



**BERKELEY UNIFIED SCHOOL DISTRICT**  
**BERKELEY SCHOOLS EXCELLENCE PROJECT**  
2020 Bonar Street, Berkeley, CA 94702  
Phone: 644-8717 Fax: 644-8923

## MEETING NOTICE

**COMMITTEE:** BSEP Planning & Oversight Committee  
**DATE:** **Tuesday, April 16, 2013**  
**TIME:** **7:00 p.m.**  
**Gavel down:** **7:15 p.m.**

**LOCATION:** 2020 Bonar Street, Room 126

**CHAIRPERSON:** Chris Martin

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## AGENDA

- |                     |      |  |
|---------------------|------|--|
|                     | 7:15 | 1. Call to Order/Introductions & Site Reports  |
|                     |      | 2. Establish the Quorum/Approve Agenda   |
|                     |      | 3. Chairpersons' Comments (Chris Martin)   |
|                     |      | 4. BSEP Director's Comments (Natasha Beery)  |
|                     |      | 5. Public Comment  |
| [Presentation]      | 7:45 | 6. Recommendations for BSEP Funds in FY 2013-14: <ul style="list-style-type: none"><li>• Professional Development (Neil Smith)</li><li>• Program Evaluation (Debbi D'Angelo)</li></ul> |
| [Discussion/Action] | 8:30 | 7. Recommendations for BSEP Funds in FY 2013-14: <ul style="list-style-type: none"><li>• Parent Outreach (Charity DaMarto)</li><li>• Technology (Jay Nitschke)</li></ul>               |
| [Presentation]      | 9:00 | 8. Music/VAPA Subcommittee Report (TBD)  |
|                     | 9:20 | 9. Approval of Minutes: 4-9-13   |
|                     | 9:30 | 10. Additional Items for Discussion  |
|                     |      | 11. Adjournment  |

**Next P&O Committee meeting: Tuesday, April 23, 2013**

>Recommendation for Allocation of BSEP Class Size Funds FY 2013-14:  
Library Program, Music & Visual & Performing Arts

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**April 9, 2013**

BUSD Offices –Technology Room 126  
2020 Bonar Street, Berkeley

**P&O Committee Members Present:**

Amelia Archer, <i>Berkeley High</i>	Patrick Hamill, <i>Thousand Oaks</i>	Danielle Perez, <i>Pre-K (co-Rep)</i>
Lea Baechler-Brabo, <i>Oxford (Alt)</i>	Elisabeth Hensley, <i>King</i>	Shauna Rabinowitz, <i>Jefferson</i>
Juliet Bashore, <i>Rosa Parks (co-Rep)</i>	Catherine Huchting, <i>Malcolm X</i>	Margot Reed, <i>Longfellow</i>
Lee Bernstein, <i>Arts Magnet</i>	Melissa Kaprelian, <i>Thous.Oaks (Alt)</i>	Bruce Simon, <i>King</i>
Moshe Cohen, <i>Pre-K (co-Rep)</i>	John Lavine, <i>Berkeley High (Alt)</i>	Greg Wiberg, <i>Oxford</i>
Aaron Glimme, <i>Berkeley High</i>	Chris Martin, <i>LeConte (co-Chair)</i>	
Larry Gordon, <i>Berkeley High (Alt)</i>	Dawn Paxson, <i>Willard</i>	

**P&O Committee Members Absent:**

Keira Armstrong, <i>Washington (Co-Rep)</i>	Rhonda Jefferson, <i>Berkeley High</i>	Boyd Power, <i>Emerson</i>
Jennifer Braun, <i>Ind. Study (Alt)</i>	Catherine Lazio, <i>Berkeley High</i>	Cecilie Rose, <i>John Muir</i>
Shannon Cunningham, <i>B-Tech</i>	Leslie Lippard, <i>Cragmont</i>	James Shultz, <i>Rosa Parks (co-Rep)</i>
Ila Deiss, <i>LeConte (Alt)</i>	Brittni Milam, <i>Washington (Co-Rep)</i>	Abigail Surasky, <i>Longfellow</i>
Maria Einaudi, <i>Ind. Study</i>	Emily Newman, <i>Emerson (Alt)</i>	Ellen Weis, <i>Longfellow (Alt)</i>
	Representative, <i>Willard</i>	Hugo Wildmann, <i>John Muir (co-Rep)</i>

