversight Committee (P&O) information needed to demonstrate that SGCs are properly constituted and also actively and properly involved in the development, monitoring, and evaluation of the *School Plan*.

Responsibilities of the School Principal

A principal's leadership is critical to the success of the School Governance Council. The greater the principal's ability to engage and involve the SGC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

The principal is a voting member of the School Governance Council, and vital to the success of the planning and implementation of the *School Plan*. By law, the principal has no administrative authority over the SGC and therefore may not veto decisions made by the SGC nor make changes to the *School Plan* after it has been approved by the School Governance Council. Because it is the principal's responsibility to implement the *School Plan*, the School Governance Council should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the School Plan:

- Provide vision, leadership and information to the School Governance Council.
- Provide student data to the SGC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.
- Provide clear revenue and expenditure information for the SGC to use in developing a realistic and accountable *School Plan*.
- Administer the school-level activities of the approved *Single Plan for Student Achievement.*
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SGC, ensure that elections for the School Governance Council are open, widely publicized, and timely.

Responsibilities of School Governance Council Members

The School Governance Council must demonstrate that they have disseminated information about their work widely in the school community and that they have solicited input from all groups *and individuals* included in their community. While the School Governance Council may not**,** in every case**,** include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *Single Plan for Student Achievement.* All members of the school community must have opportunities to bring their interests and concerns before the SGC.

School Governance Council members are strongly encouraged to attend the annual SGC orientation meeting, and other workshops provided by District staff relevant to the SGC's charge and responsibilities.

Responsibilities of School Governance Council Chair/Co-Chairs

Responsibilities of the SGG Chair/Co-Chairs:

- Preside over the meetings of the School Governance Council.
- Make arrangements for an alternate Chair or Co-Chair to preside over any meetings which the Chair is unable to attend.
- Communicate regularly with the school's Planning and Oversight Committee Representative.
- With the SGC membership, publicize the upcoming SGC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SGC orientations and training meetings as provided by District staff.

And, in collaboration with the Principal:

- Set the SGC meeting agendas.
- Assure the SGC's compliance with the Brown Act (e.g. SGC meeting notices and agendas widely disseminated to the school community at least 72 hours in advance of the meeting, meeting minutes kept, records properly kept, etc.).
- Submit the SGC election report and membership roster, and the contact information for school's Planning and Oversight Committee Representative(s) to the appropriate District office.
- With the support of District staff, guide the SGC to analyze student data, assess school needs, review school budgets, and develop school goals and the *Single Plan for Student Achievement.*
- Submit any requested changes to the *School Plan* in the required manner.
- With the SGC membership, publicize the role and work of the School Governance Council and the contents of the *School Plan* throughout the year.

III. Election and Term of Office of School Governance Council Members

Election Period and Term of Office
A well-publicized election to the School Governance Council shall be conducted by each school during September each year, with the elections completed by October 1. The term of office is October 1 through September 30 of the following year. Staggered two year terms are allowed if the site so chooses, with the terms ending September 30. To ensure a fully constituted School Governance Council throughout the school year, non-voting Alternates from each represented group (parents, classified and certificated staff, and students for 9-12 schools) shall also be elected at this time. Elected alternate members should attend all meetings, so that they may be prepared to fully participate as voting members should the need arise. In the absence of voting members, Alternates may be counted for the quorum and may vote in their place. A School Governance Council member may be re-elected for subsequent terms, without limit.

Parent Election
Parents/guardians, residents, or community members shall be elected from the school at large, in an election conducted by the Principal or designee and outgoing School Governance Council members.

Recruitment of candidates and election of members should be conducted in such a manner as to promote a SGC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the site. As an example, members might be those from diverse ethnic backgrounds, and those participating in special programs such as bilingual education, special education, gifted and talented, and compensatory education. To this end, efforts should be made to ensure that information is disseminated and the election process is made accessible to all members of the school community. Parents nominated for re-election may not be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, distributing fliers, and so forth.

Staff Elections
Representatives of the teachers, selected by teachers, and other school personnel, selected by other school personnel, shall constitute staff representatives to the School Governance Council. They shall be selected using the school's normal process for selecting committee members, as coordinated by the Principal. This process shall be completed during the month of September.

Student Election
Student members of the BSEP Site Committee shall be elected from Berkeley High School. Student members of the School Governance Council shall be elected from Berkeley Technology Academy (B-Tech) and the Independent Study Program. Non-voting student representatives to the School Governance Council may be elected from the three Middle Schools.

Composition & Quorum Requirements
The size, composition and quorum requirements of the School Governance Council vary by school type (see page 14).

Conduct of Elections
For suggestions about how to conduct a School Governance Council election see Appendix.

IV. Selection of Planning & Oversight Committee Representative(s)

Upon completion of the School Governance Council election, the SGC shall select the school's Representative(s) to the district-wide BSEP Planning and Oversight Committee (P&O Committee). The number of P&O Committee Representatives varies by school type (see chart). An equal number of Alternates shall be chosen by the SGC to represent the school in the absence of the Representative(s).

Planning and Oversight Committee Representatives need not sit on the school's School Governance Council, but they are required to communicate regularly with the SGC. It is generally expected that Planning and Oversight Committee Representatives will have a definite connection to the school that they represent, such as being a parent or staff member at that school.

The term of office of Planning and Oversight Committee Representatives is one year, from October 1 until September 30 of the following year. There is no limit to the number of terms, consecutive or interrupted, which Planning and Oversight Representatives may serve.

For more details regarding the responsibilities of Planning and Oversight Committee Representatives, see the *BSEP Planning and Oversight Committee Bylaws.*

Submission of SGC Roster
Upon completion of the School Governance Council election and the selection of the school's Planning and Oversight Committee Representative(s), the Principal or Chairperson shall submit an election report and membership roster of the School Governance Council and the P&O Representatives to the appropriate District office.

V. Operations of the School Governance Councils

The School Governance Councils are governed by the State of California Brown Act and these Bylaws. School site rules consistent with these Bylaws should be established by individual sites to cover such operating agreements as:

- the term and election procedures of SGC members and officers
- the SGC's regular meeting times

- quorum requirement if the size of the SGC exceeds the minimum
- minimum attendance required of members
- other operating agreements.

Meeting notice, time and place
School Governance Council meetings shall be in a public place, open to the public, and noticed at least 72 hours in advance (preferably longer). Such notice could be given in the Principal's bulletin, on the school e-tree, sent home with students where appropriate, etc. The day and time of SGC meetings shall be agreed upon among the Council members (both parents and staff). Meeting times should be regular, preferably set times, (for example, the first Tuesday of each month at a particular time), and a calendar of meetings should be established at the first meeting and then published, to allow maximum community participation.

Election of officers
The SGC needs to elect officers with stated responsibilities and authority, including:

- Chair or co-Chairs to preside over SGC meetings. If co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- Secretary, to insure meeting minutes are recorded.

Filling Vacancies
Every effort should be made to have a complete SGC. Alternates fill in automatically when there is a vacancy. In the event that a vacancy occurs and there is no Alternate, consideration should be given to the need for representation from the entire school community.

Accessible meetings
Effort should be made to arrange child care for meetings, if requested by the participants. Likewise, effort should be made to provide an interpreter in the event that non-English speaking individuals wish to participate in School Governance Council meetings.

Conduct of meetings
School Governance Council meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as the Brown Act and Roberts Rules of Order) generally apply to meetings of the School Governance Council. *SGC* meetings should be conducted in an open, civil manner.

Rules of Order
School Governance Council meetings must operate according to the following rules:

- Meetings must be open to the public.
- The public may address the SGC on any item within the jurisdiction of the SGC.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer).
- The notice must specify the date, time, and place of the meeting and the agenda.
- The SGC cannot take action on an item not described on the posted agenda.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SGC must reconsider the item at its next meeting, after allowing for public input on the item.

Voting

Although reaching consensus in decision-making is desirable, when a vote is taken it must be open and recorded; secret ballots are not permitted.

Record keeping

The School Governance Council shall maintain records of the following:

- elections
- official correspondence
- agendas of SGC meetings
- evidence of input from school advisory committees and groups
- minutes of meetings, copies of current and prior year *School Plans.*

All records pertinent to a funded project must be retained for three years. SGC records must be kept available for public review upon request.

After each SGC meeting a School Governance Council "Meeting Summary Report" recording attendance, discussions, recommendations, and actions shall be submitted to the District office.

Annual Timeline of School Governance Council Activities

Tasks	Responsible	Date
Conduct elections for School Governance Council (SGC) at each school site	School Principal and outgoing SGC Chair person or designee	September 30
Collect SGC membership, election data, and select P&O Rep(s); submit to District Office for review	School Principal and SGC Chair or designee	mid-October
Participate in orientation / training	All new and returning SGC members; District staff coordinate	Fall-Winter
Review each SGC to certify the election and compliance with the guidelines; submit membership rosters to the Board of Education	District staff with P&O Committee representatives	October – November
Conduct regular meetings of the SGC to review all pertinent information about the effectiveness of the strategies adopted in the *School Plan*; submit minutes of meetings	SGC Chairperson & School Principal; District staff to implement budget changes	ongoing
Collect and review student evaluation data from prior year and draw conclusions; prepare a report for the Board	Each SGC with school's Principal and District staff support	October thru December
Review school's student data analysis with selected School Board members & Educational Services Department staff	SGC Chairperson, members and Principal	January
Solicit input from school community re: the status, performance, and needs of the students and school	SGC Chair and members	January
Discuss funding priorities and possible new programs for the new year; develop (every 3 years) or revise the school's Action Plans and Strategies to meet the three year Goals	Each SGC	February-March
Develop budgets based on the Action Plans of the *Single Plan for Student Achievement*	Each SGC	March
Submit the *Single Plan for Student Achievement* with budgets for administrative review	Each SGC	March-April (deadline varies)
Adopt each school's *Single Plan for Student Achievement* (after 2 readings)	School Board	May-June
Prepare recruitment activities for election of next year's SGC members	Each SGC	May-August
Publish BSEP Annual Plan, including Site Plans	District Staff	June-September

VI. Development of the *Single Plan for Student Achievement (School Plan)*

The Single Plan for Student Achievement involves a continuous development, implementation, and monitoring cycle, shown in the following six steps:

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals
- Step Four: Review improvement strategies and expenditures
- Step Five: Recommend the approved School Plan to the School Board
- Step Six: Monitor implementation of the School Plan.

These six steps are elaborated in the *Guide and Template for the Single Plan for Student Achievement, A Handbook for School Site Councils*, published by the California Department of Education.

Soliciting Input from School Community

Prior to plan development, the School Governance Council shall solicit input from members of the school community, advisory groups, teachers, administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with other sites.

All Students versus Targeted Groups of Students

The *Single Plan for Student Achievement* must benefit all the children at a school, although particular site funds may be targeted toward special purposes. Not every program that a site develops must directly benefit every child. Site decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of each school.

Two Readings of *School Plan* and Budget

To ensure a more collaborative process in development of the *School Plan*, the budget presented by the Principal to the SGC must be presented for review and discussion at a meeting of the SGC at least one week prior to the meeting where the vote for approval of the entire plan will take place. Therefore, the final approval of the *School Plan,* including final budget allocations, may not be approved by a vote of the Council at the same meeting at which it was presented for the first time.

Conflict of Interest

A "Conflict of Interest" occurs when a School Governance Council member or an individual in the member's immediate family **stands to gain financially from adoption of a particular proposal** submitted to the School Governance Council. Avoidance of a "conflict of interest" position should be taken into account during the election of School Governance Council members, e.g., personnel paid by

funds to be allocated by the SGC should not be elected to the School Governance Council, since funding for their position will need to be reconsidered and approved each year by the School Governance Council.

When a "conflict of interest" occurs, the "Interested Member" must resign from the Council and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school. If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

Delineation of BSEP/Measure A funds in the School Plan
The School Plan must clearly delineate the use of the BSEP/Measure A revenues from all other revenues in the Plan.

VII. Mid-year Changes to the School Plan

Any of the following factors may indicate a need to amend the *School Plan* during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

The SGC may amend the *School Plan* at any time, in accordance with Board policy and SGC Bylaws. Whenever the SGC makes a material change to the Plan, the School Board must approve the change.

VIII. Dispute Resolution & Accountability

Because the School Board, administration, and School Governance Council have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SGC compliance issues. Should an impasse occur, several remedies are available:

- The School Governance Council or an individual member of the SGC may communicate with the Educational Services Office in an effort to clarify policy or resolve a dispute.
- The P&O Committee or its designee may offer support to a School Governance Council seeking clarification.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

- The School Governance Council may appeal to the School Board to resolve issues of planning or implementation, to clarify an issue in doubt, or to establish a needed policy.
- The administration may recommend that the Board not approve a Single Plan believed to be flawed.
- The School Board may develop policies to regulate or inform School Governance Councils and staff in the performance of their duties.

IX. Berkeley High School BSEP Committee and School Governance Council

Effective in the 2007-08 school year, each school except Berkeley High School combined the former BSEP Site Committee and School Site Council into a single body, the School Governance Council. At Berkeley High, due to its size and complexity, the BSEP Committee remains a discrete committee, focused on the school's BSEP/Measure A Site Discretionary Funds. The Berkeley High School Governance Council acts as the School Site Council (SSC), allocating state and federal categorical funds.

The Berkeley High School BSEP Committee shall be composed of elected parents, community members, students, staff, and teachers. The charge of the Berkeley High BSEP Committee is to develop a budget to allocate BSEP/Measure A School Site Discretionary Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as outlined in the *Single Plan for Student Achievement*. The BSEP Committee's proposed Plan and Budget will be sent to the Berkeley High School Governance Council where it will receive a vote to approve or disapprove. If disapproved, the BSEP Committee will subsequently submit another Plan and budget for approval.

In the event that the BHS School Governance Council rejects the BSEP Committee recommendations in whole or in part, the BSEP Committee shall have an opportunity to respond directly to the concerns of the SGC, and if the BHS SGC insists on changes contested by the BSEP Committee, the Plan shall be forwarded to the Board with a written BSEP Committee response to the proposed changes to their recommendations.

The BHS BSEP Committee will have at least two joint meetings with the School Governance Council: one in the fall, once both new committees are constituted, to review the Berkeley High School *Single Plan for Student Achievement (SPSA)* for the current year, and once in the Spring when the School governance Council is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings will be scheduled as needed to insure collaborative planning. Toward this end, the SGC shall notify the BHS BSEP Site Committee when revisions to the Single Plan are taking place.

The BHS BSEP Committee composition, quorum, and P&O Representative allocation is shown on the *SGC Composition, Quorum & P&O Representation Chart* (attached following).

Regarding elections:

- Parents/guardians, residents, or other community members will be elected in September at the first PTSA meeting of the school year. Such members may not all reside in the same BUSD attendance zone, or have children who all attend the same BHS Small School or Program,
- Student members will be elected by the student body during the spring prior to the school year in which they will serve,
- Administrative/Classified staff will be appointed by the Principal,
- Teacher members will be elected by the certificated staff.

The BHS BSEP Committee will elect one parent, one student member, and Alternates for each to non-voting seats on the School Governance Council.

At least two of the four BHS P&O Committee Representatives shall be parents or community members.

X. Amendment or Suspension of Bylaws

Amendment or suspension of these bylaws must be authorized by the School Board. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board.

School Governance Council Composition, Quorum & P&O Committee Representation

School/Program Type	Parent* Members	Staff Members	Student Members	Minimum Size	Quorum**	P&O Committee Representatives
Elementary	**6 parents** **+ 2 Alternates** (elected at large)	**6 staff** **+ 2 Alternates** (includes Principal & at least 1 Classified staff member)	N/A	**12**	**7 = quorum**** At least: • 3 parent members & • 3 staff members	**1** **+ Alternate(s)**
Middle	**6 parents** **+ 2 Alternates** (elected at large)	**6 staff** **+ 2 Alternates** (includes Principal & at least 1 Classified staff member)	2 students may serve as non-voting members	**12**	**7 = quorum**** At least: • 3 parent members & • 3 staff members	**2** **+ Alternate(s)**
Berkeley High BSEP Committee	**5 parents** **+ 2 Alternates** (elected at large)	**5 staff** **+ 2 Alternates** (includes Principal or designee & at least 1 Classified staff member)	**5 students** **+ 2 Alternates**	**15**	**8 = quorum**** At least: • 2 parent members • 2 staff members & • 2 student members	**4** (minimum 2 must be parents/community) **+ 2 Alternates**
B-Tech	**2 parents** **(+ Alternate)**	**4 staff** **(+ Alternate)** (includes Principal or designee; Classified staff optional)	**2 students** **(+ Alternate?)**	**8**	**5 = quorum**** At least: • 1 parent member • 2 staff members & • 1 student member	**1** **+Alternate(s)**
Independent Study Program	**3-4 parents** **(+ Alternate)** (parents + students = 5; minimum 1 student)	**5 staff** **(+ Alternate)** (includes Principal or designee; Classified staff optional)	**1-2 students** **(+ Alternate)** (parents + students = 5; minimum 1 student)	**10**	**6 = quorum**** At least: • 2 parent members • 2 staff members & • 1 student member	**1** **+ Alternate(s)**
Pre-K Program	**4 parents** **(+ Alternate)**	**4 staff (+ Alternate)** (includes Principal or designee and both Certificated & Classified staff)	N/A	**8**	**5 = quorum**** At least: • 2 parents + 2 staff	**1** **+ Alternate(s)**

* Per Measure A of 2006 Section 5-B-ii: "Parents/guardians, residents, or community members."

**Quorum must include Principal or designee.

BERKELEY HIGH SCHOOL
SCHOOL SITE COUNCIL BYLAWS

Board of Education
Adopted August 4, 2010

Rev. 9/15/10

BERKELEY UNIFIED SCHOOL DISTRICT
BHS School Site Council (SSC) Bylaws

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BERKELEY UNIFIED SCHOOL DISTRICT
BHS School Site Council (SSC) Bylaws

I. Name of the Committee

Berkeley High School shall establish a School Site Council (SSC) as is required by Education Code for any school participating in the programs funded through the Consolidated Application process, and may include any other school program it chooses to include.[1]

The SSC shall be established in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

II. Purpose and Philosophy

The purpose of the California public school system is to provide for the academic development of each pupil and prepare each pupil, to the extent of his or her ability, to become a lifelong learner, equipped to live and succeed within the economic and societal complexities of the 21st century. The success of a school in achieving this goal, and the success of the students it serves, comes through the shared responsibility of the staff and the entire school community.

III. Charge of the School Site Council

The primary charge of the SSC is to develop a *Single Plan for Student Achievement* (SPSA)[2]. The purpose of the *Single Plan for Student Achievement* (herein after called the *School Plan*) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The SPSA involves a continuous development, implementation, and monitoring cycle.

In the comprehensive high school, the WASC/CDE protocol, *Focus on Learning*[3] serves as the basis for the SPSA. Both WASC and SPSA share the goal of improving instructional programs. The purpose of WASC accreditation is "to provide high quality learning opportunities …with the added requirement ... of continual self-improvement." The WASC process guides the school into an ongoing improvement process that includes implementation, assessment and refinement of the school wide action plan on an annual basis. Appropriate reports and reviews throughout the normal six-year cycle of accreditation support this process." (See Appendix A[4])

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[1] California Education Code, 2008, Section 52800, Thomson & West, Section 64001(a).
[2] *A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils*, Overview of the Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1
[3] *Focus on Learning,* Joint WASC/CDE Process Guide, 2009 Edition, Updated Fall 2009. California Department of Education and Western Association of Schools and Colleges.
[4] Ibid, pp. 3-7.

BERKELEY UNIFIED SCHOOL DISTRICT
BHS School Site Council (SSC) Bylaws

IV. Overview of the Single Plan for Student Achievement[5]

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (SPSA). The stated purpose of the SPSA is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."

This legislation requires that schools participating in programs funded through the consolidated application process assure that school site councils develop and approve a *Single Plan for Student Achievement*. Schools may also include any other school program they choose to include. [6]

A. Requirements of the *School Plan*[7]

1. The *School Plan* must be developed with the review, certification, and advice of any applicable school advisory committees.

2. The *School Plan* must be developed to be in alignment with the District's goals, objectives and policies.

3. School goals must be based on "an analysis of verifiable student data, including the Academic Performance Index ... and the English Language Development test ... and may include any data voluntarily developed by the school or district to measure student achievement.

4. The *School Plan* must address how the Consolidated Application funds (and other funds as determined) will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index…".

5. The *School Plan* must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council…"

6. The *School Plan* must be reviewed and approved by the BUSD Board of Education annually "whenever there are material changes."

B. Contents of the *School Plan*

The contents of the *School Plan* shall include all of the following:[8]

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[5] A Guide and Template for The Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1.
[6] EC 64001 (a)
[7] EC 64001 (a, d, f)

1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language students will understand; and instruction of educationally disadvantaged students, gifted and talented students, and students with exceptional needs.
3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
4) Ongoing evaluation of the educational program of the school.
5) Other activities and objectives as established by the Council.
6) The proposed expenditure of funds available to the school through the school-based state and federal categorical programs and other funds available to the school for the benefit of the students.[9]

The SSC shall annually formally review the goals, student outcomes, expenditures and program data of the *School Plan*, and make any necessary modifications in the Plan to reflect changing needs and priorities before submission of the Plan to the Board of Education for annual approval.