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

Mark Coplan, *BUSD Public Information Officer*  
Charity DaMarto, *Supervisor, Family Engagement & Equity*  
Jay Nitschke, *Director of Technology*  
Fatemeh Heidari, *Community Member*

**BSEP Staff:**

Natasha Beery, *BSEP Director*  
Valerie Tay, *BSEP Program Specialist*  
Linda Race, *BSEP Staff Support*

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**1. Call to Order, Introductions & Site Reports**

At 7:18 p.m. Co-chair Chris Martin called the meeting to order by welcoming attendees and by asking P&O members to introduce themselves and to report on School Governance Council activity at their sites. Many of the sites are getting their surveys back and some are already making changes to their budgets based on the response data.

**2. Establish the Quorum**

The quorum was approved with 13 voting members initially present.

**3. Chairs' Comments**

*Elisabeth Hensley and Chris Martin*

Martin stated that with the help of committee contributors the statement to the Board was drafted and sent out prior to this meeting. (See item 7. BSEP Board Presentation, below.)

The School Site Funds Subcommittee did not meet this week due to Spring Break. They are planning to meet on Thursday, April 18, 2013 in Technology Room 126 of the BUSD District Office, 2020 Bonar Street, Berkeley. They are gathering information and materials for the meeting.

Martin stated that there are three meetings scheduled for each of the months of April and May. Natasha Beery, BSEP Director may be able to reduce the meetings in May (by eliminating the May 14<sup>th</sup> meeting), but as of this date all meeting dates are needed to review the various budgets to be presented.

#### **4. BSEP Director's Comments**

*Natasha Beery, BSEP Director*

Beery brought to the committee's attention that there was an item in the Berkeley Patch (<http://berkeley.patch.com/articles/do-you-support-renewing-busd-parcel-tax>) about the April 10<sup>th</sup> Board meeting entitled "Do You Support Renewing BUSD Parcel Tax?" There were seven comments on the site and six of them were "yes, absolutely!"

#### **5. Public Comment**

There were no public comments, although during introductions Fatemeh Heidari, an interested member of the community, stated that she was attending the meeting to touch base and see if she could give any help with the school district. Her son attended King and Emerson and graduated from Berkeley High.

#### **6. Recommendations for BSEP Funds in FY 2013-14:**

*Charity DaMarto, Supervisor, Office of Family Engagement & Equity (OFEE), Jay Nitschke, Director of Technology*

##### **Office of Family Engagement & Equity Budget Presentation**

DaMarto provided the following handout:

- Memo to the BSEP P&O Committee from Neil Smith, Co-Superintendent and Charity DaMarto, Supervisor, Family Equity and Engagement dated April 10, 2012 (Draft v04.09.13) Recommendation for Allocation of BSEP Parent Outreach Funds in FY 2013-14 (BSEP Resource 0857)

As part of the presentation, Martin asked DaMarto for a briefing on what has changed in the budget. DaMarto indicated that much has changed from last year because the current program was not yet up and running. The budget for 2013-14 was based on looking at the past two years budgets to have a clearer sense of expenditures once the program is fully staffed and operational. The unusually high carryover of \$300,000 is due to the transition in the program, with the 2011-12 and 2012-13 budget years bridging a time of significant changes and low staffing.

In meetings with Co-Superintendents Smith and Cleveland, it was decided that the position of Supervisor of Family Engagement and Equity could be funded to 1.0 FTE rather than 0.50 FTE, due to the large carryover fund. The salary was previously partially funded out of the BSEP Professional Development fund.

DaMarto confirmed the OFEE budget projected fund balance of \$216,330.