V. Responsibilities of School Site Council

A. Responsibilities of the SSC Members

1. Developing the School Plan

The responsibility of the SSC is to develop the *School Plan*. The SSC is responsible, annually, to evaluate, monitor, revise and approve the following elements of the *School Plan:*

- WASC Plan.
- Expenditure Plan for all state or federal categorical funds (such as EIA).
- ELAC Committee's Plan for expenditure of EL funds.
- School Safety Plan.
- BSEP Site Plan for the expenditure of BSEP School Discretionary funds.

The *School Plan* may include review of other programs, expenditure budgets or factors related to improving the academic performance of the students as determined by the SSC annually.

In summary, the process for developing the *School Plan* is:[10]

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[8] EC 52853
[9] Ibid (7)
[10] Guide to the *Single Plan for Student Achievement*, California Department of Education, Nov. 2006, p.11

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals and align with District goals.
- Step Four: Review improvement strategies and expenditures
- Step Five: Approve and recommend the approved *School Plan* to the District's Board of Education
- Step Six: Monitor implementation of the *School Plan*.

[See Exhibit 1: a process timeline for developing the SPSA[11].]

2. Annual SSC Orientation

SSC members must participate in an annual SSC orientation meeting, and other workshops provided by District staff relevant to the SSC's charge and responsibilities.

3. Soliciting Input and Disseminating Information

The SSC must demonstrate that it has disseminated information about its work widely in the school community and has solicited input from all groups and individuals included in their respective constituent groups. The principal shall make meeting space available outside of regular class hours so that SSC parents, students, teachers, and classified staff can each host regular meetings with their constituent groups.

While the SSC may not**,** in every case**,** include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *School Plan.* All members of the school community must have opportunities to bring their interests and concerns before the SSC.

Annually, the SSC recommends the *School Plan* to the District's Board of Education for adoption. The recommended *School Plan* must be transmitted with an Assurances Letter, signed by the Principal and SSC Chair(s), which confirms for the Board of Education that the SSC has properly executed its responsibilities.

[11] Ibid., p. 5

B. Responsibilities of the School Principal

The principal is a voting member of the SSC, and is vital to the success of the planning and implementation of the *School Plan*. A principal's leadership is critical to the success of the SSC. The greater the principal's ability to engage and involve the SSC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

By law, the principal has no administrative authority over the SSC and therefore may not veto decisions made by the SSC nor make changes to the *School Plan* after it has been approved by the SSC. Because it is the principal's responsibility to implement the *School Plan*, the SSC should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the School Plan:

- Provide vision, leadership and information to the SSC.
- Provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.
- Provide clear revenue and expenditure information for the SSC to use in developing a realistic and accountable *School Plan*.
- Administer the school-level activities of the approved *School Plan*.
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SSC, ensure that elections for the SSC are open, widely publicized, and timely.

C. Responsibilities of the Governing Board

The local governing board adopts policies for the development and implementation of the *School Plan* consistent with the law. Acting upon the recommendation of the School Site Council, the Board votes on the approval of the *School Plan* and all subsequent revisions of it. The Board also must certify that the *School Plan* is consistent with local educational agency plans and initiatives. The *School Plan* must have Board approval to authorize expenditures proposed in the School Plan. [12] The Board must provide assurances to the CDE that the SSC of any school participating in programs funded through the consolidated application process has developed the SPSA in accordance with the law.
(See Exhibit 2: "Recommendations and Assurances.")[13]

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[12] *A Guide and Template for The Single Plan for Student Achievement*, California Department of Education, November 2006, p. 6
[13] EC 60001(a)

In the event that the governing board does not approve the School Plan in part or whole, the Plan shall be remanded back to the BHS SSC for modification.

D. Responsibilities of the Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the SPSA. Administration of the SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment and accounting for project funds.[14]

As per Board policy, the Superintendent or designee will provide, annually, training and information to the members of the SSC to facilitate its ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate SPSA programs. The District will provide a written handbook of guidelines and information relevant to the SSC's charge and disseminate it to the SSC members.
Annually, the District will provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.

The District will also make available regularly to the Principal and the SSC revenue and expenditure reports, including an annual report of revenue and expenditure to enable the SSC to prepare its *School Plan).*

VI. Organizing the School Site Council

A. Composition of the SSC

The SSC shall be composed of the principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents elected by such parents and students elected by students attending the school. Classroom teachers shall comprise the majority of the school staff.

[14] EC Section 64001(h)

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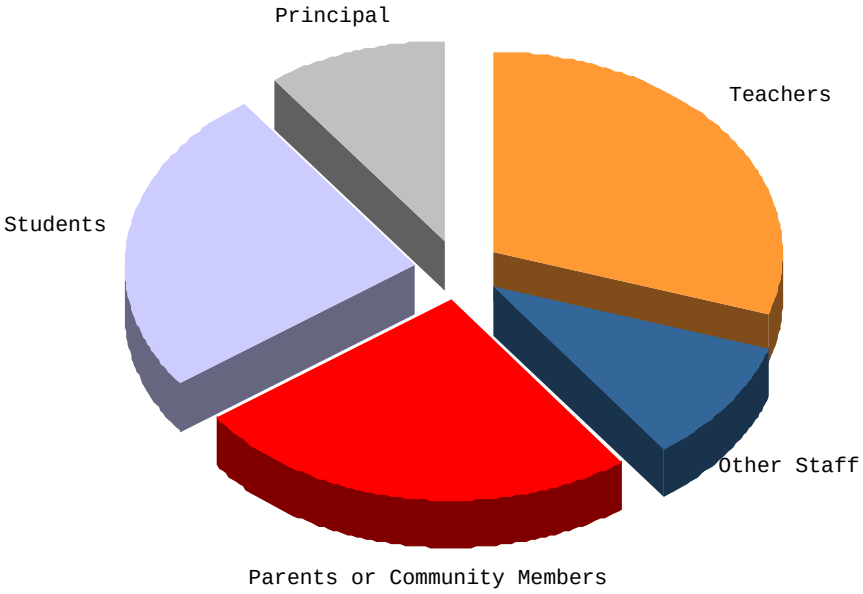

The size and composition of the BHS SSC shall be as follows:

Membership = 24 persons

School	**Parents, Students, Community**
Principal	6 Parents or Community:
1 Classified Staff	6 Students
10 Certificated Staff[15]	**Parents, Student, Community**
designated as follows:	designated as follows:
2 from the Small Schools	1 from the Small Schools
2 from Academic Choice	1 from Academic Choice
2 from International Baccalaureate	1 from International High School
1 Non affiliated with Small Schools or Programs	3 At Large
3 At large	

NOTE: Co-membership (two persons sharing one seat) shall not be permitted.

[15]EC 52852: May include counselors, psychologists, and/or library personnel so long as classroom teachers comprise the majority of the school staff.

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VII. Elections

A well-publicized election to the SSC shall be conducted during September each year with the elections completed by October 1.

Recruitment of candidates and election of members should be conducted in such a manner as to promote an SSC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the school. It is strongly desirable that members represent the diversity of the student population of the school, as well as those students who are participating in special programs such as instruction for second language students, special education, gifted and talented, and compensatory education.

To this end, efforts should be made to ensure that information about the mission and role of the SSC is widely disseminated and that the election process is made accessible to all members of the school community.

No parent, teacher or classified staff person nominated for re-election may be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, and so forth.

A. Parent Elections

Parents/guardians, residents, or other community members shall be elected in September, no later than September 30. Parents/guardians, residents, or community members shall be elected from the school at large. The Principal shall work with key parent organizations such as the PTSA and outgoing parent SSC members to conduct elections. The District's and High School's Parent Outreach staff and the District's Public Information staff will assist the school in its efforts to recruit candidates who represent the student body of BHS and to expand and diversify participation in the elections.

B. Teacher Elections

Teacher members shall be elected by teachers no later than September 30th.

C. Classified Staff Elections

Classified staff shall be elected by their peers in the fall no later than September 30th.

D. Student Elections

Student members of the SSC shall be elected from Berkeley High School in the spring prior to the school year in which they will serve.

E. Alternates

Alternates may only participate in the absence of an elected member. For students and parents, the next two persons obtaining the highest number of votes may be designated as non-voting Alternates for those two groups.

For teachers, there may be one non-voting alternate from each of the following subgroups: Small Schools, AC, IB, At Large group.

F. BSEP and ELAC Committee Liaisons to the SSC

To enhance coordination between the SSC and the ELAC, and the SSC and the BSEP Site Committee in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a non-voting Liaison to the other Committee.

G. The Principal on the SSC

The Principal is a de facto member of the SSC; s/he may appoint another administrator as his/her designee.

H. Term of Office

The term of office of the SSC shall be October 1 through September 30 of the following year. An SSC member may be re-elected for subsequent terms, without limit.

VIII. Operations of the School Site Council

A. Election of officers

The SSC needs to elect officers with stated responsibilities and authority, including:

- **Chair or Co-Chairs** to preside over SSC meetings. If Co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- **Secretary:** to ensure that meeting minutes are recorded and submitted to the District Office in a timely fashion and to maintain other documents as required. Due to the volume of work required by the BHS SSC, and to ensure the timely posting of meeting notices and minutes, the school may choose to retain a staff person who may be compensated to serve as the SSC Recording Secretary. Said person shall be non-voting and shall not engage in the SSC deliberations. In the event that the SSC retains a Recording Secretary who is compensated, the SSC shall nevertheless select a Secretary from among its membership to serve as a liaison between the SSC and the Recording Secretary.
- **Parliamentarian:** to resolve questions of procedure with the help of Robert's Rules of Order or similar guide.

B. Responsibilities of School Site Council Chair/Co-Chairs

- Preside over the meetings of the SSC.
- Make arrangements for the Co-Chair to preside over any meetings which the Chair is unable to attend.
- With the SSC membership, publicize the upcoming SSC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SSC orientations and training meetings as provided by District staff.
- Represent the SSC in presenting its recommendations and concerns to the School Board and to the public. The recommendations and opinions presented are to represent those of the Committee as a whole (not the Chair's nor any individual member's opinion), as shall be discerned by discussion and direction of the SSC at a legally convened meeting.
- Sign, on behalf of the SSC, the annual "Recommendations and Assurances" letter which transmits the SSC's approved *School Plan* to the Board of Education for adoption. (See Exhibit 2: "Recommendations and Assurances")

IX. Open Meeting Laws and Rules of Order

The SSC is governed by the State of California "Open Meeting Law"[16] and these Bylaws as follows.

A. Open Meeting Law

The SSC shall meet regularly and as often as needed to accomplish its duties. The day and time of SSC meetings shall be agreed upon among the SSC members (both parents and staff) and, preferably, shall be at a set time. A calendar of meetings should be established at the first meeting and then published, to allow maximum community participation. SSC meetings must operate according to the following rules:

- Meetings must be open to the public.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer). Such notice shall be given in the Principal's bulletin, on the school e-tree, and posted by the Secretary in an identified place for meeting notices.
- The notice must specify the date, time, and place of the meeting and the agenda.

[16] EC 35147

- The SSC cannot take action on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
- The public may address the SSC on any item within the subject matter jurisdiction of the SSC.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item.

B. Information in Spanish

Information in the Spanish language about the SSC agendas, minutes and the School Plan shall be made available upon request. Meeting notices shall include the contact point to obtain the requested information in Spanish. Spanish translation of the SSC meetings shall also be provided upon the request of interested parties.

C. Accessible meetings

SSC meetings shall be shall be open to the public and conducted in the City of Berkeley in a place which is accessible to the public. Effort should be made to provide an interpreter for the meeting in the event that non-English speaking individuals wish to participate in SSC meetings.

D. Quorum Requirements

A quorum of SSC members must be in attendance to approve any Action of the SSC. A quorum shall consist of no fewer than "one half plus one" of the total number of SSC members, that is, at least 13 SSC members. In addition, the Quorum shall further require that no fewer than six (6) staff; and six (6) parents/community or students are in attendance.

In the absence of voting members, Alternates may be counted for the quorum and may vote in their place.)

E. Removal from Membership on the SSC

In the event that an SSC Member should fail to attend three or more SSC meetings, s/he may be considered to have relinquished his/her post by a majority vote of the SSC.

F. Filling Vacancies

Every effort should be made to have a complete SSC. In the event of a vacancy, an Alternate shall be selected from the same group which held the

original seat (i.e., teacher, parent or student). In the event that a vacancy occurs and there is no Alternate, an interim election shall be conducted by the same group which held the original seat.

G. Conduct of meetings

SSC meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as Roberts Rules of Order) generally apply to meetings of the SSC. *SSC* meetings should be conducted in an open, civil manner.

H. Voting

When a vote is taken, it must be open and recorded; secret ballots are not permitted. Although reaching consensus in decision-making is desirable, a majority vote (one-half + 1) of those present is required to approve Action Items.

I. Record keeping

Public records require safekeeping. SSC records should be filed in a secure place which shall be available to the SSC members. Federal law requires that all records pertinent to a funded project be retained for three years.[17] SSC records must be made available for public review upon request. The SSC shall maintain records of the following:

- Elections
- Official correspondence
- Agendas of SSC meetings
- Evidence of input from school advisory committees and groups
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of current and prior year *School Plans*
- Documentation required to modify the School Plan

After each SSC meeting, minutes shall be completed in a timely manner and made accessible to the public in both electronic and printed copy. A "Meeting Summary Report" recording attendance, discussions, recommendations, and actions shall be submitted to the appropriate District office in a timely manner.

J. Soliciting Input from the School Community

Prior to developing the *School Plan*, the SSC shall solicit input from members of the school community, advisory groups, teachers,

[17] *Code of Federal Regulations*, Section 34, Part 74.53

administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with all the stakeholders in the school.

K. All Students versus Targeted Groups of Students

The *School Plan* must benefit all the children at the school, although particular school funds may be targeted toward special purposes. Not every program that the school develops must directly benefit every child. The school's decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of all the school's students.

X. Conflict of Interest

"Conflict-of-interest" laws are based on the notion that members of a body responsible for making decisions about public funds, owe their paramount loyalty to the public, and that personal or private financial considerations should not be allowed to enter the decision making process."[18]

"A public official has a financial interest in a decision within the meaning of Government Code Section 87100 if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the official, or a member of his or her immediate family.[19]

The "public interest" of the SSC is to identify and allocate resources, without personal bias, to educational programs which lead to improving the achievement of the students for whom they are responsible to provide an education. A conflict-of-interest thus occurs when a SSC member participates in making a particular decision in which s/he or an individual in the member's immediate family stands to gain financially from adoption of that particular decision.

The SSC shall enforce "conflict of interest" laws in accordance with applicable regulations in Government Code, Education Code and in policy adopted by the Board of Education. The District shall provide training annually to the SSC about the "conflict of interest" regulations.

Avoidance of a "conflict of interest" position should be taken into account during the election of SSC members, e.g., personnel paid by funds to be allocated by

[18] *Conflicts of Interest*, Office of the Attorney General, Preface by Bill Lockyer, Attorney General, January 1, 2004

[19] Government Code Section 87103.

the SSC should not be elected to the SSC since funding for his/her position will need to be reconsidered and approved each year by the SSC. When a conflict-of-interest occurs during the course of the SSC's term, the "interested member" must resign from the SSC and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school.

If needed, arbitration of "conflict of interest" disputes alleged by an individual or the SSC shall be resolved through the dispute resolution procedures approved in these Bylaws.

XI. Approval of the *School Plan* and Budget(s)

A. Two Readings of Plan and Budget

The SSC must have two readings of the *School Plan* and budget(s) prior to taking action to approve. The budget presented by the Principal and the final reports from the Standing or Special Committees (e.g., ELAC Committee, School Safety Committee, BSEP Site Committee) to the SSC must be presented for review and discussion at meetings of the SSC at least one week prior to the meeting where a vote for approval of these budgets and/or reports will take place. The final approval of the *School Plan,* including final budget allocations, may not be approved by a vote of the SSC at the same meeting at which it is presented for the first time.

B. Mid-year Changes to the School Plan

The SSC may amend the *School Plan* at any time, in accordance with Board of Education policy and SSC Bylaws. Whenever the SSC makes a material change to the *School Plan*, the Board of Education must approve the change. Any of the following factors may indicate a need to amend the *School Plan* during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Loss of funding or other material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

XII. School Site Council Subcommittees

The SSC may establish or abolish subcommittees of its own membership to

assist the SSC in developing, monitoring, or evaluating the *SPSA*. Such appointed groups may be charged with gathering and analyzing information, proposing strategies for improving instruction, examining materials, staffing or funding possibilities, or drafting portions of the *School Plan* for SSC consideration.

For example, a subcommittee may be tasked with reviewing and recommending goals for the *School Plan* or to study the student data in depth and provide the Committee as a whole with a synthesis of the most relevant student data. Other tasks which may be delegated to a subcommittee include investigating and reporting on a successful program operating at another school or considering unsolicited proposals from any individual or group.

Subcommittee members may be appointed by the SSC Chairperson(s) with the advice and consent of the SSC. At least one member representing teachers and one member representing parents shall make up any SSC subcommittee. No subcommittee may exercise the authority of the SSC.

XIII. Standing and Special Committees

The *School Plan* must be developed with the advice, review, and certification of any applicable school advisory committees.[20] The School Safety Committee, the English Language Learner Advisory Committee (ELAC) and the Program Evaluation Committee shall be considered Standing School Advisory Committees of the SSC. Other Standing School Advisory Committees may be established as required by state or federal law, by the decision of the SSC or by policies of the District's Board of Education. All School Advisory Committees shall have the responsibility to advise the school, through the SSC, on how to meet the needs of students for whom state and federal funds are allocated. Each of these Standing Committees shall develop its own Bylaws which shall be in conformance with the SSC Bylaws.

A. The SSC and the School Safety Committee

The SSC is charged to write and develop a comprehensive School Safety Plan relevant to the needs and resources of the school. The SSC may delegate this responsibility to a School Safety Committee.[21] At Berkeley High School, due to the magnitude of the charge of this Committee, the School Safety Committee shall be considered a Standing Committee.

The charge of the School Safety Committee shall be to write, evaluate and update annually a comprehensive school safety plan that addresses the safety

20 EC Section 64001 (a)

21 EC 32280-32289,

concerns of Berkeley High School identified through a systematic planning process. In developing the School Safety Plan, the School Safety Committee shall consult with a representative from the City of Berkeley law enforcement agency, the Alameda County probation agency, the City of Berkeley Public Health and Mental Health agencies and the BHS Student Health Center.

The members of the School Safety Committee shall be appointed by the SSC; The School Safety Committee shall be made up of the following members:

- The Principal or the principal's designee.
- One teacher who is a representative of the recognized certificated employee organization.
- One parent whose child attends the school.
- One classified employee who is a representative of the recognized classified employee organization.
- Other members, as desired. Joint membership on the SSC and the School Safety Committee of some members is desirable.

The School Safety Committee shall annually review its charge and the existing goals and strategies in the *School Plan* related to the charge of the School Safety Committee, and will develop recommendations for improving school climate and safety. The SSC shall annually review and approve the School Safety Plan developed by the School Safety Committee, and shall integrate those recommendations into the *School Plan* prior to presenting the approved *School Plan* to the Board of Education for adoption.

If the SSC modifies the School Safety Plan, the School Safety Committee and the SSC shall meet in an attempt to resolve the proposed modifications prior to the *School Plan* being presented to the Board of Education for adoption. In the event that agreement about the SSC proposed modifications is not achieved, the School Safety Plan shall be presented to the Board of Education as approved by the SSC.

B. English Learners Advisory Committee (ELAC)

In compliance with California Education Code,[22] BHS shall have an English Language Learners Advisory Committee (ELAC) which shall be a Standing Committee. Although the law allows the ELAC to designate its charge to the SSC, at BHS, due to the large number of EL students and their families, the ELAC shall be considered a Standing Committee. In compliance with this provision of the law, this designation shall be renewed every two years by a vote of a properly convened ELAC.

22 EC Section 52176

The charge of the ELAC shall be to assist in the school's language census and needs assessment of ELL students, and to develop recommendations for the expenditure of any funds allocated for educational services for the English Language Learner population at BHS. The ELAC should also be responsible for identifying ways to make parents aware of the importance of their students' regular school attendance.

The ELAC Committee is open to all parents/guardians of ELAC students. The law does not describe a mandated size for the ELAC. The only requirement is that the percentage of parents/guardians of English learners serving on the ELAC must be the same as the percentage of English learners in the school.[23]

To enhance coordination between the SSC and the ELAC in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a (non-voting) Liaison to the other Committee.

A *Plan* for services to EL students shall be developed annually by the ELAC. The ELAC plan shall be presented to the SSC annually for approval, and the ELAC recommendations shall be incorporated into the SSC's *School Plan.* The ELAC must approve the *School Plan* prior to the SSC approving the *School Plan* to be presented to the Board of Education for adoption.

C. Program Evaluation Advisory Committee

It is the responsibility of the SSC to modify those activities approved in the *School Plan* which have proved ineffective in leading to the improvement of student performance. To that end, the SSC, in conjunction with the school's and district's administration, shall appoint a Standing Committee for Program Evaluation to perform the function of monitoring the effectiveness of the activities of the adopted School Plan.

The members of this Committee shall be appointed annually, no later than October 15th. The members shall be appointed by agreement of the High School Principal and the Chair or co-chairs of the SSC. The Superintendent shall appoint someone from the district office to participate in the Committee. Members may include teachers, parents, school and district administrators and external consultant(s). Every effort shall be made to appoint members to the Committee who can provide an objective evaluation of the programs to be evaluated.

The charge of the Committee is to work closely with the district's Office of

[23] *The Administrator's Guide to English Learner Advisory Committees, 2007-08.* School Innovations & Advocacy, 2007. www.sia-us.com

Evaluation and Assessment (BEA) to develop a plan for evaluation of the programs identified in the *Single Plan for Student Achievement*. Committee members may also assist in preparing student and program data in formats which are understandable to the members of the SSC, and in disseminating the information to other interested individuals or groups. The findings of this Committee shall be brought to the whole SSC on a regular and timely basis.

XIV. The SSC and the BSEP Site Committee

A. A Discrete Committee

The BHS BSEP Site Committee shall remain a discrete committee from that of the SSC, due to the size and complexity of the charge of each of the Committees. The charge of the BHS BSEP Site Committee is to consider BHS' *School Plan* and to develop an Annual Plan for the expenditure of BSEP School Discretionary Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as described in the *School Plan*

B. BSEP Site Committee and the SSC

To enhance coordination between the SSC and the BSEP Site Committee in their work, each Committee shall appoint two members of their respective Committees to serve as a (non-voting) Liaison to the other Committee

The BHS BSEP Site Committee will have at least two joint meetings with the School Site Council: one in the fall, once both new committees are constituted, to review the BHS *School Plan* for the current year, and once in the spring when the SSC is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings may be scheduled as needed to insure collaborative planning. Toward this end, the SSC shall notify the BHS BSEP Site Committee when revisions to the *School Plan* are taking place.

C. BSEP Budget Approval by SSC.

The BSEP Site Committee's recommended *Annual Plan for the expenditure of BSEP School Discretionary funds* shall be submitted to the BHS SSC where it will receive a vote to approve or disapprove.

If approved, the BSEP Site Committee's *Annual Plan for the expenditure of the BSEP School Discretionary funds* shall be submitted to the Board of Education for adoption.

In the event that the BHS SSC rejects the BSEP Site Committee's *Annual Plan* budget recommendations in whole or in part, the BSEP Site Committee shall have an opportunity to respond directly to the concerns of

the SSC. The SSC will observe the following process in developing its response to the rejection of the BSEP *Annual Plan* budget recommendations:

- The response should be focused exclusively on those items for which the BSEP funding in the current year was reduced or eliminated ("considered but not recommended").
- If the SSC's recommendation is to fund an item which was reduced or eliminated in the BSEP recommendation, then an item or items of an equivalent amount in the funded budget must be reduced or eliminated so that SSC recommended budget is balanced as was the budget recommended by the BSEP Site Committee.
- The SSC's recommendation shall be approved by a simple majority vote (50% + 1) of the SSC.
- The SSC shall deliver a written response to the BSEP Site Committee which details the revised budget recommendation and comments on the rationale for its changes in the recommendation.
- The BSEP Site Committee shall then consider the SSC's recommendations and either support or reject them. After consideration, the BSEP Site Committee shall refer its reconsidered budget to the SSC.
- If disagreement about the budget recommendations persists between the SSC and the BSEP Site Committee, then the recommendation of each of the Committees and the recommendation of the School Principal shall be submitted, with a written rationale from each Committee and the School Principal, to the Board of Education for adoption.

The BSEP Site Committee at Berkeley High shall be responsible for oversight of the expenditure of BHS BSEP School Discretionary funds.

XV. Dispute Resolution

Because the School Board, administration, and SSC have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SSC compliance issues. Should an impasse occur, remedies available are:

A. Individuals may file a formal complaint, only about an alleged violation of process**,** under the district's *Uniform Complaint Procedure for Categorical Programs*.

B. If the SSC is in dispute within itself or with the school's implementation of the School Plan, then the following process for assistance in resolving the dispute may be observed:

1) Designated representatives of the SSC may request assistance from the Educational Services Office in an effort to clarify policy or resolve a dispute.
2) If resolution is not reached, the complaint may be brought to the Superintendent to arbitrate.
3) If the SSC is not satisfied with the Superintendent's decision, the decision may be appealed to the Board of Education. The Board of Education may establish a rule on the issue involved, and/or may remand the issue back to the SSC with guidelines to resolve the issue.

XVI. Amendment or Suspension of Bylaws

Amendment or suspension of these Bylaws must be authorized by the BUSD Board of Education. These Bylaws shall remain in effect until amended or rescinded by the BUSD Board of Education.

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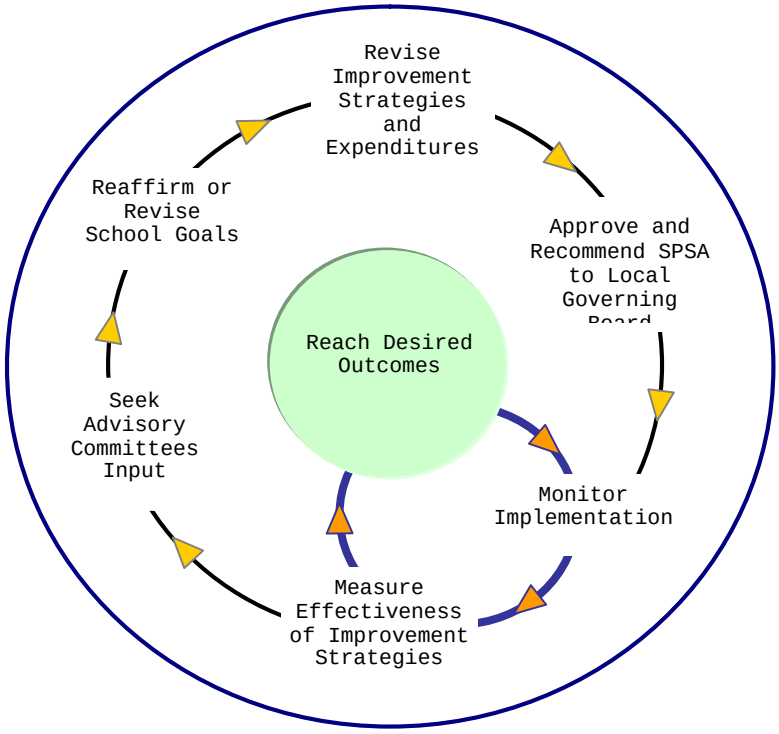
EXHIBIT 1

ACTIONS REQUIRED OF THE SCHOOL SITE COUNCIL[24]

The graphic below represents the cycle of actions required by the School Site Council in the development, implementation, and revision of the SPSA.[25]



[24] *EC* Section 64001
[25] A Guide and Template for the Single Plan for Student Achievement, p. 5

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Exhibit 2: **RECOMMENDATIONS AND ASSURANCES** **BHS SCHOOL SITE COUNCIL** **SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**	**FY** _____

I. SUMMARY OF SCHOOL GOALS:

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SCHOOL SITE COUNCIL MEMBERS: (Quorum is 13)

Staff	Parents/Community*	Students*
(Principal)	1) Chair	1)
(Classified)	2)	2)
1) (Teachers)	3)	3)
2)	4)	4)
3)	5)	5)
4)	6)	6)
5)	7)	7)
6)		
7)		
8)	Teacher 9)	Teacher 10)

*A quorum of the School Site Council consists of: 13

ELAC Committee Chair _____
(Name) (signature) (Date)

School Safety Committee Chair_____
(Name) (signature) (Date)

BSEP Site Committee Chair_____
(Name) (signature) (Date)

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RECOMMENDATIONS & ASSURANCES

The School Site Council recommends this *School Plan* and its related expenditures to the District's governing Board for approval, and assures the Board of the following:

1. The Berkeley High School Site Council is correctly constituted, and was formed in accordance with District applicable state law, governing board policy and local statute.
2. The BHS School Site Council reviewed its responsibilities under state law and District governing board policies.
3. The BHS School Site Council members do not have a conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Site Council stands to benefit financially from any decision of the Council.
4. This Single Plan for Student Achievement is based on an analysis of student academic performance, as well as other benchmarks of student achievement. The Committee believes that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
5. The BHS School Site Council sought and considered all recommendations from the following committees, before adopting this School Plan:
    - English Learner Advisory Committee (ELAC)
    - School Safety Committee
    - BHS BSEP Site Committee
6. This School Plan was reviewed and approved by the BHS English Learner Advisory Committee on _____
7. This school plan was adopted by the BHS School Site Council on _____.

ELAC Committee Chair	Signature	Date
BSEP Site Committee Chair	Signature	Date
Principal	Signature	Date
BHS School Site Council Chair:	Signature	Date
Director, Curriculum & Instruction	Signature	Date
Assistant Superintendent, Educational Services	Signature	Date

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APPENDIX A

An excerpt from ***Focus on Learning: Joint WASC/CDE Process Guide***
by
California Department of Education and
Western Association of Schools and Colleges
2009 Edition, Updated Fall 2009

Focus on Learning: Overview

Rationale

Focus on Learning Joint Process WASC/CDE is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting expected schoolwide learning results and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?

2. Is the school doing everything possible to support high achievement for all its students?

Through the *Focus on Learning* process a school fulfills the requirements for Accreditation and forms the basis for the Single Plan for Pupil Achievement through use of a single set of curriculum-driven criteria for high schools.

School Improvement Cycle

The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: The process is guided and assisted by self- study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the expected schoolwide learning results and state or local academic content standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions. Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the visiting committee members for careful study at least four to five weeks prior to the visit. Using the results

of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

WASC Six-Year Cycle for Schools[26]

Below is the WASC six year cycle that demonstrates the ongoing improvement cycle.

Year Six – Past Cycle:
Completion of Self-Study/Visit/Refinement of Strategic Plan

New Cycle

Year One: Profile update, progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Two: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Three: Profile update, Midterm Progress Report (one-day review), refinement of Schoolwide Single Plan for Student Achievement

Year Four: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Five: Review of all profile data, Progress Report, Progress and Programs Analysis (beginning of next self-study), revision of annual Academic and Financial Plan

Year Six: Completion of self-study, including refinement of Schoolwide Single Plan for Student Achievement, full self-study visit, including revision of Schoolwide Single Plan for Student Achievement after the review of Visiting Committee Report

(continued on next page)

[26] Focus on Learning, p.4

BERKELEY UNIFIED SCHOOL DISTRICT
BHS School Site Council (SSC) Bylaws

Importance of School's Vision, Expected Learning Results (Schoolwide Learner Outcomes)

An essential element of systemic school improvement is the collective vision on the part of the school's shareholders for all students: what should students know and be able to do upon exit from the school? What does it mean to be an educated person? What is the most effective preparation of students for their future? The expected schoolwide learning results should address the identified critical academic needs of the students.

This vision provides the school's foundation for establishing expected schoolwide learning results and academic standards which drive the instructional program and the support operations of the school.

Importance of School's Academic Standards

Academic content and performance standards, whether those adopted locally or by the State Board of Education, define what students should know and be able to do in each curricular area and the level at which students are expected to demonstrate this knowledge and grade-level expectations for performance. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary, more global expected schoolwide learning results and the degree to which all students are achieving them.

Criteria

The criteria are research-based guidelines for school improvement that focus on student achievement of the expected schoolwide learning results and academic content standards. A school will examine all aspects of its program against these five categories.

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
2. Standards-based Student Learning: Curriculum
3. Standards-based Student Learning: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth

Importance of Data Analysis

The self-study revolves around an in-depth gathering of data and information that will enable a school to take a careful and penetrating look at the following:

1) the identified critical academic needs
2) the related expected schoolwide learning results (schoolwide learner outcomes)
3) the academic standards
4) what is and isn't working based on the WASC/CDE criteria.

Examples of strategies which will be used for this review are the examination of student work; the observation of students working; the interviewing of students about what they are learning; the review of group test data; and the analysis of feedback from parents, graduates and community.

Expected Outcomes of Self-Study

The *Focus on Learning* self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other shareholders in a self-study through subject area, support, parent, and student Home Groups and interdisciplinary Focus Groups. Through the completion of the self-study the school will have accomplished:

Overview

Focus on Learning: Joint WASC/CDE Process Guide

1. The involvement and collaboration of all staff and other shareholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards
3. The gathering and analyzing of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Flexibility

As long as the school adheres to the *expected outcomes*, there is flexibility in the self- study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the *expected outcomes* listed above have been met.

The Focus on Learning Process

The *Focus on Learning* process is the work of the school community organized into three types of groups:

1. Leadership team
2. Home Groups (shareholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of shareholders)

Within the Home Groups, participants will analyze student data and achievement in relation to the academic standards, the expected schoolwide learning results and quality of the school program based on the WASC/CDE criteria. The Home Groups will share the results within the Schoolwide Focus Groups.

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the identified student learning needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learning need of reading (e.g., effective communicator, the learning result) participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of the student learning result for this Focus Group? Each Focus Group begins with the analysis of student learning and then the analysis of the criteria to determine what needs to be done in this area in order to promote student learning.

Visit

After careful study of the School Report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The visiting committee gives insight to the school through dialogue with the Schoolwide Focus Groups and with the Home Groups about the self-study findings, and by its own review of evidence and student work. The visiting committee and the Leadership Team/Schoolwide Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the expected schoolwide learning results and the WASC/CDE criteria.

Follow-up

After the visit, the school refines and implements an action plan for school improvement. The plan integrates the critical areas of follow-up identified by the visiting committee. The school annually reviews progress, and refines the "next steps" in meeting the goals of the action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the expected schoolwide learning results and academic content standards, especially in relation to the critical student learning needs. The governing board and district are involved in the ongoing improvement process and ensure that the follow-up process is integral to district planning and goal setting.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: June 6, 2012
REGARDING: RESOLUTION**12-58** to establish the 2012-13 tax rate for the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006)

BACKGROUND INFORMATION:
The legislation establishing the Berk*eley Public Schools Educational Excellence Act of 2006* (Measure A of 2006) permits an annual cost-of-living increase in the rate to maintain the programs and accomplish the goals of the Measure as stipulated in Paragraph 4C of the Measure:

> *Each year, commencing with the 2007-08 tax year. . . the rates imposed by this Special Tax may be increased by a cost-of-living adjustment equal to the annual percentage increase of the State of California statutory inflation adjustment as defined in Education Code Section 42238.1(b).*

The statutory cost-of-living adjustment (COLA), based on the *District and County Office Financial Projection Dartboard* produced by the School Services of California in January, 2012 has been determined to be **3.17** percent.

The BSEP/Measure A budgets were developed using the COLA projected in January, 2012 of 3.17%.

DISTRICT GOAL
V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed

POLICY/CODE
The *Berkeley Public Schools Educational Excellence Act of 2006*, (Para. 4C)

FISCAL IMPACT
With a COLA rate of 3.17 percent, the gross tax revenues are projected to be about $24,250,000, an increase of approximately $674,000 from revenue anticipated in FY 2011-12.

STAFF RECOMMENDATION:
Approve the recommendation.

RESOLUTION12-58: To Establish the 2012-2013 Tax Rate for the Schools Special Tax: "Berkeley Public Schools Educational Excellence Act of 2006" (Measure A of 2006)

WHEREAS, in November 2006, the voters of the City of Berkeley adopted legislation, "Berkeley Public Schools Educational Excellence Act of 2006" (Measure A of 2006) which levies a special tax for particular uses by the Berkeley Unified School District, namely, reducing class sizes, maintaining school libraries and music programs, providing professional development, educational program evaluation, technology, public information and parent outreach, and diverse academic programs at each school,

WHEREAS, Article 4C of the Act states:

> *Each year, commencing with the 2007-08 tax year. . . the rates imposed by this Special Tax may be increased by a cost-of-living adjustment equal to the annual percentage increase of the State of California statutory inflation adjustment as defined in Education Code Section 42238. . .*

WHEREAS, according to information posted in the *District and County Office Financial Projection Dartboard* of January, 2012, produced by School Services of California, the statutory cost-of-living adjustment (COLA) allowed for 2012-13 is **3.17%**, and,

WHEREAS, the rates authorized in Measure A of 2006 for 2011-2012 were established at $0.2665 cents/square foot for residential buildings, $0.4017 cents/square foot for commercial/industrial/institutional buildings, and $58.46 for unimproved parcels,

NOW, THEREFORE, BE IT RESOLVED, that an authorized COLA of **3.17%** be applied to these rates of FY 2011-2012, therefore a tax rate of **$0.2749** per square foot for Residential Building Improvements, and **$0.4144** per square foot for Commercial, Industrial, and Institutional Buildings Improvements, and **$60.31** for unimproved parcels shall be authorized for the *Berkeley Public Schools Educational Excellence Act of 2006* in FY 2012-2013.

APPROVED AND ADOPTED by the Board of Education on the 6th day of June, 2012 by the following vote:

AYES: Directors
NOES:
ABSENT:
ABSTAIN:

_____

Beatriz Leyva-Cutler
Clerk, Board of Education
Berkeley Unified School District
Alameda County, State of California

BSEP/Measure A of 2006
FY 2012/13 Revenue Projection
as of 4/23/12

	Resource	%	Projected Budget 2012/13	Indirect Costs (a) 6.39%	Net
Revenue					
County Tax Collections			24,250,000		
City of Berkeley Tax Collections			100,000		
Rebates/Reduction in PY Receivable			(75,000)		
Interest			40,000		
Total Projected Revenue			24,315,000		
Expenses					
County Collection Fees			412,250		
City of Berkeley Fees			50,000		
Audit and Legal Expense			6,000		
Total Expenses			468,250		
Net Revenue			23,846,750		
Available for Allocation			23,846,750		
Public Information/P&O **(b)**	0854	2.00%	(476,935)	0	
Net Available for Allocation			23,369,815	(1,403,639)	21,966,176
Resource Allocation					
Class Size Reduction (66%)	0841	66.00%	15,424,078	(926,402)	14,497,676
Site Discrectionary (10.25%)	0852	10.25%	2,395,406	(143,873)	2,251,533
Libraries (7.25%)	0860	7.25%	1,694,312	(101,764)	1,592,548
Music/VAPA (6.25%)	0853	6.25%	1,460,613	(87,727)	1,372,886
Parent Outreach (1.25%)	0857	1.25%	292,123	(17,545)	274,577
PD/Evaluation/Technology (9%) **(c)**					
Prof. Development	0855	36.00%	757,182	(50,531)	706,651
Evaluation	0856	28.00%	588,919	(30,319)	558,601
Technology	0862	36.00%	757,182	(45,478)	711,704
Net Resource Allocation			23,369,815	(1,403,639)	21,966,176
Public Information/P&O	0854		476,935	0	476,935
Total Allocation to All Resources			23,846,750	(1,403,639)	22,443,111

Notes/Assumptions for 2012/13

1) COLA is assumed to be 3.17%

(a) Indirect Cost Rate for 2011/12: 6.7%, for 2012/13: 6.39%

(b) Indirect Cost does not apply to Public Information/P&O Committee

(c) A total of 9% of the BSEP revenue is allocated to three Resources: 0855, 0856, and 0862. The distribution to these Resources may be determined administratively on an annual basis. In FY 2012/13 the allocation is 36%, 28%, and 36% respectively.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: William Huyett, Superintendent
DATE: May 9, 2012
SUBJECT: 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
During the Spring of 2012, I met with the BSEP Planning and Oversight Committee and Subcommittee on a number of occasions to discuss the options for the allocation of BSEP Class Size Reduction funds in FY 2012-13. On April 17, 2012, the Committee approved my final recommendation which incorporates feedback from members of the Committee. The Committee's response to my recommendation follows this document.

Subsequent to the P&O Committee's review and approval of my recommendation, we reviewed the enrollment projections and are now basing the staffing model for classroom teachers on a slightly higher projected enrollment at BHS and B-Tech, so as to maintain the average student-teacher ratio of 28:1 at those schools

This recommendation for the expenditure of BSEP Class Size Reduction monies in FY 2012-13 is based on the following assumptions:

- Staffing enrollment of K-12 students is projected at 9,153.
- 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.

In addition, the high school has often used some of this "over staffing" for purposes other than classroom instruction. While not part of the BSEP Class Size Reduction proposal, I am proposing to add four line items to the General Fund budget to fund a total of 3.2 FTE at BHS for: the Athletic and Student Activities Directors (an increase of 1.5 FTE), TSA Technology Support (1.0 FTE), International Baccalaureate Coordinator (.5 FTE), and ELL Coach (.2 FTE).

In addition, I am proposing that 2.0 FTE be allocated to BHS from BSEP "Program Support" to maintain lower class sizes in Algebra and Geometry as currently exists. These two actions will compensate the loss of 5.2 FTE that occurs when the actual student enrollment calculation is used to determine the teacher staffing model.

This calculation results in a total of 429.11 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 129.62 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 for classroom teachers in 2012-13 is projected to be $11,749,700.

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." An additional .80 FTE over the allocation of FY 2012 is recommended. 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. This includes an additional .2 FTE at Longfellow and Willard, and .40 FTE at King over the allocation in FY 2012.

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**

(a total of .3 FTE is allocated to each elementary school in FY 2012-13, which is .1 FTE more than in FY 2012).

- **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 math

- **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 <u>additional</u> FTE recommended for BSEP ECO, Counseling Services, and Program Support funds in FY 2012-13 (over that funded in FY 2012) 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)
- .80 FTE at BHS for Expanded Course Offerings
- 2.0 FTE at BHS for lower class size of math classes
- 5.5 FTE for Middle School ULSS teacher

The additional teachers and counselors at the elementary and middle schools will allow those schools more flexibility in their allocation of School Site Discretionary funds which are currently partially funding these positions. 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.