DaMarto stated that this year the OFEE used more of a case management model at sites. Next year they will be providing district-wide events and site-based trainings for parenting

and family/parent academic support for students. All of the events for next year are planned, except for determining the exact dates of the events, which will be coordinated with the sites. (Note: The goals and events are described in detail on page 2 of the Draft Memo. The second paragraph describes what will be done at the pilot sites, which are Emerson, John Muir, Berkeley Arts Magnet, Malcolm X, LeConte and Thousand Oaks, and the third paragraph describes the district wide events in conjunction with the Berkeley Alliance, the District, and the City of Berkeley.)

This year DaMarto will be tracking changes in students' improved performance as it relates to the OFEE program, with Berkeley Evaluation and Assessment with the School Governing Council questions. Next year there will be more depth in tracking of the academic and other supports for the students as it relates to the program.

DaMarto responded to questions regarding teacher hourly payments for trainings; on considering giving a monetary allowance from the budget to the three elementary school sites without site coordinators; on OFEE's possible inability to make changes to the 2-year program outline; and on more attention and monies for the middle schools and high school now and in the future, as well as possible overlaps in funding at sites. It was stressed that Site BSEP monies and Title 1 Funding are separate; OFEE is 100% funded by BSEP.

DaMarto stressed the OFEE was building capacity at the sites and that next year's budget reflects that. She anticipates that the consultant contracts expenditure will decrease as they train leaders that will be running the parent advocacy program. The trainings include getting two parents advocates at the three elementary schools that don't have parent liaisons: Jefferson, Oxford and Washington. DaMarto stressed that she was available for advice and support to the schools.

There was a discussion around providing monies to support all the sites equitably, while still respecting the "pilot program" concept for Parent Outreach. Beery and DaMarto agreed to discuss this with Co-Superintendent Neil Smith and others for costs what might be needed for the additional sites. DaMarto stated that she could meet with the principals of the schools without site coordinators to find out what they were spending now and also get information about PTA expenditures.

The P&O committee asked DaMarto if she could get more funds for the middle schools and schools without site coordinators for training and teacher hours.

### **Technology Budget Presentation**

Nitschke provided the following handout:

- Memo to the BSEP P&O Committee from Jay Nitschke, Director of Technology, April 9, 2013, Recommendation for expenditures of funds from the Berkeley Public Schools Educational Excellence Act of 2006 for Technology in 2013-14

Nitschke presented the Technology budget, noting it is much the same as in the past years as far as the staffing model and the use of the funds. He said that they negotiated to get 350 donated computers last fall and are still distributing them, but they may be the last desktops used in the district, as changes in technology are moving away from individual desktops. The big emphasis last year was getting wireless in all the school facilities.

Nitschke noted the implications of Smarter Balanced assessments as part of Common Core curriculum standards. 47 states have adopted Common Core (The State Standards Initiative for college and career prep. See website: <http://www.corestandards.org/>) and 25 states have banded together as part of Smarter Balanced (Assessment Consortium, see website: <http://www.smarterbalanced.org/about/>), including California. All the assessments,

including STAR, will be given online in 2014-15. Next week Thousand Oaks, Oxford, and Emerson elementary schools will be piloted for one grade for one assessment. This pilot is a mock assessment to see how the new online testing format works.

BUSD will be standardizing Chromebooks as the general platform for testing. There are about 300 Chromebooks now, and by September there will be about 1000 in the District, with 1 cart per school and 30 Chromebooks per cart. Even though iPads really work well for students whose typing is not native, they are very expensive. Middle school teachers want students to produce papers and research projects, and the students that do not type are at a disadvantage. Emerson, John Muir, and LeConte are starting keyboarding classes, both during the school day and after school. Of note is that Measure I Facilities Fund pays for the Chromebooks.

With the donation of the 350 computers they have been able to set up pods of four computers in classrooms at the elementary schools.

Nitschke finds that it is difficult to get teachers trained because there is very little staff development time for technology. Staff development will be devoted to Common Core in the next two years because the whole curriculum is changing. Some of Nitschke's staff will be working on getting technology instruction out to teachers and students, such as how to type and how to browse the web, as well as how to use tools like Illuminate. They will also be rotating the Chromebooks through the school so that the students will have an opportunity to become familiar with using them.