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

V2012-05-03

	FY 2012-13	FY 2013-14	FY 2014-15
COLA - Revenues Only	0.0317	0.02	0.02
Step Increase for teachers		0.01	0.01
Revenues			
Revenue Allocation	**$ 15,424,078**	**$ 15,732,560**	**$ 16,047,211**
Expenditures			
Transfer to General Fund for Classroom Teachers:			
- Classroom Teachers	11,160,000	11,271,600	11,384,316
- Illness Substitutes	217,700	219,877	222,076
- Direct Support	372,000	375,720	379,477
Expanded Course Offerings (8.0 FTE)	725,200	732,452	739,777
Certificated Counselors (4.8 FTE)	458,400	462,984	467,614
Program Support (21.90 FTE)	1,909,700	1,928,797	1,948,085
Indirect Costs @ 6.39%	948,468	957,952	967,532
Total Expenditure Budget	**15,791,468**	**15,949,382**	**16,108,876**
Net Increase in Fund Balance	**-367,390**	**-216,823**	**-61,665**
Projected Beginning Fund Balance	**1,060,066**	**692,676**	**475,853**
Projected Ending Fund Balance	**$ 692,676**	**$ 475,853**	**$ 414,188**

BERKELEY UNIFIED SCHOOL DISTRICT

CLASS SIZE REDUCTION FTE PLANNING DOCUMENT

FY 2012-13 BUDGET SCENARIOS - REVISED ENROLLMENT v 2012-05-03

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				0.41	
	6-8 TOTAL	**61.20**	**17.48**	**0.71**	**18.19**
		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	698	23.28	6.65		
Grade 11	680	22.68	6.48		
Grade 12	724	24.14	6.89		27.39
		36 :1	**18 :1**		
Grade 9-12 Special Day Class	66	2.20	2.20		2.20
B-Tech	150	5.00	5.00		5.00
Grade 9-12 Adjustments				0.29	0.29
	TOTAL 9-12	**103.12**	**34.59**	**0.29**	**34.88**
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	0.71	19.03
- Release Time		3.33	1.01	0.31	
High School	3,093	103.12	34.59	0.29	34.88
	9,153	**299.49**	**127.57**	**2.05**	**129.62**

BSEP/MEAS A PROJECTED EXPENSE FOR CSR				
FTE Ave Compensation	**86,100**	$10,983,800	$176,200	$11,160,000
Sub Ave Compensation	**$1,680**	$214,300	$3,400	$217,700
Direct Support	**$2,870**	$366,100	$5,900	$372,000
Preliminary Measure A Transfer	90,650	$11,564,200	$185,500	**$11,749,700**

* 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 2012-05-03

		FTE	2012-13 Budget
FTE based on CSR Formula		127.57	$11,564,200
Necessary FTE to achieve class size ratios		2.05	185,500
Transfer from BSEP to GF for CSR		**129.62**	**$11,749,700**
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		**34.70**	**$3,093,400**
Total projected BSEP/Measure A expense		**164.32**	**$ 14,843,100.00**
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		**4.8**	**458,400**
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		**21.9**	**1,909,800**

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

TO: BUSD Board of Education
CC: William Huyett, Superintendent
FROM: BSEP Planning & Oversight Committee
DATE: May 1, 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 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$^{2)}$ teachers.

The Superintendent's recommendation for the expenditure of BSEP CSR funds next year includes increased BSEP support of ULSS/RtI^2 by transferring the expense of 5.5 FTE middle school ULSS/RtI^2 teachers (approx. $474,000) from the General Fund to BSEP. 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^2 program in the next school year, for a total of 11.0 FTE ULSS/RtI^2 teachers funded by BSEP CSR.

The P&O Committee has learned a great deal about the implementation of ULSS/RtI^2 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/RtI^2 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^2 at different sites. We expect the administration and School Board to work diligently to ensure equitable implementation of the ULSS/RtI^2 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^2 data should be collected, analyzed and shared with the School Governance Councils and the P&O Committee to monitor implementation and staffing allocation, and to ensure fidelity to the model's key components at each

school. Lastly, the Committee would like to see components of the ULSS/RtI^2 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 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^2 Teachers.

The P&O Committee is also affirming that:

- ULSS/RtI^2 is a valuable program that fits within the definition of CSR Program Support;
- The unevenness of ULSS/Rt^{I2} from school to school is a serious concern; and
- The administration and Board should work to:
    - Identify the key elements that make ULSS/RtI^2 successful, and replicate them district-wide, and
    - Provide data that documents the implementation of ULSS/RtI^2 efforts at the site and district level, beyond anecdotal testimony.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: June 6, 2012
SUBJECT: 2012-2013 Consolidated School Plans for Student Achievement

BACKGROUND INFORMATION

The California Department of Education requires every school participating in school based categorical programs to have a Board approved Site Plan for Student Achievement that must be revised annually based on current student data. The *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006) allocates 10.25% of the available revenues annually for School Discretionary Funds:

> *"The School Governance Council shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective activities leading to improved student performance."* (Section 2.B.i)

The Principal at each site led the staff and parent leaders in developing a comprehensive plan for the school, beginning with a review of student data from previous years with assistance from the Evaluation and Assessment Office. (A report on each site's student data was presented to the Board on January 11, 2012; an overview of the Berkeley High data was presented to the Board on April1 25, 2012.)

After reviewing the District's goals, each Pre-K-8 School Governance Council (SGC) then developed an action plan and identified strategies to address school needs, using State and Federal categorical funds, BSEP Site Discretionary funds, and other resources.

It should be noted that, while BSEP per pupil funding remained the same as in 2011-12, reductions in State and Federal funding, coupled with enrollment changes, meant an overall reduction of nearly $168,000 to fund these site plans. This cut was mitigated somewhat by an increase from the BSEP Class Size Program Support budget of 1.10 FTE for elementary Literacy Coaches (3.3 FTE total), and .60 FTE for Middle School Counselors (4.8 FTE total). It remains true that these site budgets are now providing substantial support for such essential school programs as Literacy coaching, RtI^2 coordination, mental health counseling, and more. BSEP, and even PTA funds, which have often provided enrichment, such as field trips and assemblies, are increasingly being used for important academic and social-emotional support programs.

At Berkeley High School the BSEP Committee, comprised of the principal, teachers, parents, students, and classified staff, developed the BSEP Plan for

2012-13; the BHS English Language Advisory Committee (ELAC) developed the Plan for EIA-LEP funds in 2012-13. Both Plans were presented to and approved by the Berkeley High School Site Council.

Each of the School Plans, with the exception of BHS which follows a different format, includes the following components:

- A cover page listing all members of the School Governance Council and signed assurances that all regulations have been followed
- Planned Improvements in Student Performance, including goals, action steps, and budgets
- Appendix A - Program Summary
- Appendix B – Budget Summary
- Appendices C & D - BSEP & State and Federal School Site budgets

Following the individual School Plans is district-wide information:

- a summary of the BSEP-funded programs, by site
- a summary of the state and federal centralized services budget for 2012-2013, and
- a chart showing the basic functions of the site budgets, aligned with district goals.

The School Plans comply with the basic legal assurances for all of the categorical programs as well as BSEP/Measure A of 2006. The Plans have been reviewed by the Office of State and Federal Programs and the BSEP Office. The staff believes that each site has an understanding and ownership of its plan and has identified strategies to increase the performance all students while accelerating the achievement of those who have not been succeeding in school.

The complete 2012-13 Consolidated School Plan for Student Achievement for each school, including the schools' Mission and Vision, School Profile, and Student Performance Data, is available in the Superintendent's Conference Room for public viewing. A copy of each site's cover page, assurances, action plan and budgets has been submitted to the Board under separate cover.

DISTRICT GOALS

I. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
II. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
III. Family and Community Engagement: Establish partnerships with our families and community to increase academic success for all students.
IV. Cultural and Linguistic Relevance: Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

POLICY/CODE
Education Code 52850-52863
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 2.B.

FISCAL IMPACT
Approximately $3,200,000 in BSEP, Title I and EIA site funds

STAFF RECOMMENDATION
Approve the 2012-13 Consolidated School Plans for Student Achievement.

BSEP/Measure A School Discretionary Allocations for FY 2012-13 @ $233/pupil

Sites/Departments	FY 11-12 CalPads Enrollment*	FY 2013 BSEP School Discretionary Allocations		Total FY 2013 BSEP School Discretionary Allocations at $233/pupil
		New Revenue at $232/pupil	Fund Balance Distribution at $1/pupil	
112 – Cragmont	386	89,552	386	**89,938**
113 - Emerson	291	67,512	291	**67,803**
116 - Jefferson	329	76,328	329	**76,657**
118 - LeConte	325	75,400	325	**75,725**
119 – Oxford	302	70,064	302	**70,366**
120 - Thousand Oaks	433	100,456	433	**100,889**
121 – Washington	427	99,064	427	**99,491**
123 - Arts Magnet	414	96,048	414	**96,462**
124 - Rosa Parks	440	102,080	440	**102,520**
126 - Malcolm X	462	107,184	462	**107,646**
128 - John Muir	250	58,000	250	**58,250**
Sub-Total K-5 Schools	**4,059**	**941,688**	**4,059**	**945,747**
127 – Longfellow	460	106,720	460	**107,180**
131 – Willard	541	125,512	541	**126,053**
132 – King	919	213,208	919	**214,127**
Sub-Total 6-8 Schools	**1,920**	**445,440**	**1,920**	**447,360**
135 – Independent Study*	150	34,800	150	**34,950**
136 – B-Tech*	150	34,800	150	**34,950**
137 - Berkeley High*	3,060	709,920	3060	**712,980**
Sub-Total 9-12 Schools	**3,360**	**779,520**	**3,360**	**782,880**
262 - Early Childhood (pre-K)*	375	87,000	375	**87,375**
Sub-Total Pre-K	**375**	**87,000**	**375**	**87,375**
GRAND TOTAL ALLOCATIONS	**9,714**	**2,253,648**	**9,714**	**2,263,362**

*** NOTES:**

- Per pupil rate of $233 is identical to that of FY 2011-12.
- Enrollment figures for Independent Study, B-Tech, and Pre-K are agreed-upon Average Enrollments.
- Independent Study's enrollment is deducted from Berkeley High's CalPads enrollment of 3,210.
- Projected Revenue for 2012-13 = $2,251,533.
- Projected Ending Fund Balance for 2011-12 as of 1st Interim of FY 2012 = $47,221.
- Projected Ending Fund Balance FY 2013 = $35,392.

3-7-12 NS/MMT/meh

SUMMARY OF BSEP SCHOOL SITE DISCRETIONARY FUNDS ANNUAL PLANS FOR FY 2013

For Board adoption June 6, 2012

ARTS MAGNET — FY 2013 Allocation: $96,462

- Teacher – Literacy Coach - .13 FTE
- Teacher – ULSS Intervention & Coordination - .38 FTE
- Teacher Collaboration, Professional Development – 195 hours
- Teacher Curriculum Development – ULSS/RtI – 20 hours
- Teacher Cultural Competence Prof Dev – 20 hours
- Noon Director – 278 hours
- Instructional Materials & Technology Equipment - $8,750
- Cal Corps BUILD Tutors contract - $2,500
- Mental Health Counseling – Bay Area Children First (BACF) contract - $24,000

Carryover Priorities (C/O projected to be at least $6,700):

- Increase Instructional Materials by $6,800 (total $15,500)
- Mental Health Services - $5,000

CRAGMONT — FY 2013 Allocation: $89,938

- Instructional Specialist – K & 3 Dance - .24 FTE
- Parent Liaison - .77 FTE
- Hourly Tutors – 268 hours
- Instructional Materials - $7,500
- Mental Health Counseling – Bay Area Community Resources contract - $16,000
- Translation Services - $2,000

Carryover Priorities (C/O projected to be approximately $6,500):

- Academic Intervention - Hourly Teaching & Tutors – up to $10,000 total
- Instructional Materials
- Contracted Services (Assemblies, etc.)

EMERSON — FY 2013 Allocation: $67,803

- Teacher – Literacy Coach - .14 FTE
- Teacher - Art - .25 FTE
- Curriculum Development – Planning & ULSS/RtI Coordination (98 hours)
- Tutors (ELA & Math) – 696 hours
- Instructional Materials - $11,400
- Cal Corps BUILD Tutors contract - $2,500

Carryover Priority (C/O projected to be at least $10,000):

- Instructional Materials

JEFFERSON **FY 2013 Allocation: $76,657**

- Teacher – Literacy Coach -.31 FTE
- Teacher – ULSS Coordinator - .23 FTE
- Teacher – English Language Development - .10 FTE
- Hourly Teaching - Afterschool Learning Program (ALP) – 249 hours
- Curriculum Development – Parent Literacy Workshops – 39 hours
- Instructional Materials - $3,000

Carryover Priorities (C/O projected to be at least $3,000):

- Instructional Materials
- Afterschool Intervention – Hourly Teaching

JOHN MUIR **FY 2013 Allocation: $58,250**

- Teacher – Literacy Coach - .10 FTE
- Hourly Teaching – Summer Literacy Program – 83 hours
- Instructional Assistants – 2 @ .40 FTE each
- Noon Director – 313 hours
- Instructional Materials - $3,000
- Contracted Services – Mental Health - $8,000

Carryover Priorities (C/O projected to be approximately $9,000):

- Hourly Teaching – Afterschool Intervention & ULSS/RtI Coordination

LECONTE **FY 2013 Allocation: $75,725**

- Hourly Teaching – English Language Development – 194 hours
- Instructional Specialist – P.E. - .33 FTE
- Tutors – 302 hours
- Bilingual Tutors – 209 hours
- Noon Directors (& Recess) – 816 hours
- Instructional Materials - $1,900
- K-3rd Grade Field Trip Buses & Admissions - $6,000
- 4th-5th Grade Sierra Outdoor School - $6,000
- Garden / Literacy Americorps Volunteer – Bay Area Community Resources (BACR) contract - $14,000

Carryover Priorities (C/O projected to be approximately $5,300):

- Instructional Materials
- Tutors

MALCOLM X **FY 2013 Allocation: $107,646**

- Teacher – Arts Curriculum Coordinator - .37 FTE
- Teacher – K-2 Music - .20 FTE
- Instructional Specialist – Dance -.44 FTE
- Instructional Specialist – Drama - .21 FTE
- School Service Aide - .1237 FTE
- Clerical/Parent Ed Support – 105 hours

Malcolm X Carryover Priorities (C/O projected to be at least $11,000):

- Hourly Teaching – Project Connect
- Instructional Materials
- Substitutes for Curriculum Planning, Equity Team meetings
- Performances / Assemblies
- Field Trips
- Professional Development – group book study, conferences

OXFORD **FY 2013 Allocation: $70,366**

- Teacher – Literacy Coach - .35 FTE
- Instructional Assistant – .33 FTE
- Program Assistant – Reading Program – .13 FTE
- Instructional Materials - $6,000
- Mental Health Counseling (BACR) contract - $11,000
- PIQE Parent Education contract - $2,700

Carryover Priorities (C/O projected to be at least $3,300):

- Hourly Intervention – Teachers &/or Classified
- Hourly Teaching – Afterschool Reading Recovery

ROSA PARKS **FY 2013 Allocation: $102,520**

- Teacher – English Language Development Coach Afterschool - .38 FTE
- Instructional Specialist – K-2 Dance - .24 FTE
- Teacher Hourly – Afterschool Reading – 97 hours
- Teacher Hourly – K-2 Spanish Reading Intervention – 208 hours
- Teacher Hourly – Math Intervention – 14 hours
- Sub Days for Professional Development – 10 days
- Tutors – English Language Development – 247 hours
- Tutors – Renzulli Program – 174 hours
- Noon Director – 348 hours
- Instructional Materials - $9,000

Rosa Parks continued:

- TWI Conference - $1,500
- Mosaic Project contract - $9,000
- Parent Education – P.L.A.N. contract - $4,619
- Family Resource Center Tutor contract - $4,000

Carryover Priorities (C/O amount TBD--probably less than $3,000):

- Increase Instructional Materials by $4,000 (total $13,000)
- Science supplies

THOUSAND OAKS **FY 2013 Allocation: $100,889**

- Teacher – Literacy Coach - .45 FTE
- Teacher – Literacy Support - .05 FTE
- Teacher – ULSS/RtI Coordinator - .20 FTE
- Instructional Materials - $10,000
- Mental Health (BACR) contract - $28,898

Carryover Priorities (C/O projected to be approximately $9,000):

- Teacher – Spanish Support - .20 FTE
- Bilingual Instructional Assistant – increase to .40 FTE
- School Service Aide - .20 FTE

WASHINGTON **FY 2013 Allocation: $99,491**

- Teacher – English Language Development (.26 FTE)
- Instructional Specialist – P.E. (.94 FTE)

Carryover Priorities (C/O projected to be approximately $3,000):

- EL Teacher Professional Development Workshops - Hourly

EARLY CHILDHOOD EDUCATION **FY 2013 Allocation: $87,375**

- Instructional Specialist – Dance - .15 FTE
- Bookbag Literacy Program
    - Hourly Instructional Assistant Wages - 720 hours
    - Books & supplies - $1,000
- Educational Field Trips:
    - BUSD Bus Transportation - $9,450
    - Entrance Fees - $7,550
        - Minimum of 2 field trips/class (1 trip within Berkeley & 1 outside Berkeley)
        - Kindergarten-bound students to visit BUSD Kindergarten classroom

Early Childhood continued:

- ULSS Program – Bay Area Children First (BACF) contract - $22,313
- Arts contracts - $10,500
- Instructional Materials @ $200/classroom - $4,200
- Technology Hardware & Software - $3,000

Carryover Priorities (C/O projected to be approximately $40,000):

- Substitutes to release teachers and I.A.s to collaborate with Creative Curriculum Teacher Leaders - $11,600
- Hourly Teacher Leader/Coach for ULSS support in math, literacy, social-emotional health – 583 hours
- Playground equipment - $8,400

KING **FY 2013 Allocation: $214,127**

- Vice Principal for ULSS (Universal Learning Support System) – 3 @ .25 FTE ea.
- Counselor – .60 FTE
- Substitutes for AVID Teachers – field trips – 19 days
- Hourly Teaching & Curriculum Development – 350 hours
- Hourly Teaching – AVID Program – 105 hours
- Curriculum Development – Department Chairs – 49 hours
- Noon Directors – Lunch Yard & Dining Commons – 487 hours
- Instructional Materials - $4,700
- AVID Training – conference - $1,000
- "Keepin' It Real" Mentoring (Nikao Youth Services) contract - $30,000

Carryover Priorities (C/O projected to be at least $14,000):

- Additional Hourly Teaching - $2,000
- Substitutes for Professional Development - $1,600
- Instructional Materials – $8,000 additional

LONGFELLOW **FY 2013 Allocation: $107,180**

- Teacher – Art - .20 FTE
- Counselor - .36 FTE
- Hourly Teaching – Extended Day Program Arts Enrichment – 166 hours
- Hourly Teaching – Before/Afterschool – 83 hours
- Athletic Coach Stipends – 6 Stipends
- Noon Director – 418 hours
- Professional Development Books - $2,000
- Instructional Materials - $10,000
- Field Trips ($1,500/grade level) – BUSD Buses - $4,500
- Field Trips – BUSD Buses – AVID Program - $2,000
- WriterCoach Connection (CAFL) contract - $11,500
- Contracted Services – Afterschool Jazz class - $6,000

Longfellow continued:

Carryover Priorities (C/O projected to be approximately $6,700):

- Afterschool Arts Enrichment
- Academic Support

WILLARD **FY 2013 Allocation: $126,053**

- Teacher – Read 180 - .024 FTE
- Instructional Specialist – Athletics - .40 FTE
- Instructional Specialist – Garden - .10 FTE
- Hourly Teaching – Math/Science – 41 hours
- Hourly Teaching – AVID Program – 37 hours
- Teacher Professional Development – 32 hours
- Athletic Coach Stipends – 4 Stipends
- Parent Liaison – Hourly – 81 hours
- Instructional Materials - $7,000
- WriterCoach Connection Program (CAFL) contract - $9,000
- Youth Support Program VISTA Volunteer – BACR contract - $20,000
- 2 Americorps Volunteers – Bay Area Community Resources (BACR) contract - $28,000

Carryover Priorities (C/O projected to be at least $18,000):

- Hourly Teaching & Curriculum Development
- Athletic Coach Stipends
- Professional Development

INDEPENDENT STUDY **FY 2013 Allocation: $34,950**

- Hourly Teaching – K-8 Art Seminars – 12 hours
- Hourly Teaching – Study Skills Mentor – 110 hours
- Curriculum Development – K-8 Program Facilitator – 75 hours
- Instructional Specialist – Garden – 134 hours
- Tutors – Academic Subjects, Languages - 1,044 hours
- Art & Garden Materials - $1,500
- Instructional Technology Equipment - $2,000

Carryover Priorities (C/O projected to be approximately $32,000):

- Increase K-8 Art Seminars by $1,000 ($1,450 total – 40 hours)
- Increase Instructional Specialist – Garden by $1,000 ($4,968 total – 184 hours)
- Supplementary Books - $10,000
- Increase Instructional Materials by $10,000 ($11,500 total)
- Increase Instructional Technology by $10,000 ($12,000 total)

BERKELEY TECHNOLOGY ACADEMY **FY 2013 Allocation: $34,950**

- Student Welfare & Attendance Officer for On-Campus Intervention - .47 FTE

Carryover Priorities (C/O projected to be approximately $10,000):

- Support for Academic Projects
- Field Trips for Career Pathways
- Computer Software & Hardware
- Instructional Materials – Math & English Learning Center

BERKELEY HIGH SCHOOL **FY 2013 Allocation: $712,980**

- College/Career Advisors - 2 @ 1.0 FTE each
- Student Academic Support Program:
  - Teacher - Student Academic Support Coordinator - .60 FTE
  - Student Learning Center Tutors - 894 hours
  - R.I.S.E. Scholars Program - $6,000
- Student Discipline / Home-School Communications:
  - Counselor – 9th & 10th Grade Intervention Coordinator - .60 FTE
  - Student Welfare & Attendance Specialist – On-Campus Intervention - 1.0 FTE
  - Student Court Coordinator - .53 FTE
  - Parent Liaison – Parent Resource Center - .53 FTE
- English Language Learner Intervention Program:
  - Bilingual Home-School Liaison - .53 FTE
  - Bilingual Tutors & At-Risk Youth Advisors – 1,194 hours
- Instructional Specialist – Dance & Drum - .53 FTE
- Instructional Media (Video) Technician - 1.0 FTE
- Special Education–Outsiders' Club College Prep Classes–Hrly Teaching 341 hrs
- Program Assistant – Volunteer Coordinator - .67 FTE
- Instructional Materials for Departments, Small Schools & Programs - $49,500
- BSEP Site Committee Support - $2,500

Carryover Priorities (C/O projected to be approximately $93,000):

- Increase Instructional Materials by $78,000 ($127,500 total)
- Increase Tutors by $15,000 (split evenly between EL and SLC, up to $7,500 ea.

BERKELEY HIGH SCHOOL
BSEP SCHOOL ENRICHMENT FUNDED PROGRAMS - 2012-2013

Project Title (Supervisor)	Allocation
SCHOOL-WIDE - 000	
Instructional Materials (Scuderi) - #17 *Provides enriching classroom materials, supplies, and equipment to Berkeley High's departments, programs, and small schools, as allocated by the Principal in consultation with the faculty Leadership Team. Such educational materials as books and magazines (not textbooks), science supplies and equipment, technology hardware and software, physical education and outdoor education materials, math manipulatives and calculators, fine and performing arts supplies and equipment may be purchased with this allocation. This item is a priority for additional funding from anticipated Carryover monies.* ***See Carryover Priority List***	49,500
Program Assistant (Volunteer Coordinator) - .67 FTE* (Scuderi) - #2 *Provides a five hour/day Program Assistant who serves as Volunteer Coordinator to: 1) identify and fill volunteer needs at Berkeley High School, and 2) support school-to-home communication via the 3,100 member BHS e-tree. The Volunteer Coordinator recruits, trains, places, and monitors parent and community volunteers to: work at the Front Desk, give BHS tours, read College Essays, help with school opening, testing, mailings, Rally Day, etc. (The numbers are substantial: 603 visitors September 2010 – March 2011 and 59 Front Desk volunteers working 28 1½ hr shifts/wk.) The Volunteer Coordinator also helps to increase student attendance by communicating with families of absent students, and works closely with the PTSA newsletter and e-tree editors to enhance parent-school communication and the parent-school bond.*	49,900
BSEP Site Committee Support (Scuderi) - #16 *Provides Extra Duty compensation for a Clerk to take minutes at BSEP Committee meetings, to maintain the records of the Berkeley High BSEP Site Committee, to prepare documents and notebooks, and to do mailings, as needed by the Committee. Funding also covers office supplies, postage and photocopying as needed for Committee operations.*	2,500
SUB-TOTAL SCHOOL-WIDE	**101,900**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

Adopted by BHS BSEP Committee 4-19-12; adopted by BHS School Site Council 5-15-12

AFRICAN-AMERICAN STUDIES - 306	
Instructional Specialist (Dance & Drum) - .53 FTE* (Walton) - #5 *Provides a half-time Instructional Specialist Lead Drummer for the African/Haitian dance course. The class serves approximately 300 students, strengthening their physical conditioning while instilling in them a sense of community and appreciation for the cultures of the world, and teaching them how the work of each leads to the success of all.*	40,300
SUB-TOTAL AFRICAN-AMERICAN STUDIES	**40,300**

COLLEGE / CAREER ADVISING - 310	
College/Career Advisors - 2.0 FTE* (Milton) #10 *Provides two full-time College/Career Advisors to build a "College Going Culture" at Berkeley High School. The Advisors support students through all steps of the college application process, including: SAT test preparation and essay writing, identifying compatible colleges and on-site college visits, college and financial aide applications. The Advisors work with 10th graders who are not interested in going straight to college to assess their career goals and investigate ways to fulfill those goals through internships, apprenticeships, and other forms of training. Workshops in job search, resume writing, and interview technique are offered. The College/Career Advisors reach out to students through the BHS e-tree, the daily Bulletin, the College Center website and moodle, as well as via presentations to all juniors and seniors, and individual meetings with all seniors. The Advisors encourage all students to see the relationship between success in high school and meeting future goals.*	150,500
SUB-TOTAL COLLEGE / CAREER ADVISING	**150,500**

R.I.S.E. PROGRAM - 315	
R.I.S.E. Program Support – contract (Melgoza) - #15 *R.I.S.E. is college preparation program which serves 100 Berkeley High students from low-wealth, non-college degree-holding families. Founded in 1976 by BHS students and implemented under the umbrella of the East Bay Asian Youth Center (EBAYC), the R.I.S.E. program's goals are to ensure that R.I.S.E. members: 1) graduate from high school, 2) enter higher education, and 3) are engaged in service to their community. One of R.I.S.E.'s four strategies is to provide an Academic Tutorial program: homework assistance and study skills coaching, before/after school and at lunch every day, plus weekends as needed. The allocation for 2012-2013 will fund a contract with R.I.S.E. to provide approximately 10 Tutor hours per week for 35 weeks during the school year.*	6,000
SUB-TOTAL R.I.S.E. PROGRAM	**6,000**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

PARENT RESOURCE CENTER – 317	
Parent Liaison (Parent Resource Center) - .53 FTE* (Scuderi) - #6 *Begun in 1998 as a pilot program of the BHS Diversity Project, the Parent Resource Center's mission is to provide resources and support for all parents and families at Berkeley High, particularly the underserved. The Parent Resource Center is open daily and offers a dependable point of access to Berkeley High School. The Center strives to develop parent trust in the school, and to build essential parenting skills. Core services of the Parent Resource Center include Spanish translation for families and students, calls and home visits, tutoring and job referrals for students, BART Youth Discount Ticket sales, dissemination of information of interest to parents of teens. The Center also presents numerous workshops on issues ranging from planning for college to family health and wellness. This allocation provides a half-time* Parent Liaison who works in the Parent Resource Center.* **This position will be multi-funded in 2012-2013, with .27 FTE from district-wide BSEP Parent Outreach funds, making the position .80 FTE. In FY 11-12 an additional .20 FTE was provided by BHS EIA funds, making the position full-time. It is unclear whether this will continue in 2012-13.*	29,300
SUB-TOTAL PARENT RESOURCE CENTER	**29,300**

ELL EDUCATION - 319	
ELL Intervention Program: Bilingual Home-School Liaison .53 FTE* and **Tutors & At-Risk Youth Advisors**** (1,158 hours) (Melgoza) -#8 *In 2011-12 there are roughly 247 English Learners (EL students) at Berkeley High School, who speak 30 different languages. Over one third of these students are Newcomers--recent arrivals to the U.S. The ELL Intervention Program assists EL students in three main ways, by providing: 1) a half-time Bilingual Home-School Liaison* to serve as an advocate and a link with their homes, encouraging regular school attendance and consistent study habits; 2) Bilingual Tutors** to give students access to the core curriculum in their native languages, while also helping them practice listening, speaking, reading, and, writing English one-on-one, in pairs, and in small groups; 3) At-Risk Youth Advisors** to work with EL students who have GPAs below 2.0 or attendance problems and are deemed to be at risk of dropping out and failing to graduate.* **In previous years an additional .47 FTE was provided by BHS EIA-LEP funds, to make the Bilingual Home-School Liaison position full-time. It is unclear whether this will continue in 2012-13.* ***See Carryover Priority List***	44,800
SUB-TOTAL ELL EDUCATION	**44,800**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

SPECIAL EDUCATION - 320	
Outsiders' Club College Prep Class-Hourly Teachers (352 hours) (Colborn) -#7 *Begun in 2003, the BHS Outsiders' Club College Prep Class is designed to facilitate a successful transition from high school to post-secondary education and career training for some of the most at-risk students at Berkeley High. The target population is students at risk of failing to graduate due to lack of credits and/or failure to pass the California High School Exit Exam (CAHSEE). In Spring 2012 the class serves 62 students. Half are students with disabilities; 30% are English Learners. No student is turned away. The class is offered through Berkeley City College, with two sections meeting three hours per week. Students receive 10 units toward BHS graduation as well as 3 college credits. Students in the class hear weekly guest speakers and visit each of the Peralta Community Colleges, learning about the various career and support programs. The goal is for them to: 1) better understand their own interests and aptitudes, 2) see post-secondary education/training as a critical step in career development, 3) meet appropriate adult role models who demonstrate the ongoing relationship between work and education, and 4) develop their own plan for post-secondary growth. This class is taught by two teachers: a Berkeley Community College Instructor, and a Berkeley High School Educational Specialist. This allocation, funded for the second time by BSEP site funds in FY 13, provides approximately 352 Teacher Hours for this class (8 hrs/wk x 2 teachers x 22 wks = 352 hrs.)*	12,320
SUB-TOTAL SPECIAL EDUCATION	**12,320**

VIDEO ARTS - 321	
Berkeley High School Instructional Media Technician – 1.0 FTE* (Melgoza) - #4 *This allocation, which has been granted by the BHS BSEP Committee since 2001, provides a full-time Instructional Media Technician to work as: 1) Technical Support for the BHS Media Center and Sound Studio, utilized by all BHS students and staff; 2) Equipment Manager to purchase, monitor, and maintain all media equipment for CAS (Communications Arts & Sciences) and BHS (approximately $350,000 in value); 3) Instructional Support for eight CAS Video/Multimedia class sections; 4) Technical Support for all CAS academic teachers who regularly integrate media in the classroom; 5) Technical Support for all BHS teachers interested in integrating media into the classroom. This position is an integral part of the BHS and BUSD Technology departments.*	53,200
SUB-TOTAL VIDEO ARTS	**53,200**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

ACADEMIC CHOICE - 323	
Academic Resources Coordinator (ARC) for Academic Choice – .40 FTE* (Walton) - #9 *This program, which has been in place since 2011-12, provides a .40 FTE Teacher on Special Assignment (TSA) to provide an enhanced academic environment for a number of "below basic" and "far below basic" students in Academic Choice who at high risk of not graduating. The TSA 1) teaches a class of 30 9th graders during the school day, and a class of 35 10th graders after school, 2) teaches study and organizational skills, 3) collaborates daily with On-Campus Suspension staff, 4) makes referrals to the College/Career Center and the Health Center, and 5) recruits volunteers to tutor at-risk students in homework and CAHSEE preparation. The TSA checks in with each student in the program every day, to hold them accountable for their academic progress, and to plan next steps. This program was partially funded by BSEP site funds in FY 12.*	38,000
SUB-TOTAL ACDEMIC CHOICE	**38,000**

INTERVENTION SERVICES – 326	
Counselor (Intervention Coordinator, 9th & 10th grade) - .60 FTE* (McDonald) #12 *This allocation provides a .60 FTE Counselor/Intervention Coordinator to:* • *Help coordinate the 9th and 10th grade Intervention Team (Intervention Coordinator, On Campus Intervention –OCI—Program Coordinator, Dean of Students, Student Learning Center Coordinator, Student Leadership Coordinator, Attendance Program Manager);* • *Identify 9th and 10th grade students who are unsuccessful in: grades (failing 2 or more classes), attendance (high absentee rate, especially unverified absences), and behavior (frequent discipline problems);* • *Assist in the collection of data re: grades, attendance, and discipline;* • *Work with support providers (counselors, Dean of Students, OCI Coordinator, Assistant Principals, and classroom teachers to help support identified at-risk students;* • *Work with other academic support/tutorial programs and community groups to support at-risk students (e.g. RISE, Y-Scholars, Student Learning Center).* • *Conduct mediations and consult with staff and parents regarding at-risk students;* • *Serve as Counselor for Life Academy alumni and at risk students in the Academic Choice (AC) program.*	49,000

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

Student Welfare & Attendance Specialist (On-Campus Intervention Program Coordinator) – 1.0 FTE* (McDonald) - #11 *This allocation provides a full time Student Welfare & Attendance Specialist to serve as the On-Campus Intervention Program Coordinator. The BHS On-Campus Intervention (OCI) Program is a clearinghouse for referrals from all Small Schools & Programs for discipline, attendance, and counseling issues. Over 1,000 such referrals were received by OCI during the first semester of 2011-12. The majority of referrals to OCI are for discipline matters. (OCI handles 80% of discipline referrals at Berkeley High; 20% are handled by Vice Principals.) Removing a student who is behaving inappropriately enables teachers to maintain a positive learning environment in class. The task of de-escalating and counseling students at risk falls to OCI. OCI provides a range of interventions including: counseling, conflict mediation, family support and interventions, a restorative justice program, as well as collegial support to teachers. Under the supervision of the Dean of Students, the OCI Coordinator assesses all incoming referrals and works with the Intervention Coordinator (Counselor) and the Student Court Coordinator to implement a range of interventions, such as suspension diversion, service referrals, community involvement, and detention.*	63,800
SUB-TOTAL INTERVENTION SERVICES	**112,800**

STUDENT ACADEMIC SUPPORT SERVICES - 327	
Teacher on Special Assignment (Student Academic Support Coordinator) & – .60 FTE*, **Student Learning Center Tutors** (867 hours) (Melgoza) - #14 *This allocation provides 1) a 60%-time Teacher on Special Assignment to serve as the Student Academic Support Coordinator (SASC), 2) Student Learning Center Tutors (867 total hours). The Student Academic Support Program consists of a variety of components, including:* • ***The Student Learning Center (SLC**), which offers drop-in and one-on-one tutoring every day before and after school and at lunch. The SLC serves as a hub for after-school studying, hosting the Y Scholars mentor program, R.I.S.E., MESA, and California High School Exit Exam (CAHSEE) tutoring.* • ***After-school Teacher Tutorial program**, funded by the BHS Development Group.* *The Student Academic Support Coordinator is responsible for the above programs, recruiting, hiring, training, scheduling, and monitoring SLC Tutor, coordinating the After-school Teacher Tutorial program, and marketing the tutorial programs to students in need of academic support.* ***See Carryover Priority List***	**64,500**
SUB-TOTAL ACADEMIC SUPPORT SERVICES	**64,500**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

STUDENT COURT – 328	
Program Assistant (Student Court Coordinator) – .53 FTE* (McDonald) #13 *Provides a half-time Program Assistant to coordinate the Berkeley High Student Court, which provides a positive alternative to out-of-school suspensions for students who face disciplinary action for violating school rules. The Student Court's restorative justice program is an integral part of BHS' On-Campus Intervention, aimed at providing alternatives to suspension for students who take responsibility for their actions, as well as involving students in setting standards of behavior at Berkeley High. The intention of this program is to address the Discipline Gap, in which disproportionate numbers of African-American and Latino students are referred for discipline, by proving alternatives to suspension that instead draw students in to school and ultimately improve student achievement. Students are helped to understand how their actions have harmed others, and are provided ways to repair the harm done. The BSH Student Court is part of both the School Safety Plan and the WASC plan. Participation in the Student Court is voluntary. The Student Court Coordinator (SCC) is responsible for outreach, recruitment, case solicitation, intake interviews, case management, and data collection and reporting. The SCC works closely with trial coordinators from UC Berkeley's Boalt Hall. Typically, 70+ students are trained as advocates and approximately 300 students serve on juries each year. Approximately 70 cases are heard each year.*	34,400
SUB-TOTAL STUDENT COURT	**34,400**

A) TOTAL FUNDED PROGRAMS (GRANTS)	**$ 688,020**
B) RESERVE FOR PERSONNEL VARIANCE	**25,000**
C) TOTAL FY 2013 GRANTS & RESERVE (A + B)	**$ 713,020**
D) FY 2013 ALLOCATION	**$ 712,980**
E) DIFFERENCE (D – C)	**(40)**

PRIORITIES FOR FALL 2012 FUNDING FROM ANTICIPATED CARRYOVER FUNDS	
Priority #1 Increase Instructional Materials to $57,000 (Scuderi) #17	**$ 7,500**
Priority #2 Increase Instructional Materials to $127,500 (Scuderi) #17	**70,500**
Priority #3 Tutors, split evenly between EL and SLC, up to $7,500 each (Melgoza) #8 & #14	**15,000**
Total Carryover Priorities	**93,000**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

Adopted by BHS BSEP Committee 4-19-12; adopted by BHS School Site Council 5-15-12

Berkeley High BSEP School Enrichment Funded Programs - FY 2012-2013

Department / Program	Proposal	Title	Allocation
School-wide (000)	#17	Instructional Materials	49,500
School-wide (000)	#2	Volunteer Coordinator (Prog. Asst.) - .67 FTE*	49,900
School-wide (000)	#16	BSEP Committee Support	2,500
African-American Studies (306)	#5	Instructional Specialist (Dance & Drum) - .53 FTE*	40,300
College/Career Advising (310)	#10	College / Career Advisors – 2.0 FTE*	150,500
R.I.S.E. Program (315)	#15	R.I.S.E. Program Support	6,000
Parent Resource Center (317)	#6	Parent Liaison - .53 FTE*	29,300
ELL Education (319)	#8	Bilingual Home-School Liaison - .53 FTE* & Tutors (1,158 hrs)	44,800
Special Education (320)	#7	Outsiders' Club College Prep Class Hourly Teachers	12,320
Video Arts (321)	#4	Instructional Media Technician - .1.0 FTE*	53,200
Academic Choice (323)	#9	Teacher on Special Assignment Academic Resources Coordinator (ARC) - .40 FTE	38,000
Intervention Services (326)	#12	Counselor (Intervention Coordinator– 9th & 10th Grd) .60 FTE*	49,000
Intervention Services (326)	#11	Student Welfare and Attendance Specialist (On-Campus Intervention) – 1.0 FTE*	63,800
Academic Support Services (327)	#14	Teacher on Special Assignment (Student Academic Support Coordinator) – .60 FTE* & Tutors (867 hrs)	64,500
Student Court (328)	#13	Student Court Coordinator (Program Asst.)-.53 FTE*	34,400
		TOTAL FY 2012-2013 FUNDED PROGRAMS	**$ 688,020**
		RESERVE FOR PERSONNEL VARIANCE	**25,000**
		TOTAL FY 2012-2013 GRANTS & RESERVE	**$ 713,020**

Priorities for Anticipated FY 12 Carryover (in priority order)	
#1) Instructional Materials – increase to $57,000	7,500
#2) Instructional Materials – increase to $127,500	70,500
#3) Tutors (split evenly between EL and SLC, up to $7,500 each)	15,000
Total Carryover Priorities	**$ 93,000**

* Personnel positions to be budgeted exactly, when filled, according to BUSD Personnel Policies & Procedures.

Adopted by the BHS BSEP Committee 4-19-12; adopted by the BHS School Site Council 5-15-12

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services and Becca Todd, District Library Coordinator
DATE: May 23, 2012
SUBJECT: Recommendation for Expenditures in 2012-13 from the Library portion of the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP)

BACKGROUND INFORMATION:
The *Berkeley Schools Educational Excellence Act of 2006* allocates 7.25% of the available revenues annually:

> *"to provide student access to quality school libraries which shall be maintained by providing library staff to operate the District's K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries."*

BSEP funds provide the backbone for library staffing and resources throughout the Berkeley school system. Addressing every student's academic and independent reading needs with a wide range of books, online resources and integrated programming is at the core of our mission. The library lens of the 2020 Vision strengthens our commitment to developing 21st century skilled thinkers and learners throughout the entire Berkeley school community.

During this past year, under the leadership of the District Library Coordinator, Becca Todd, the "Friends of the BUSD Libraries" committee which includes teachers, parents, BUSD and City of Berkeley library staff and community members, met bimonthly to discuss and support BUSD's library program. This recommendation for the expenditure of the BSEP funds in FY 2012-13 for the Library Program was presented to the BSEP Planning and Oversight Committee on May 1st and adopted by the Committee on May 15, 2012.

BUDGET RECOMMENDATIONS FOR FY 2012-2013

Personnel **$1,334,000**

Library Staff Positions
Recognizing the integral role that school libraries play in our children's education, the *Berkeley Public Schools Educational Excellence Act of 2006* continues the successful stabilization of library staffing which began with monies from *Measure B of 2004*. This has allowed a consistent level of service

and support in each of our school libraries. This staffing model shown below is the same as in FY 2011-12.

- District Library Coordinator, 1 @ 1.0 FTE
- BHS Teacher Librarians, 2 @ 1.0 FTE/each
- B-Tech Teacher Librarian, 1 @ .60 FTE
- Middle School Teacher Librarians, 3 @ 1.0 FTE/each
- Middle School Library Media Technicians:
  King 1 @ .80 FTE, Longfellow and Willard 2 @ .53 FTE/each
- Elementary School Library Media Technicians, 11 @ .80 FTE/each
- District-wide Central Media Library Technician, 1 @ .80 FTE
- BHS Library Media Technician, 1 @ .80 FTE

Total = 6.6 FTE certificated staff; 12.26 FTE classified staff

Hourly, Extra Duty **$30,000**

Summer Extended Day Library Program - $5,000
The BEARS Summer School Library program will continue in summer 2012, with a Library Media Technician at both BEARS/EDC summer school sites (this year Malcolm X and Rosa Parks) for twelve hours per week at each site, a total of 24 hours per week for five weeks. This program supports our focus on literacy, and yields strong results by mitigating the common "summer slide". The Library Media Technician provides library visits and book circulation for the EDC students and staff.