There was a discussion on how staff development days are driven by what the site wants to do, as well as what the state requires for academics. The state has not added typing as a critical skill to learn. Further, teachers will be required to learn how to use the technology as it becomes more available and used on a daily and weekly basis. This will allow for better feedback for all and can dramatically change how teachers teach. Nitschke stressed that final assessments will not occur until the Spring of 2015, but the Chromebooks will be in the schools for Fall of 2013. In response to a question about developing computer literacy, Nitschke said that Berkeley does not have computer labs in their schools. The well-enrolled schools do not have space for a computer lab, even though labs are inexpensive, last a long time, and are easy to maintain, as opposed to carts, which are expensive and break.

## **7. BSEP Board Presentation**

*Natasha Beery, BSEP Director*

P&O Committee members Elisabeth Hensley, Danielle Perez, Chris Martin and Natasha Beery, BSEP Director drafted the handout Draft statement to the BUSD Board of Education from the BSEP Planning & Oversight Committee dated April 10, 2013, "Looking ahead at BSEP" over Spring Break and gave copies to the committee to review and discuss.

Beery stated that there would be a 45-minute presentation given to the school board but they will be trying to keep the presentation to around 15-20 minutes to allow for question/answer time. Neil Smith, Co-Superintendent, will give a 2-minute introduction. Javetta Cleveland, Co-Superintendent, will give an overview of the BSEP budget and how that interacts with the District budget, specifically emphasizing Class Size Reduction (CSR), Music Budget and General Fund release time, and school site discretionary funds. They'll look at what District classes and programs would look without BSEP, such as how much would it cost the District to get class sizes down to various levels without BSEP.

Beery and Jay Nitschke, Director of Technology, will be presenting information on what the Board should consider when thinking about challenges in the stewardship of the current

Measure for the next four years, and give the initial timeline in looking forward to planning for the next Measure.

The presentation will be near the beginning of the Board's agenda. Reading the P&O Statement will occur between 7:40 and 7:50pm during the Public Comment period. The P&O committee members were encouraged show support by attending the meeting for the reading of the statement and the BSEP presentation, to show how important BSEP is for the District. This will reinforce the importance of the work the P&O Committee does in providing structure, representation, and thoughtful consideration of all of the proposals that come from the District.

The P&O's statement to the Board will include concerns about the appointment of a new board member who understands the BSEP measure. Any member of the P&O that is volunteering for the open board director position should recuse themselves from that portion of the discussion.

There was a brief conversation about adding wording to the Draft Statement about inviting the Board members to attend the P&O meetings in order to strengthen communications. The Board was supposed to provide two liaisons to the P&O Committee, but only Josh Daniels, School Board Director, has been attending consistently.

**MOTION CARRIED (Simon/Bernstein):** To approve the Draft statement to the BUSD Board of Education from the BSEP Planning & Oversight Committee dated April 10, 2013, "Looking ahead at BSEP" with changes to the first paragraph" to add "a third of the District's classroom teachers and the final closing sentence "We warmly encourage you to join us at our meetings where we know you will learn even more. It is our experience the presence of an engaged Board Director improves communication between the two bodies and the implementation of BSEP programs and resources" as written up by Elisabeth Hensley for the Committee.

The motion was approved by a voice vote, with no objections and one abstention.

Juliet Bashore volunteered to read the statement for the Committee at the BUSD Board of Education meeting on behalf of the Committee.

## **8. Budget Revision Criteria Requiring P&O Discussion and/or Re-approval**

*Natasha Beery, BSEP Director*

Beery and Martin stated that the P&O Committee needs to develop guidelines for reviewing changes in expenditures or budgets when the budget owners or the BSEP Director brings the committee new information. There are no clear guidelines around when to have those discussions. It has been vague over the years and, for instance, if 10% of the budget changes over the summer it should come back to the P&O committee meeting anytime, over the summer or otherwise. Martin would prefer to have the discussion in a smaller group and come to the P&O committee for a plan for feedback. Martin suggested that the P&O committee should work toward a more transparent process as the budgets are being produced, working with the staff at the District who are developing the budgets.