School Year Preparation - $7,000
Two extra duty days at the start of the school year for the Elementary Library Technicians allows them to be participants in the whole school initiatives that are developed during the staff meetings prior to the first day of school, enabling them to better tailor their library collections and programs to the needs at each school site.

Middle School Textbook Management - $3,000
To provide support for textbook management at the middle school level, two extra duty days at the beginning of the school year, one at the end, and the equivalent of two extra duty days spread out over the first and last week of school (i.e. adding one hour per day to the work day) are added to the Middle School Library Technicians' schedule.

K-3 Literacy Apps - $5,000
New in 2012-13, library staff with special expertise will lead workshops to explore the used of literacy apps and ebooks for use in elementary grades.

Library Automation Conversion - $5,000
After a very disappointing conversion to a new library and textbook automation system in 2011-2012, the Library Program plans to convert again in 2012-2013 to a much more robust system. This transition will necessitate some additional training time.

Library Media Technician Substitutes - $5,000
A pool of Library Media Technician substitutes will be established so that libraries can continue to serve students and staff when the site library staff is unable to be at school.

Professional Development **$8,000**

School library staff participates in District, regional and statewide workshops and conferences to strengthen their instructional and managerial skills and to stay abreast of developing instructional and library technologies. Professional Development monies pay for registration fees and for substitutes if the workshops fall during the school day. Some workshops include: San Mateo County Office of Education Library Staff Summer Training Program; California School Library Association (CSLA) annual conference and regional workshops; American Library Association (ALA) annual conference; Computer Using Educators (CUE) annual conference; San Francisco Public Library workshops.

Collection and Resource Development **$154,300**

School Library Collections - $145,710
An allotment of $15 per pupil for library books and materials is proposed for FY 2012-13 (the same as for FY 11-12); the average price of a library book currently ranges from $11-$25. BUSD libraries provide print and digital resources for a broad range of reading levels and interests. The titles are selected to be in alignment with curriculum content and library standards, promoting students' access to the materials they need for reports and research. In addition, our collections are also geared to stimulating students' selections for free reading and pursuing individual interests. Included in Collection Development is support of the Preschool Book Bag program at all three BUSD Child Development Centers, providing books for students to borrow as well as for Author/Illustrator projects throughout the school year.

Transitional Kindergarten - $590
An allocation will support for the Transitional Kindergarten (High Fives) classes at Washington.

Central Media Collection - $6,000
A $6,000 allocation is for the ongoing development of the district's audio-visual collection at the Central Media Library, which can be applied to potential streaming video and ebook options in the transition to a blended dvd/virtual model.

Book Award Collection - $2,000
The California Young Reader Medal is a statewide book award program coordinated by the California Association of Teachers of English (CATE), California Library Association (CLA), California Reading Association (CRA), and California School Library Association (CSLA). Students must read all nominated books before voting; centrally providing the nominated titles for this year ensures that all students are able to participate.

Information Literacy and Access **$82,900**

Inventory and Circulation System - $75,000
In 2012-13 the Library Program will move to a much more robust library and textbook automation system after a frustrating and unsuccessful year with an "up and coming" system that did not prove adequate. Screening and selection of the new system is being conducted in spring 2012, with the goal of being fully converted by September 2012.

World Book, and TeachingBooks, Online Webpages - $7,900
The Library Program provides online reference resources for students and their families through subscriptions to World Book Online and TeachingBooks.net. These digital resources, which are available to the entire PreK-12 student body and their families, have yearly subscription fees for access and maintenance. Linked on every school library website, they offer high quality vetted information that ensures a stable stepping stone along the path of information seeking projects. Additional subscription databases are carried by Berkeley High School for the secondary schools as part of their collection development, listed above.

Additionally, BUSD Library Services maintains a web page of central services for staff and families at http://berkeley.net/library-services which provides links for home access to our electronic resources. The School Libraries web page links to each of the individual school sites at http://berkeley.net/school-libraries. All of the library collections of the K-12 schools and the Central Media Library are searchable online. Each of those libraries maintains virtual library web pages guiding students to additional resources appropriate for their studies.

Central Library Services **$40,000**

Technology Upgrades - $25,000
An ongoing cycle of maintenance and upgrade of the network of computers and other equipment needed to keep our libraries responsive to patrons' needs is coordinated in conjunction with the Technology Department. We are also bringing a more consistent instructional capacity (LCD projector, document camera, projection cart, speakers, screen) to each library as additional components.

Signage Upgrades - $10,000
Signage is a key component to any library. Our libraries have long been resourceful in "making do" with creative yet temporary materials. This year we plan to install professional signage.

Central Library Office - $5,000
Ongoing needs such as preparation of Author Study materials, support for the African American Read In, posters for the California Young Reader Medal, brochures, materials for professional development, reading promotions, and in-town transportation costs for visiting authors, are most efficiently handled in the District Library Coordinator's office.

BSEP Library Allocation for FY 2013	**$1,694,300**
Estimated **FY 11-12 Carryover***	**500,000**
TOTAL AVAILABLE REVENUE	**$2,194,300**
EXPENDITURES	
Library Staffing, (including summer)	1,334,000
Hourly, Extra Duty	30,000
Professional Development	8,000
Collection & Resource Development	154,300
Information Literacy and Access	82,900
Central Library Services	40,000
Reserve for Personnel Variance (estimated @ 3%)	40,000
Indirect Cost @ 6.39%	107,900
TOTAL EXPENDITURES	**$1,797,100**
Difference (projected reserve)	**397,200**

All budget figures rounded to the nearest hundred.

*Residual funds from Measure B of 2004 were used in FY 2007-08 ($146,000) and in FY 2008-09 ($180,000) for all library collection development.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3Bii(a)

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

FISCAL IMPACT
Projected expenditures of $1,797,100 from the BSEP Library fund.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP funds for the Library Program in FY 2012-13.

2012/13 Proposed Budget
Library

	FTE	18.86	18.86	18.86	18.86
		Audited Actuals FY 09/10	**Audited Actuals FY 10/11**	**Budget FY 11/12**	**Proposed Budget FY 12/13**
REVENUE		1,623,587	1,629,800	1,645,641	1,694,300
EXPENDITURES					
Certificated Salaries (Inc. Administrative)		498,548	501,819	509,496	512,000
Classified Salaries		424,685	441,361	440,243	438,000
Employee Benefits		344,934	364,937	382,361	384,000
Hourly/Extra Duty		15,984	13,069	29,884	30,000
Books, Supplies and Equipment		158,938	174,629	166,077	194,300
Professional Development		4,563	5,184	5,500	8,000
Contracted Services		24,836	30,846	62,653	82,900
Reserve for Personnel Variance		0	0	42,680	40,000
Indirect Cost		85,993	96,047	109,806	107,900
TOTAL EXPENDITURES		1,558,481	1,627,892	1,748,700	1,797,100
NET INCREASE (DECREASE)		65,106	1,908	(103,059)	(102,800)
FUND BALANCE ANALYSIS					
Beginning Fund Balance, July		495,319	560,425	562,333	459,274
Net Increase (Decrease) in Fund Balance		65,106	1,908	(103,059)	(102,800)
Ending Fund Balance, June 30		560,425	562,333	459,274	356,474

BSEP School Library Books and Materials Allocations for FY 2012-13 @ $15/pupil

Sites/Departments	FY 11-12 CalPADS Enrollment	FY 2013 BSEP School Library Allocations
112 – Cragmont	386	5,790
113 - Emerson	291	4,365
116 - Jefferson	329	4,935
118 - LeConte	325	4,875
119 – Oxford	302	4,530
120 - Thousand Oaks	433	6,495
121 – Washington	427	6,405
123 - Arts Magnet	414	6,210
124 - Rosa Parks	440	6,600
126 - Malcolm X	462	6,930
128 - John Muir	250	3,750
Sub-Total K-5 Schools	**4,059**	**60,885**
127 – Longfellow	460	6,900
131 – Willard	541	8,115
132 – King	919	13,785
Sub-Total 6-8 Schools	**1,920**	**28,800**
135 – Independent Study*	150	2,250
136 – B-Tech*	150	2,250
137 - Berkeley High*	3,060	45,900
Sub-Total 9-12 Schools	**3,360**	**50,400**
262 - Early Childhood (pre-K)*	375	5,625
Sub-Total Pre-K	**375**	**5,625**
GRAND TOTAL ALLOCATIONS	**9,714**	**145,710**

*** NOTES:**

- Per pupil rate of $15 is identical to that of FY 2011-12.
- Enrollment figures for Independent Study, B-Tech, and Pre-K are agreed-upon Average Enrollments.
- Independent Study's enrollment is deducted from Berkeley High's CalPADS enrollment of 3,210.
- If the number of students enrolled at a site in Fall 2012 exceeds CalPADS enrollment of 10/11 by the equivalent of a classroom, an additional allocation will be made for those students.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: William Huyett, Superintendent
DATE: April 11, 2012
SUBJECT: Recommendation for a new Site-based Parent Outreach and Engagement Program

BACKGROUND INFORMATION

The *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP) allocates 1.25% of the revenues of the BSEP Measure annually "For a variety of services to support the families of Berkeley's public school students by providing parent education and promoting greater parent involvement in their children's education." (Section 3Biic).

On March 28, 2012, the Board of Education reviewed a proposed new model for providing parent outreach and education services beginning in the next school year and directed the administration to develop the position descriptions and proposed budget for the recommended staffing model.

Recommended staffing model

The recommended staffing model is as follows:

Site Coordinator, Family Engagement **2.0 FTE**

Site Coordinator, Family Engagement, ***Spanish/English Bilingual required,*** **1.0 FTE**

Supervisor, Family Engagement and Equity, **1.0 FTE**

Position Descriptions

The work of the **Site Coordinators for Family Engagement** is to be focused on three primary areas: to create a welcoming school environment for ALL families; to provide targeted support to families of specific students in need of academic, behavioral, and emotional support; to increase the involvement of marginalized parents (African American, Latino and Limited English parents) in the school's leadership committees (ELAC, SGC, PTA).

After analysis of the academic qualifications and job duties of the **Site Coordinator, Family Engagement** position, it was determined that the classification of this new position is proposed to be at Range

50 to account for the increased educational qualifications and job duties of this position. The current Parent Liaison positions, funded by site monies, (Cragmont, BHS) are at Range 45 and would also need to be adjusted according to the applicable rules of the Personnel Merit System and collaborative bargaining agreement. Funds are included in the projected budget to account for a possible compensation differential for employees in the existing Parent Liaison positions.

The **Supervisor, Family Engagement and Equity,** a new district position, has been designed to bring together the closely related work of parent outreach and educational equity. The responsibilities of this are to supervise, evaluate, and provide ongoing professional development to the Site Coordinators, provide professional development in educational equity to other groups, and to coordinate district wide parent education and cultural celebrations. This position is proposed to be classified at Range 69.

Funds for this Supervisor position would become available by eliminating the positions of the Program Manager, School-Linked Programs (Range 72) and Supervisor, Cultural and Linguistic Systems (Range 56).

A recommendation for the proposed new positions is scheduled to be presented to the Personnel Merit Commission on April 12, 2012.

Schools Selected for the Pilot Program
Six schools were selected to participate in the pilot year of the new program. These are: Emerson, John Muir, Berkeley Arts Magnet, Malcolm X, LeConte and Thousand Oaks. Four criteria were considered in selecting these schools: that is, schools with a large number of students enrolled in the Free Meals Program; schools with a large number of English Learners; schools with a large number of students with "below basic" achievement in math and/or English; and the schools' Program Improvement status.

Assessment of the Parent Outreach and Engagement Program
The district's Evaluation and Assessment Office will develop evaluation tools and collect data to assess the effectiveness of this new program. The assessment tools will include measurable improvement in attendance, homework completion and/or reduced discipline referrals, and CST and other test scores of the students who are being served at each site. Focus group meetings will be held with include parents and staff at schools in the pilot program so they can provide direct feedback. The School Board and the new Superintendent may wish to consider a district wide Advisory

Committee after the Program has been established. In the interim, the Superintendent will continue to meet with selected parents for advice on the implementation of this new program.

It is recommended that this pilot program be implemented for two years before modification or expansion of the program is undertaken. A progress report should be prepared at the end of FY 2012-13, and a more in-depth program evaluation would be prepared at the conclusion of the 2013-14 school year.

Funding
The funding for the recommended Parent Outreach and Engagement Program is almost wholly from the annual allocation of the Berkeley Schools Excellence Program (BSEP) for *Parent Outreach Services.* This includes the **Family Engagement Program Site Coordinators** (3.0 FTE), the district **Supervisor, Family Engagement and Equity** position (.50 FTE), and the discretionary program expenses (e.g., books and supplies, professional development, consulting services, printing, etc.) The other fifty percent (.50 FTE) of the **Supervisor** position is intended to be funded from categorical monies.

An adequate, but modest, discretionary budget is projected. Sufficient funds are allocated to allow for significant professional development activities in the first two years and for contracted programs, such as Parent Institute for Quality Education (PIQE). Additional funds from the school sites are needed for food at events and child care expenses for meetings and other activities.

Additional Considerations
The current BSEP funding source has sufficient income projected to implement the Parent Outreach and Engagement Program as recommended for two years. The Board may wish to consider one or two additional options.

Option 1: A fourth position of **Site Coordinator, Family Engagement** Program could be established at 1.0 FTE. If this option were adopted, .25 FTE of this position could be allocated to each of the four Tier II elementary schools: Cragmont, Jefferson, Oxford, and Washington. This allocation could be supplemented with site monies. A projected budget for Option 1 is approximately $64,000.

Option 2: There would be salary savings in the General Fund from elimination of the position of Manager, School Linked Programs. (Range 72). A **Site Coordinator, Family Engagement** position at .50 FTE could be allocated to BHS to ensure that the positions of the two parent liaison currently employed there could be maintained at

1.0 FTE (those positions may need to be reduced in FTE due to lack of site funds). The cost of Option 2 is approximately $32,000.
It is recommended that any additional salary savings accrued in the General Fund from elimination of the Range 72 position be reserved until the status of the categorical funds and other budget factors are known.

Additional considerations
The current funding sources have sufficient funds to sustain this program for two years. Expansion of the model to include other schools, as is fervently desired by parents and staff, could be considered after evaluation of the program proves it to be successful and additional funding sources are identified.

DISTRICT GOAL
III. Family and Community Engagement

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Para. 2A, Measure A of 2006).

FISCAL IMPACT
The BSEP budget for the recommended Parent Outreach Program projected for 2013 and 2014 are displayed in Attachment A.

STAFF RECOMMENDATION
Approve the recommendation to establish a new model for the Parent Outreach and Engagement Program. The Board may also choose to approve Options 1 and/or 2.

Attachment A

Parent Outreach Budget Plan
Budget Recommendation

	2012/13	2013/14
Resources Available		
BSEP/Measure A Revenue Allocation	292,123.00	297,965.00
Projected Carryover	212,523.00	183,199.00
Total Resources Available	504,646.00	481,164.00
Expenditures		
Staff Salary	165,609.00	173,787.00
Staff Benefits	81,531.00	83,755.00
Discretionary Expenditures	55,000.00	44,000.00
Indirect Cost	19,307.00	19,268.00
Total Expenditures	321,447.00	320,810.00
Estimated Fund Balance	**183,199.00**	**160,354.00**

Option A

	2012/13	2013/14
Resources Available		
BSEP/Measure A Revenue Allocation	292,123.00	297,965.00
Projected Carryover	212,523.00	114,802.00
Total Resources Available	504,646.00	412,767.00
Expenditures		
Staff Salary	208,292.00	218,580.00
Staff Benefits	103,137.00	105,935.00
Discretionary Expenditures	55,000.00	44,000.00
Indirect Cost	23,415.00	23,548.00
Total Expenditures	389,844.00	392,063.00
Estimated Fund Balance	**114,802.00**	**20,704.00**

Option B

BHS Site Coordinator (.5 FTE) GF	32,144.00	33,486.50

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent for Educational Services
DATE: May 23, 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.

This recommendation for the expenditure of BSEP funds for Professional Development in FY 2012-13 was presented to the BSEP Planning and Oversight Committee on April 24th and adopted by the Committee on May 1, 2012.

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

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

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.

BSEP Professional Development Allocation for FY 2013	**$ 757,200**
FY 12 Unallocated Balance	**253,600**
TOTAL AVAILABLE REVENUE	**1,010,800**
EXPENDITURES	
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
TOTAL EXPENDITURES	**1,002,600**
DIFFERENCE	**8,200**

*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 & 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 funds for Professional Development, 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.

BSEP Professional Development Program – FY 11 through FY 13					
Positions & Activities	**Grade Level**	**2010-11**	**2011-12**	**2012-13 (proposed)**	**Comments**
Proposed for BSEP Professional Development Funding in 2012-13					
Literacy Lead Coach	K-5	0.40 total	0.40 total	0.40 total	
Elementary Literacy Coaches	K-5	1.1 (.10 x 11 sites)	2.75 (.25 x 11 sites)	2.75 (.25 x 11 sites)	.30 add'l/site from BSEP CSR
Middle School Literacy Coach	6-8	0.40 total	0.40 total	0.40 total	
Math Coaches	K-12 in FY 13 K-5 in FY 12 K-8 in FY 11	1.0	.85 (out of 1.0)	.90 (out of 2.0)	
BHS Professional Development Leaders	BHS	1.0 (5 @ .20 each)	1.0 (5 @ .20 each)	1.2 (6 @ .20 each)	
Coaches to Support K-12 English Learners	K-12	N/A	.60 (out of 1.5)	.70 (out of 2.4)	
Instructional Technology TSA	K-12	1.0	.35 (out of 1.0)	.35 (out of 1.0)	
Supervisor of Family Engagement & Equity	K-12	N/A	N/A	.50 (out of 1.0)	New position in FY 13
Teacher Leader Stipends - ELD, ELA, Math, Equity	K-12	$1,700+ x 30 tchrs	$1,700+ x 30 tchrs	$1,700+ x 40 tchrs	ELD & Equity are new in FY 13
ULSS/RtI TSA and/or Behavior Specialist	K-8	0.40 total	.30 (out of 1.0)	.40 (out of 2.5)	ULSS Coordinator in FY 10
Teacher-Initiated Professional Development (TIP)	K-12	$50,000	$50,000	$50,000	
Coordinator of Professional Development	pre-K-12	.50 (out of 1.0)	.20 (out of 1.0)	.50 (out of 1.0)	
Priorities for Projected FY 12 Carryover Funding					
Math Consortium @ ACOE	K-12	N/A	N/A	12,000	
Specialized Workshops for Secondary Teachers	6-12	35,000	35,000	65,000	
Substitutes for Middle School Writing Scoring	6-8	15,000	15,000	15,000	
ULSS/RtI Workshops	K-8		12,000	8,000	
Culturally Responsive Teaching Workshops/Consultants	K-12	30,000	30,000	25,000	
Welcoming Schools Training	K-12	N/A	N/A	10,000	
TCWRP Workshops	K-12	100,000	N/A	10,000	for new teachers in FY 13
Mentors for Voluntary PAR Referrals	K-12	10,000	10,000	10,000	

Positions & Activities	Grade Level	2010-11	2011-12	2012-13 (proposed)	Comments

Previously Funded by BSEP Professional Development Funds

TSA for Improving Instruction Using Data	K-12	.80 Total	.80 Total	-0- (out of 1.0)	To Eval budget in FY 13
Supervisor/Support for Culturally Responsive Teaching & Systems	K-12	.80	.55 (out of 1.0)	-0-	Position to be terminated in FY 13
Math Consultant & Related Costs @ BHS	9-12	15,000	18,000	N/A	
TSA for New Teacher Support @ BHS	9-12	0.20	N/A	N/A	
Tools of the Mind Support	Pre-K	57,000	N/A	N/A	
GATE Workshops in Differentiated Instruction	K-5	15,000	N/A	N/A	
Math Workshops	K-8	15,000	N/A	N/A	Everyday Math curriculum

Professional Development for 2012-13 aligned to District Goals

I. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

- Professional Development Coordinator – 1.0 FTE (.50 FTE BSEP)
- Six TSA Professional Development Leaders at BHS - .20 FTE each (BSEP)
- BTSA/PAR TSA - .90 and Mentors to help new and struggling teachers
- IB and AP training in various subjects for High School Teachers (BSEP)
- Classes, Workshops and Coaches for Certificated Administrators

A. Pre-K: Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children's academic, social, emotional and physical well-being.

- TSA - Pre-School .38 FTE

B. ELA and Math Instruction: Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.

- Full time Literacy Coach at every elementary school plus .50 FTE Lead Coach for district (2.75 FTE Lit Coaches and .40 FTE Lead from BSEP)
- Teacher College Reading and Writing Project Workshops for K-5 Teachers (BSEP)
- Middle School TSA ELA - .40 FTE and ELA Teacher Leaders at each middle school (BSEP)
- Middle School Writing Scoring Workshops to Maintain District Writing Standards (BSEP)
- Math Coaches – 2.0 FTE (1.0 for K-5 and 1.0 for 6-12) and Math Teacher Leaders at every K-8 school (.90 FTE and Teacher Stipends BSEP)

C. English Language Development: Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.

- TSA for K-5 ELD – 1.4 FTE and ELD Teacher Leaders at every K-5 school (.20 FTE and Teacher Leader Stipends BSEP)
- TSA for 6-12 ELD – 1.0 FTE (.50 BSEP)

D. Evaluation and Assessment: Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with the staff, the Board and the community.

- TSA for Improving Instruction Using Data – 2.4 FTE (2.0 FTE BSEP Evaluation & Assessment)
- TSA for Instructional Technology – 1.0 FTE (.35 FTE BSEP)

II. **Strategies to Promote Student Success:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

- Teacher Initiated Professional Development (which can also be used for other goals) ($50,000 BSEP)
- Acclerative Integrative Method Workshops for World Language Teachers (BSEP)
- TSA - .20 to provide recertification for Reading Recovery teachers
- Weekly workshops for new cohort of teachers to be trained in Reading Recovery
- AVID Training for Secondary School Teachers to increase college entrance opportunities for targeted students (BSEP)

A. Student Engagement: Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.

- Monthly Workshops for All Gardening and Cooking Staff
- Arts Anchor Workshops, Modeling and Coaching for K-5 Classroom Teachers (BSEP VAPA)
- Annual Conference and three all day workshops for Music Teachers

B. ULSS / RTI²: Implement academic, behavioral, and/or other intervention strategies through the Universal Learning Support System (ULSS) as soon as they are needed, as ULSS is the district's model of Response to Intervention and Instruction (RtI²).

- TSA 1.50 FTE for ULSS/RtI
- ULSS/RtI Workshops for Site Teams (BSEP)

C. Positive Behavior Support: Develop and utilize a positive behavior system as well as prevention and intervention programs for specific behaviors that impede student success, such as alcohol and drug use and abuse, truancy, expressions of extreme anger, and repeated suspendable offenses.

- Behavioral Specialist 1.0 FTE (.40 FTE BSEP)
- Positive Behavior and Intervention System Workshops for Site Teams (BSEP)
- Welcoming Schools Workshops for K-5 Teachers and After School Staff (BSEP)

D. Disproportionality: Reduce the disproportionate racial representation of students suspended, expelled and identified for Special Education services.

- See B and C above
- TSA - .20 to study the impact of RtI/ULSS on Special Education identification

IV. Cultural & Linguistic Relevance: Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

C. Professional Development: Create a culturally and linguistically responsive climate throughout the district through focused professional development.

- Supervisor of Family Engagement and Equity – 1.0 FTE and 10 Teacher Leaders (.50 FTE and Teacher Stipends BSEP)
- Coaches from National Equity Project to work with selected schools
- Workshops and Consultant to Support Culturally Responsive Teaching (BSEP)

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services and Debbi D'Angelo, Director, Berkeley Evaluation and Assessment
DATE: May 23, 2012
SUBJECT: Recommendation for Expenditures in 2012-13 from the Program Evaluation portion of the *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. Critical to this process is the providing teachers and administrators with the tools to make effective instructional decisions based on student achievement and program evaluation data. Having program evaluation, student achievement and other necessary data available to allow those efforts to be focused on immediate needs within the district is essential, and technology serves as the tool by which teachers and administrators have immediate access to information that guides the teaching and learning process.

With that in mind, BSEP of 2006 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.*

PROGRAM EVALUATION

Overview
As the District implements various educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. Staff perceives the need for data-driven decision-making as critical, and as a result, the District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve five major goals:

1. Improve individual teachers' instruction and individual students' learning.

2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.
3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize the use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.
5. Develop and maintain a central data-warehouse to provide real-time web-based student information to staff-members with access to district indicator drillable to the site, classroom and student level.

Program Evaluation is funded through a variety of sources including General Funds, grant funding (for the completion of required evaluations), Categorical Funds as well as BSEP. However, all proposed staff positions focused on evaluation and assessment are at least partially funded from BSEP.

With the identification of district indicators and the selection of a new data-warehouse / assessment system, *Illuminate*, BEA has developed a systematic professional development plan for sites that builds upon and supports the work of the BSEP funded professional development (PD) staff. BEA will use Collaborative Inquiry as the model for professional development to build the capacity of principals, teachers, and other staff as well as School Governance Council members to use data to inform teaching and learning with the district's priorities as a road-map. BEA will team with the PD staff to support the development of data systems that include: ULSS/RTI^2, Positive Behavior and Intervention Systems, Family Engagement and Cultural Competency, *2020 Vision* Indicators, English Learner Master Plan targets and WASC goals.

BEA Professional Development

2012-2013 will have a systematic assessment / evaluation focus, beginning with lead teachers, BEA and PD staff training over the summer. The main objectives for staff (teachers, principals, inquiry teams) will be to:

- access *Illuminate* and understand their classroom and student profiles and how to navigate the system.
- create and analyze formative and summative assessments
- use the inquiry process to evaluate student learning through the rigorous use of data

BEA staff members will partner with the inquiry team leaders. These "Inquiry" Teams become vital centers of collaboration, meeting regularly to engage in data-driven dialogue, using multiple data sources, including common and formative assessments, to make critical, research-based instructional improvements and to monitor their impact. These improvements and ongoing monitoring of student learning are necessary steps to improve results for students.

Professional Development for teachers will include (but is not limited to):

- Train the Trainers – *Illuminate* and Inquiry
- Management Retreat – Data Dashboards
- Staff Retreat / Mtg. - System Introduction
- Collaboration Day(s) -Class, Student Profile
- Using *Illuminate* to inform: Student Needs, RTI2, PBS, Program
- Staff Development Day – Informed by Assessment
- Creating Targeted Formative Assessments aligned to Core Common Standards

Elementary Team -

- Aligning the Math Pacing Guide, Assessments and Report Card: Creation and Use of Assessments.

Secondary Team –

- Creation and Use of Common Assessments for ELA, Math, (Other Subjects TBD)

The Principal Professional Learning Community will include:

- Fall Data Review
- Using *Illuminate* as a Program Evaluation Tool
- Single School Plan / Indicators
- Planning for the "New" Assessment, Aligning the Core Common Standards to District Benchmarks, Assessment and the New Smarter Balanced Assessment

Stakeholder Professional Development will include:

- SGC, Board, P&O and 2020 Design Team
    - Using Data to Inform Program Effectiveness at the Site and District Level(s)
    - What the Data Tells Us about BUSD
- Research Symposium
- PTA / ELAC / 2020 Work-Groups
    - How to most effectively inform families on student achievement and other district indicators
    - Engaging parents in understanding the Response to Intervention Data Conference

All Focal Groups:

- "Drop-In" Sessions / Help Desk
- Target School Support – 1-2 Schools Per TSA / Director
    - Target Schools selected based on Program Improvement, Academic Need or Focal Area Need

The staffing model proposed to be funded by BSEP Program Evaluation funds in 2012-2013 is similar as that in the prior two years but evolving with the introduction of a new assessment system.

The following recommendation for the expenditure of BSEP funds for Program Evaluation in 2012-13 was presented to the BSEP Planning and Oversight Committee on April 24th, and was adopted by the Committee on May 15, 2012.

Budget for Program Evaluation

- Director - 1.0 FTE, Certificated
- Teacher on Special Assignment – .8 FTE (out of 1.0 FTE)
- Teacher on Special Assignment – .7 FTE* (out of 1.0 FTE)
- Teacher on Special Assignment – .4 FTE (.6 FTE in classroom)
- Teacher on Special Assignment – .2 FTE (.8 FTE in classroom)
- Data Technician - 1.0 FTE
- Clerical Staff - .50 FTE (out of 1.0 FTE)

*Transferred from BSEP Professional Development Budget.

Director of Evaluation and Assessment (1.0 FTE)
The Director of Evaluation and Assessment designs, implements, and oversees all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research/evaluation methodologies, instruments, data collection, data-warehouse / assessment system / dashboard design and implementation, data-integrity processes, and statistical analysis and interpretation. The Director works with principals, teachers, School Governance Councils, District Office staff, the School Board and the 2020 Vision Design Team to interpret student data and improve student learning. The Director serves as a liaison between the Technology Department and Educational Services to interpret the needs of Curriculum and Instruction into the programming and system software data-integrity, development and accessibility for teachers.

Teachers on Special Assignment (TSA) (2.1 FTE)
These positions provide staff development and technical support to teachers, principals, and School Governance Council (SGC) members in how to use data and in determining appropriate actions based on these data. Staff development is provided primarily to certificated staff at the site and district level and consists of both group training sessions as well as individualized support. See the description above for more details.

With the introduction of a new data-warehouse / assessment system, the focus of the TSAs will be to provide structured technical assistance in the implementation of *Illuminate*, a software system for assessment data management, analysis, assessment creation and scan-based scoring. The

TSAs will also support teachers in understanding the use of PowerSchool, the Student Information System.

As described above, the support for sites will be structured and focused not only how to use the system technically but how to interpret the data to further inform instruction in the classroom, students' academic and social intervention needs and the effectiveness of programs. Along with district-wide projects such as District Assessments, TSAs will serve as the link between the site-based Inquiry leader and the district. TSAs will provide facilitation / support at the school sites both through bi-monthly Inquiry sessions as well as bi-weekly technical support sessions.

- ***Inquiry sessions*** will build upon each other as sites look at their achievement gaps and use the most current data to reflect upon teaching and learning. The sessions will focus the staff as a Professional Learning Community to ask these questions:
    - What is it we want ALL students to know? (Plan)
    - What instructional strategies target the needs and abilities within the classroom? What interventions are needed? (Teach)
    - How will we know if students have learned it? (Assess)
    - How will we respond when students experience difficulty in learning? How will we respond when students already know it? (Reflect)

- ***Support sessions*** for sites will be a forum for TSAs to provide technical assistance for teachers and administrators to become more fluent with the new assessment system and the types of reports that can be generated, such as data on student achievement, attendance, course enrollment, student demographics, and program participation. Technical assistance will also be provided for using the Test Bank in *Illuminate* (augmented by Intel-Assess) for creating assessments.

Extra Duty (TSA)
The TSAs for Evaluation will work over the summer to prepare student data reports for schools and teachers for the opening of the school year. They will also work additional days in June to provide teacher staff development and to prepare End of Year assessment and evaluation reports.

Summer Staff Development
This year, carry-over funds will be used to ensure that the data-system is ready for full implementation in the Fall. In order to assure full-implementation a portion of the carry-over funds will be used to pay a daily stipend to lead teachers at each site who will then train the teachers at their school. Training will take place August 14-16th. (See Professional Development / *Illuminate*)

Data Technician (1.0 FTE) **and Clerical Support** (.5 FTE)
These two classified positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments; import and enter data into the data systems; ensure accuracy of data; develop queries and reports in *Illuminate* and PowerSchool; generate a variety of other reports and documents; and develop and maintain various databases and files.
In addition, the Data Technician serves as the manager of the data warehouse and supports staff by providing data requested for program evaluation. (The other .50 FTE of the Clerical Support position is funded by the General Fund to manage state-mandated testing.)

***Illuminate*, Intel-Assess, SPSS, Survey Monkey**
The Evaluation and Assessment Office maintains the central repository for all student assessment information in the district. Currently, this data is stored on servers running DataWise software, and accessed through a web interface by instructional staff. DataWise has been the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data. Recent teacher surveys and the Berkeley High School WASC report have indicated that teachers find the DataWise software cumbersome and hard to manage. The survey indicated that less than 20% of teachers have logged into DataWise in the past six months and that greater than 40% do not remember their passwords.

As a result, the BEA office conducted research to identify an assessment system that has the same data-warehousing capabilities while providing ready-to-use student and classroom scorecards that teachers can access at the click of a button. BEA developed a list of three vendors, including DataWise, and invited a cross-section of teachers, administrators, union representatives and staff from the BEA, Technology and Professional Development offices to interview and review the three systems. The team unanimously decided upon *Illuminate*, a web-based data and assessment system. We will begin the transition from DataWise to *Illuminate* this Spring.

Intel-Assess provides test items that are specifically developed to measure student mastery of California standards. As a formative assessment, the questions are intended to help educators improve instruction. The incorrect responses of every multiple choice item are designed to reveal common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. BUSD has been using Intel-Assess as the Item Bank for the creation of the Common District Assessments in Math K-12. Intel-Assess has also successfully been used for the Secondary School English Language Arts Assessments. Intel-Assess is a partner with *Illuminate* and will serve to enhance the Item Bank particularly because it is aligned to the new Core Common State Standards. In addition, both the World Language

and Science departments at BHS are looking forward to developing a greater number of common assessments using Intel-Assess.

SPSS is an industry-standard statistical package that BEA is increasingly using for data analysis. The costs include software licenses and training. Finally, the BEA department purchases and manages the District's subscription to Survey Monkey, an online survey tool used by School Governance Councils and other District offices to collect survey data. Survey Monkey will also serve as the District "WE CARE" survey tool for analysis of District Family Engagement and Parent Involvement.

Budget for Program Evaluation

BSEP Program Evaluation Allocation for FY 2013	**$588,900**
Projected **FY 12 Carryover**	**58,000**
TOTAL AVAILABLE REVENUE	**$646,900**
EXPENDITURES	
Program Evaluation Staff (4.6 FTE)	465,800
Hourly extra duty	15,000
Summer Lead Teacher Training	10,000
Supplies and equipment	10,000
Contracted Services (*Illuminate*, Intel Assess, SPSS, Survey Monkey)	80,000
Professional Development for BEA staff	10,000
Reserve for Personnel Variance	10,000
Indirect Cost @ 6.39%	38,300
TOTAL EXPENDITURES	**$ 639,100**
DIFFERENCE	**$7,800**

*All budget figures rounded to the nearest hundred.

Carryover Funding Priorities The projected carryover amount for 2011-12 in the BSEP Program Evaluation fund is approximately $58,000. These carryover funds are needed to support the roll-out of *Illuminate* and professional development support for lead teachers.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3C

DISTRICT GOAL
I-D–Evaluation and Assessment **–** Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with the staff, the Board and the Community.

FISCAL IMPACT
Projected expenditures of $639,100 from the BSEP funds for Program Evaluation, from the BSEP Professional Development, Program Evaluation, and Technology Fund.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP funds for Program Evaluation in FY 2012-13.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: William Huyett, Superintendent
DATE: June 6, 2012
SUBJECT: Recommendation for the FY 2012-13 plan for expenditure of the BSEP funds for public information, translation services and support of the BSEP Planning & Oversight Committee

BACKGROUND INFORMATION
The *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006) states:

> *two percent (2%) of Special Tax revenues [shall be provided] for public information, translation services for District families and support of the Planning and Oversight Committee"* (Section 6-A)

This section of the Measure is intended to meet the following objectives:

- Provide timely, informative, and meaningful communication to the Berkeley community about the District and school programs and activities.

- Support the BSEP Planning and Oversight Committee to plan and oversee the BSEP Special Tax funds, including reports on revenues and expenditures and program implementation.

- Train and support School Governance Councils and the BHS BSEP Site Committee, including principals, teachers, support staff and parents, to develop the annual *Single Plan for Student Achievement* and the BHS BSEP Annual Site Plan, and enhance collaboration among parents and staff on School Governance Councils.

- Provide information to the District's non-English speaking families.

- Educate BUSD administrative staff in the legal and operational parameters of the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006) so that there will be administrative knowledge and support to administer the Act throughout its ten year duration in the District.

Communications Team
Under the leadership of the Superintendent, a Communications Team, consisting of the BSEP Manager, the Manager of the Office of Family and Community Partnerships, the Director of BUSD Technology, the Public Information Officer, and a public information consultant for the district has

been meeting twice per month during the 2011-12 school year, to implement the Communications Plan adopted by the Board of Education in July, 2011. Substantial progress has been made in accomplishing the recommendations from the Communications Study during this past year

The Communications Team is committed to providing information to families, staff and community about the district's programs and activities and about the use of the BSEP tax dollars, using a variety of channels, to ensure equity of access to all members of our community. The Communications Team intends to continue meeting through the next school year to continue its work to improve the District's communication channels.

BUDGET RECOMMENDATIONS FOR FY 2012-13

PROJECTED REVENUE
New revenue for the Public Information, Translation and support of the BSEP Planning and Oversight Committee in FY 2012-2013 is projected to be **$476,935,** with a projected unallocated reserve from FY 2011-12 of approximately **$226,000**

PROPOSED EXPENDITURE BUDGET

Staff **$368,400**

The recommendation is to continue funding the following positions:

- BSEP Program Manager – 1.0 FTE*
- BSEP Administrative Coordinator – 1.0 FTE
- Public Information Officer – 1.0 FTE
- Translator - .5 FTE (with .5 FTE G.F.)
- Hourly support staff

These positions are the same as those in FY 2011-12.

<u>The BSEP Manager and Administrative Coordinator positions</u>
The Administration is currently considering a restructuring of the BSEP Office and intends to present its recommendation on this matter to the Board of Education at its June 20th meeting. This restructuring is deemed to be extremely important to ensure stability and competence in administering the many facets of the BSEP Program in light of the retirement of the Program's two key positions: the BSEP Manager and Administrative Coordinator. The BSEP tax measure now generates about $25 million annually which is allocated to most major educational programs of the district in accordance with the terms of the Measure. The restructuring of the BSEP Office will recognize both the significant growth of and the consequent increased complexity in administering the BSEP Special Tax Program. Both the job descriptions and the lines of supervision are being considered in this proposed restructuring, and will recognize increased supervisory responsibilities for the BSEP Program

Manager and the additional technical job duties of the BSEP Administrative Coordinator position.

The BSEP Manager's position involves significant operational responsibilities, requiring a high level of technical expertise in budget and systems management, as well as skill in facilitating group processes. The new BSEP Manager position will involve a greater role in oversight and supervision of the district's public information, parent engagement, and translation services in addition to the continued management of the BSEP Program.

The BSEP Administrative Coordinator's position not only provides support and information to the Planning and Oversight Committee and training and support to the School Governance Councils, but also performs significant operational duties required to implement the BSEP Measure in the district's financial systems. This position requires the ability to analyze the school site budgets and the technical skills to work in the district's financial system. A strong educational background is also necessary to support the school principals in planning school site budgets while also serving as the compliance officer for the BSEP School Enrichment Program section of the BSEP Measure.

The Public Information Officer (PIO) is responsible for managing public information and public relations for the District. The District PIO produces written and verbal communications to target audiences, including parents, teachers, staff, and community organizations, through written publications, an ongoing broadcast on Berkeley Community Media Channel 33, on the BUSD website, at community meetings, and through ongoing relations with the media.

Translator

Since more than 15% of BUSD's enrollment is now comprised of Spanish-speaking English Learners, the threshold that triggers the State mandate to provide translation of district materials or meetings, a Spanish language translator/interpreter position was developed and a staff person was hired for this position in late fall, 2011. The individual in the position has been translating a substantial number district documents, including the *A+ e-News* and several significant Board documents, and has served as interpreter at a number of community and Board meetings.

There are also a number of English Language Learners in many other languages, thus the Superintendent's staff and Communications Team is continuing to work on developing additional strategies, guidelines and protocols to expand the translation services to fulfill the needs of these families. The Translator position will be paid at .5 FTE from this BSEP fund in FY 2012-13 and .5 FTE from the General Fund (salary savings from the elimination of the prior position of Manager, Office of Family and Community Partnerships.

Hourly staff: **$20,000**

The recommended line item for hourly paid staff in FY 2012-13 includes monies to permit the retired BSEP Manager and Administrative Coordinator to support, on an "if and as needed basis," the newly hired staff persons in those positions to transition into their roles. Other part time employees may be hired on an occasional basis to assist with the production of the A+ News and other publications and with P&O Committee meetings and operations.

Contracted Services **$60,000**

The following contracted services were utilized during the 2011-12 school year and are recommended to continue during the next school year:

- Contracts with several individuals to assist the Superintendent, Board and other district staff in writing and doing graphic design of documents for the *A+ e-News*, the BUSD Website, the *BUSD Bi-Annual Report* and a variety of other district documents.
- A *Berkeley Schools Community Email* system through the web-based "Constant Contact" messaging service has been employed to improve the District's outreach to parents and community through digital communication tools. Some communications are also sent in hard copy, posted throughout schools and the district buildings, and through school newsletters.

- The District Website, an essential component of the new strategy for communication, provides up-to-date information and consistent messaging with translation capability. This past year, significant redesign of the Website was done to make the site more "user friendly." A modest amount of design work of the Website needs to continue during the next school year.

- Language Line, a telephone service providing translation services in many languages, has been employed on a limited basis to aid communication between District Staff and families who speak any language other than English or Spanish. It is expected that usage of this interpretation service will increase during the next school year.

Printing & Mailing **$25,000**

The Communications Plan recommends two mailings of the *BUSD Bi-Annual Report:* one issue about BUSD programs and one issue about the budget. Each issue costs approximately $11,000 for the printing and city wide mailing. Other documents which are printed and distributed include, for example, the bimonthly *A+ e-News* (includes a limited number of print copies for each school), SCG training materials, BSEP Annual Plan and financial reports and other materials.

Equipment and supplies **$15,000**
Includes a laptop and printer for Public Information and BSEP staff, meeting documents for the BSEP P&O Committee and other documents related to the BSEP Programs, postage, and office supplies.

Additional Considerations
The Superintendent intends to recommend a restructuring of the BSEP office beginning in FY 2012-13. This restructuring is believed to be critically important to allow the continued services of the BSEP staff to the district and the BSEP Planning and Oversight Committee. His recommendation will be presented to the Board of Education on June 20th and will be considered by the Personnel Merit Commission subsequent to the Board's action on this matter. Sufficient funds have been kept in the "Reserve for Personnel Variance" of this BSEP Resource in the event that the approved restructuring entails increased expense.

BSEP Public Information, Translation, P&O Committee Budget, FY 2013

Projected Revenue	**$476,900**
Estimated **FY 12 Carryover**	226,000
TOTAL AVAILABLE REVENUE	**$702,900**
EXPENDITURES	
Classified Salaries	256,200
Classified Benefits	112,200
Classified Hourly	20,000
Contracted Services	60,000
Printing & Mailing	25,000
Equipment and Supplies	15,000
Reserve for Personnel Variance	18,000
TOTAL EXPENDITURES	**$506,400**
Balance	196,500

*All budget figures rounded to the nearest hundred.

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (BSEP/Measure A of 2006)

DISTRICT GOAL

III.D. Communications: Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.

IV.D. Culture and Climate of District and Schools: Ensure that all schools and departments welcome and support all our students and their families by . . .providing language access.

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

FISCAL IMPACT

Expenditures of $506,400 are projected from BSEP revenues for Public Information, Translation, and support of the BSEP Planning & Oversight Committee.

STAFF RECOMMENDATION

Approve the recommendation.

2012/13 Proposed Budget
Public Information

	FTE	3.0	3.0	3.5	3.5
		Audited Actuals FY 09/10	**Audited Actuals FY 10/11**	**2nd Interim Budget FY 11/12**	**Proposed Budget FY 12/13**
REVENUE		457,025	458,776	463,235	476,935
EXPENDITURES					
Classified Salaries		230,004	234,094	239,225	256,200
Employee Benefits		90,959	95,149	91,946	112,200
Classified Hourly		18,529	15,249	17,051	20,000
Supplies		3,991	5,865	11,508	15,000
Contracted Services		41,888	87,661	103,160	85,000
Reserve for Personnel Variance		0	0	2,310	18,000
TOTAL EXPENDITURES		385,371	438,018	465,200	506,400
NET INCREASE (DECREASE)		71,654	20,758	(1,965)	(29,465)
FUND BALANCE ANALYSIS					
Beginning Fund Balance, July		135,622	207,277	228,035	226,070
Net Increase (Decrease) in Fund Balance		71,654	20,758	(1,965)	(29,465)
Ending Fund Balance, June 30		207,276	228,035	226,070	196,605

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services and Jay Nitschke, Director of Technology
DATE: May 23, 2012
SUBJECT: Recommendation for expenditures of funds from *the Berkeley Public Schools Educational Excellence Act of 2006* for Technology in 2012-13

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 critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP of 2006 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.***

The following recommendation for the expenditure of BSEP Technology funds in FY 2012-13 was presented to the BSEP Planning and Oversight Committee on May 1st and adopted by the Committee on May 15, 2012.

BUDGET RECOMMENDATIONS FOR TECHNOLOGY IN FY 2012-2013

BSEP Technology Staffing – 7.13 FTE $592,500
The proposed budget contains 7.13 FTE technology positions funded by BSEP. Staff includes:

Microcomputer Technicians – 6.0 FTE
- 2.0 FTE positions are at BHS (of which 0.2 FTE is devoted to B-Tech Academy),

- 1.4 FTE support the middle schools (an additional 0.2 FTE is funded by King Middle School), and
- 2.6 FTE support the elementary schools, Independent Studies, and preschools, and provide support for site technology purchases. This increases by 0.4 FTE over the proposal from last spring.
- Since all but one of these positions are 10-month positions, an extra $3,000 is budgeted for extra duty work over the summer.

The job of the technicians is to work with teachers and staff to keep systems working, to help integrate technology with the curriculum, to support teachers in using DataWise (migrating to *Illuminate* in 2012-13) and PowerSchool, and to help technology committees and School Governance Councils make decisions about technology money.

Student Systems Specialist - .60 FTE
As in 2011-12, the funding of 0.60 FTE of the Student Systems Specialist is recommended to be continued from the BSEP Technology budget. The remainder of the position's funding will come from the General Fund. This position supports PowerSchool, as well as various other systems, including the associated servers used for communication to students and families (such as the one that principals use to do phone blasts).

Director of Technology - .20 FTE
The recommendation is to continue funding 0.2 FTE of the Director of Technology from the BSEP Technology budget in 2012-13; the remaining .80 FTE will continue to be funded by the General Fund.

Teacher on Special Assignment – Instructional Technology - .33 FTE
Since 2010-11, the Professional Development budget has included a Teacher on Special Assignment for Instructional Technology, filling a gap in providing teachers with knowledgeable expertise on how to integrate technology into classroom practice. The recommendation is to continue co-funding this position equally from the BSEP Technology budget, the BSEP Professional Development budget, and district categorical funds (0.33 FTE each).

Technology Equipment for Schools, Repairs, Software Licenses-$105,000
Funding for technology in the schools is about $13 per student (a decrease of $2 from 2011-12); a small amount of funds is used for contract repair services and for district-wide software licenses.

Fortunately, the passage of Measure I (BUSD's Prop 65 facilities bond) in November 2010, has enabled about $250,000 per year to be dedicated to technology, per the plan adopted by the School Board. This will ameliorate

the decrease in BSEP funds for technology at the school sites. In 2011-12, Measure I funds completed the installation of wireless access at all secondary schools, and began the installation of wireless access at the elementary schools. Computer replacements funded by Measure I included the Berkeley High library computer lab, middle school mobile labs, and various classrooms. Also in 2011-12, the process of refurbishing school computers schoolwide began at John Muir.

Any BSEP Technology carryover monies will be added to the budget for instructional technology for the schools or for additional extra duty support, as needed.

Budget Summary

BSEP Allocation for FY 2012-13	$ 757,182
Projected 2011-12 Carryover	20,000
Total BSEP Resources	$ 77**,182**
Projected Expenditures	
Technology Staff (7.13 FTE)	589,500
Hourly Extra Duty/Summer Work	3,000
Technology Supplies & Equipment	95,000
Repairs & Software Licenses	10,000
Reserve for Personnel Variance	21,000
Indirect Cost of 6.39%	45,300
Total Expenditures	**$ 754,800**
Revenue and Carryover Less Expenditures	**$ 22,382**

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section C

DISTRICT GOAL
V-A – Resources – Efficient Use of Resources: Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time to meet current and future student needs.

FISCAL IMPACT
Projected expenditures of $784,800 from the BSEP funds for Technology, from the BSEP Professional Development, Program Evaluation, and Technology Fund.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP funds for Technology in FY 2012-13.

BSEP Technology
Multi Year Summary

	FTE	**6.20**	**6.20**	**6.73**	**7.13**
		Audited Actuals FY 09/10	**Audited Actuals FY 10/11**	**Budget FY 11/12**	**Proposed Budget FY 12/13**
Revenue		726,612.00	728,352.00	735,431.00	757,182.00
Expenditures					
Certificated and Classified Salaries		327,793.00	330,498.00	372,645.00	397,100.00
Employee Benefits		150,071.00	149,295.00	179,158.00	192,400.00
Hourly Extra Duty/Summer Work		18,744.00	4,003.00	2,610.00	3,000.00
Materials and Equipment		120,119.00	114,651.00	199,565.00	95,000.00
Contracts		54,912.00	50,329.00	23,000.00	10,000.00
Unallocated Reserve		0.00	0.00	2,500.00	12,000.00
Indirect Costs at 6.39%		39,224.00	40,678.00	52,225.00	45,300.00
Total Expenditures		710,863.00	689,454.00	831,703.00	754,800.00
Net Increase/(Decrease)		15,749.00	38,898.00	(96,272.00)	2,382.00
FUND BALANCE ANALYSIS					
Beginning Fund Balance, July		44,156.00	59,905.00	98,803.00	2,531.00
Net Increase (Decrease) in Fund Balance		15,749.00	38,898.00	(96,272.00)	2,382.00
Ending Fund Balance, June 30		59,905.00	98,803.00	2,531.00	4,913.00

BERKELEY UNIFIED SCHOOL DISTRICT

TO: William Huyett, Superintendent
FROM: Neil Smith, Assistant Superintendent, Educational Services and Suzanne McCulloch, Visual & Performing Arts Coordinator
DATE: May 23, 2012
SUBJECT: Recommendation for expenditure of funds from the *Berkeley Public Schools Educational Excellence Act of 2006* for the Visual and Performing Arts (VAPA) Programs in 2012-13

BACKGROUND INFORMATION:
The Berkeley Public Schools Educational Excellence Act of 2006 allocates 6.25% of the available revenues annually to:

> *Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs.* (Section 3.B.ii.b)

The following recommendation for the expenditure of BSEP funds for Music and Visual and Performing Arts in FY 2012-13 was presented to the BSEP Planning and Oversight Committee on May 1st, and was adopted by the Committee on May 15, 2012. This recommendation will continue the grades 4-8 instrumental and choral music program and also support arts instruction and professional development in arts integration in the elementary and middle schools.

BUDGET RECOMMENDATIONS FOR FY 2012-2013

Music Program Staffing **$1,225,700**
In the 2012-13 school year, third grade students will continue to receive music instruction once each week during release time. The instructional focus for third grade is on ear training, rhythm and note reading using Orff pitched percussion instruments, recorders, and the voice. The cost of the 3rd grade program (1.44 FTE) is paid by the General Fund.

Music instruction for all 4th and 5th grade students is provided by the VAPA budget, twice per week (during two of the five release periods of their classroom teachers). Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), world music (percussion, ukuleles, guitars)—by scheduling three music teachers for the prep period of every two classroom teachers (4.04 FTE). Several additional music teachers may be

assigned for 4th and 5th grades as needed, to provide an optimal learning environment and to allow for grade level groupings where there are combination classes. (The total number of classes for the 2012-13 school year may need to be altered when school opens based on variances in enrollment.)

Enrollment in music classes at the middle schools continues to grow. In 2011-12 over 700 students chose one of the following: 6th Grade Band, 7th-8th grade Band, two levels of Orchestra, Chorus, and the Academy of Choral Arts and Modern Music (ACAAM, Longfellow). Classes are held five days a week, usually during zero period. Jazz Band is an after school elective four days a week at the middle schools. Modern Music meets one day a week at King. Total middle school FTE for Music is 3.32.

In 2012-13 there will continue to be two Orchestras and three bands at zero period at King to accommodate the large number of students who have signed up for music. Jazz Band will continue at the three middle schools. Thirty-five per cent (35%) of middle school students participate in music.

The total Music Staffing is:

- Music Teachers, grades 4-8, 11.40 FTE
- District Program Supervisor, 1.0 FTE
- Music Library Technician, 1.0 FTE
- Music Tutors and Instructional Specialists for middle school sectionals (hourly) 2 Instructional Specialists and 4 Tutors = approx. $7,000 Hourly
- Substitutes for Cazadero, Berkeley Symphony and other events = approx $6,000

Total cost of Music Staffing = $1,225,700

- 12.40 FTE Certificated staff
- 1.0 FTE Classified staff
- Hourly support

Performing Arts Teachers for the Middle Schools $25,000

The recommendation is for VAPA funds to continue to support performing arts courses in Dance and Jazz at the three middle schools. In 2011-12, the following after school classes were provided: King - Dance Production; Longfellow - Jazz Band; Willard - Jazz Band.

In addition, it is expected that funding from the BSEP Expanded Course Offerings (ECO) budget will continue to support middle school performing arts in 2012-13. In 2011-12 ECO funds provided .40 FTE for King, and.20 FTE each for Longfellow and Willard. Using these funds, King's drama, music,

and dance production teachers collaborated on a production of *The Odyssey.* Willard continued an after school drama production class and Longfellow offered a zero period Modern Music class.

Instruments and VAPA Instructional Materials $92,900

The recommendation is to continue to support the music program by providing musical instruments to all 4-8 music students. Berkeley is one of the few California school districts that is able to loan instruments so that students of all financial levels have equal access to the program. In addition, students are supplied with music method books and workbooks, recorders, reeds, strings, all instrument accessories and sheet music, and classrooms are outfitted with music stands, music carts and music storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

The music library collection will continue to be expanded in 2012-13, to help students develop as musicians. As the number of students enrolled in music classes continues to grow at the middle schools so does the need for additional instruments, repairs and instructional materials. As the students become more proficient, more sophisticated instruments must be provided. Also included in this category is $2,000 per middle school for drama production materials.

Professional Development & Arts Anchor Schools $87,500

The recommendation is for VAPA funds to continue to provide professional development in the area of the arts to K-8 classroom teachers, via the elementary Arts Anchor school program. The Arts Anchor program utilizes modeling and coaching to encourage classroom teachers to integrate the arts into their curriculum. Teachers at the Arts Anchor schools design the professional development focus as a team and work with an arts provider (e.g. Museum of Children's Art--MOCHA) or a certificated arts teacher to plan integrated arts lessons. The teaching-artist or certificated teacher models classroom teaching of the art form and coaches the classroom teachers in teaching and integrating the art form (dance, theater, visual arts, or music). Teams meet regularly as a group and with the arts provider to discuss and refine integrated curriculum with the goal of deeper learning and understanding for all students, as well as greater teaching proficiency of the teachers.

In 2012-13 eight K-5 and one middle school plan to participate in the Arts Anchor program. (One additional K-5 school may join in.) Principals and teachers report a new level of confidence among classroom teachers in undertaking arts integration on their own. Classroom teachers eagerly choose curriculum and an art focus for the year. Dance and class plays have become

"something we do at this school" and student displays throughout the school express the "student as artist" vision.

For the 22 BUSD arts teachers (K-8 visual arts and dance teachers and the K-12 music teachers), the recommendation is to continue to provide professional development on district wide staff development days. In 2011-2012 music teachers participated in workshops with Pamela Harrison-Small (Cultural Competency) and Bruce Munson (using Sibelius music editing software). Visual arts teachers participated in workshops by Tana Johnson and Lynn Zamarra from the Integrated Learning Specialist Program. Dance teachers shared curriculum and arts integration strategies. Music teachers had the opportunity to enroll in summer Orff certification courses. Similar staff development workshops are scheduled for 2012-13.

Festival Participation; Mileage for Music Teachers $8,000

Middle school teachers understand the tremendous educational opportunity provided by participation in local chorus, band and orchestra festivals. Students play for adjudicators who give the chorus, band or orchestra a score with comments. In addition, guest conductors work with the ensembles in clinics. The registration fees are covered and teachers raise funds for the buses to transport students.
All of the elementary and middle school teachers travel between three or four schools a day and five to seven schools during the course of the week, and are entitled to reimbursement.

Making Learning Visible $6,550

As a partner in the Alameda County Office of Education ALLIANCE for Arts Learning Leadership, BUSD participates in March IS Art Education Month each year with a variety of special events. VAPA monies support the Performing Arts Showcase, the Youth Arts Exhibition and the Arts Bus, presenting the talents and accomplishments for our students. The Youth Arts Exhibition at the Berkeley Art Center takes place in alternate years; the next one is scheduled for March 2013.

As in 2011-12, in early 2013, several busloads of Berkeley High School performing arts students will travel to the three middle schools, to present a 50 minute sampler of the dance, drama, vocal and instrumental music opportunities at Berkeley High School to the eighth grade students, who will soon be registering for their ninth grade classes at BHS. Experiencing the many options available for participation in the arts at the BHS supports students in their transition from middle school to high school.

Each March, as a component of March IS Arts Education Month, the VAPA Department presents the Performing Arts Showcase, an afternoon of grades 5-

12 music at the Berkeley Community Theater. In March of 2012 over 600 students participated in Chorus, Orchestra, Band and Jazz ensembles by grade level. An enthusiastic audience of over 2,500 cheered the student musicians. Teachers are paid hourly for weekend rehearsal and performance time.

Collaborative Partnerships and Additional Support $10,400

This VAPA budget includes $10,000 to support the Berkeley Symphony Orchestra program at the eleven K-5 schools and $400 to support Cal Performances in the classroom workshops. BUSD is fortunate to have the support of strong local arts organizations with which there are ongoing partnerships to provide opportunities for our students. As in past years, it is expected that in 2012-13 BUSD elementary schools will take part in the educational program conducted by the Berkeley Symphony Orchestra (BSO), which involves the Symphony visiting the schools in the fall to present a *Meet the Symphony* concert, BSO musicians visiting K-5 classrooms, and *I Am a Performer* concerts at many schools.

As in past years, in 2012-13 5th graders and middle school students will be able to attend Cazadero Performing Arts Camp for a "Jumpstart" retreat. Teachers will also be able to attend workshops and have guest artists visit their classes in conjunction with "School Time Performances" at Cal Performances.

Additional Support for Arts Programs in BUSD

The Berkeley Public Education Foundation (BPEF) traditionally supports a number of arts projects proposed by individual teachers at all grade levels. School Governance Councils also have funded arts teachers and projects at several schools, and most school PTAs have provided arts funding. BPEF contributes $15,000 per year to the Berkeley Symphony Music in the Schools program and $1500 a year toward scholarships for students participating in the Cazadero Jumpstart retreats.

All eleven of the elementary schools provide arts teaching to students beyond the district wide music program. In 2011-12, four elementary schools used their first and/or second grades release time for music instruction and two of those elementary schools provided music for their Kindergarten students. Four elementary schools had part time certificated visual arts teachers and one school had a classified visual arts teacher. Two elementary schools had a certificated dance teacher and two elementary schools employ a classified dance teacher. One of those schools also employs a classified drama teacher.

As previously mentioned, in the odd years the Berkeley Art Center sponsors the Youth Art Exhibition. K-8 student drawings, paintings and sculpture are

displayed during March IS Art Education month at no cost to the district. The KALA Institute annually hosts a show of artwork created by Berkeley High School students.

Cal Performances at Zellerbach Hall, a partner with BUSD in the J F. Kennedy Performing Arts Center in Washington DC, Partners in Education Program, sponsors workshops for teachers connected with SchoolTime performances at Zellerbach. Participating teachers may arrange to have the workshop teaching artist(s) visit their classrooms. Cal Performances provides for reduced ticket prices to main stage performances for middle and high school students and arranges clinics with visiting artists. Students and teachers are looking forward to seeing Gustavo Dudamel conduct the Simon Bolivar Symphony Orchestra of Venezuela in November and interacting with some of the young musicians in La Sistema.

The Music Connection (TMC) is a University of California at Berkeley student club, formed in 2006 to provide tutors for BUSD music classes during and after school. During the music release classes TMC students assist the music teachers by working with individuals and small groups of students on technique and as chamber groups. After school 85 TMC volunteers are working at the eleven elementary schools and the three middle schools offering individual lessons, small ensemble work and music theory. In addition, TMC arranges Cal Band and Orchestra Nights for the fifth graders and middle school students, where students participate in the rehearsal playing music at a comfortable level. TMC raises all necessary funds. Parents and students alike have been thrilled with the musical progress students have made while participating in TMC classes. The Music Connection was recognized with an award for their work in Berkeley Unified in April 2012 by the Chancellor of UC Berkeley.

Budget Summary

BSEP Allocation for FY 2012-13	1,460,613
Projected 2011-12 Carryover	335,000
Total BSEP Resources	**1,795,613**
Projected Expenditures	
Music Teacher, Admin & Clerical Staffing	812,600
Music Teacher transfer for GF Release Time	400,100
Other Salary Expense (Tutors and Subs)	13,000
Middle School Performing Arts	25,000
Instruments & Instructional Materials	92,900
Professional Development	87,500
Teacher Travel/Mileage Reimbursements	8,000
Performing Arts Showcase, Arts Bus	6,550
Collaborative Partnerships	10,400
Reserve for Personnel Variance	25,000
Indirect Cost of 6.39%	94,600
Total Expenditures	**1,575,650**
Revenue and Carryover Less Expenditures	**219,963**

POLICY/CODE
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3Bii(b)

DISTRICT GOAL
II-A–Student Engagement: Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.

FISCAL IMPACT
Projected expenditures of $1,575,650 from the BSEP funds for Music and Visual and Performing Arts.

STAFF RECOMMENDATION
Approve the recommendation for the expenditure of BSEP VAPA funds in FY 2012-13.

2012/13 Proposed Budget
Music and VAPA

	FTE	11.68	11.16	13.04	13.40
		Audited Actuals FY 09/10	**Audited Actuals FY 10/11**	**Budget FY 11/12**	**Proposed Budget FY 12/13**
REVENUE					
Revenue		1,384,737	1,405,000	1,418,656	1,460,613
BSEP Contribution to GF		(332,712)	(341,305)	(342,783)	(400,100)
Net Revenue		1,052,025	1,063,695	1,075,873	1,060,513
EXPENDITURES					
Certificated Salaries (Inc. Administrative)		490,466	555,208	612,135	618,700
Classified Salaries		43,775	46,146	48,685	41,600
Employee Benefits		147,690	168,387	204,939	208,800
Hourly/Extra Duty		10,192	13,362	21,078	19,200
Books, Supplies and Equipment		96,338	173,761	94,074	65,000
Arts Anchor Grants					49,000
Contracted Services		67,211	104,391	111,528	53,200
Reserve for Personnel Variance				19,417	25,000
Indirect Cost		70,277	86,837	97,561	94,610
TOTAL EXPENDITURES		925,949	1,148,092	1,209,417	1,175,110
NET INCREASE (DECREASE)		126,076	(84,397)	(133,544)	(114,597)
FUND BALANCE ANALYSIS					
Beginning Fund Balance, July		389,185	515,261	430,864	297,320
Net Increase (Decrease) in Fund Balance		126,076	(84,397)	(133,544)	(114,597)
Ending Fund Balance, June 30		515,261	430,864	297,320	182,723