There was a discussion around expenditures and assumptions made for expenditures. The budget isn't really locked in until the end of May, and the P&O Committee is not in session for reviewing changes over the summer. Questions and concerns by the committee members are:

- What do we consider to be a "significant" change? Percentages and wording can both be vague and/or misused.

- What if something happens over the summer? That would be the reason to meet, or a steering committee could meet.
- What happens when decisions/changes were made after the budget was approved and plans drawn up, but not brought back to the committee? Budget owners could return to the P&O committee, as Co-Superintendent Neil Smith did when he learned that there would be a small change due to the addition of a kindergarten class. (See meeting minutes from March 26, 2013, item 6. Update: Class Size Reduction Calculations.)
- A subcommittee could put some statements and guidelines together to encourage transparency and encourage meaningful input into the budget.
- Subcommittees have been difficult to sustain...what can be done to encourage deeper involvement?
- People from sites should be encouraged to come to the P&O meetings

There will be a subcommittee meeting in the future – a “subcommittee on subcommittees” or a policy subcommittee, which can, among other things, discuss guidelines for when and how the budget owners should let the P&O committee know about changes and expenditures. Interested P&O members should let Martin or Beery know.

**9. Approval of Minutes: March 12, 2013 and March 26, 2013**

**MOTION CARRIED (Baechler-Brabo/Simon):** To approve the minutes of the March 12, 2013 P&O Committee Meeting.

The motion was approved by a voice vote, with no objections and one abstention.

**MOTION CARRIED (Paxton/Hamill):** To approve the minutes of the March 26, 2013 P&O Committee Meeting.

The motion was approved by a voice vote, with no objections and two abstentions.

**10. Additional Items for Discussion**

No additional items were discussed.

**11. Adjournment**

The meeting was adjourned by acclamation at 9:20 p.m.

*Minutes submitted by Linda Race*

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BERKELEY SCHOOLS EXCELLENCE PROJECT**

2020 Bonar, Berkeley, CA 94702  
Phone: 644-8717 Fax: 644-8923

**MEETING NOTICE**

**COMMITTEE:** BSEP P&O LIBRARY PROGRAM SUBCOMMITTEE

**DATE:** **Thursday, April 18, 2013**  
**5:30-7:00 pm**

**LOCATION:** Tech Room #126  
2020 Bonar Street, First Floor

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**AGENDA**

- 7:00 Introductions
- 7:15 Discussion of the future year plans & expenditures for the Library Program
- 7:45 For the good of the order / Announcements
- 8:00 Adjournment

**BSEP Subcommittee membership is not limited to P&O Representatives.  
Teachers, parents, BUSD staff, and community members are encouraged to participate as full members of this Subcommittee.**

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**MEETING NOTICE**

**COMMITTEE:** BSEP P&O SUBCOMMITTEE ON MUSIC/VAPA

**DATE:** **Tuesday, April 16, 2013**  
**4:00-5:00 pm**

**LOCATION:** VAPA Office, Room D 19 C  
Metal Shop Theater Building D  
Willard Middle School, 2425 Stuart Street

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**AGENDA**

- 4:00 Introductions
- 4:10 Discussion of the future year BSEP Music/VAPA plan & expenditures
- 4:50 For the good of the Order and Announcements
- 5:00 Adjournment

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Phone: 644-8717 Fax: 644-8923

**MEETING NOTICE**

**COMMITTEE:** BSEP P&O SUBCOMMITTEE ON SCHOOL SITE FUNDS

**DATE:** **Thursday, April 18, 2013**  
**7:00-8:30 pm**

**LOCATION:** Tech Room #126, First Floor  
2020 Bonar Street, Berkeley

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**AGENDA**

- 7:00 Introductions
- 7:15 Discussion:  
Review information from PTA Budgets and Site Plans  
Identify information-gathering priorities to support BSEP planning
- 8:15 For the good of the order/Announcements
- 8:30 Adjournment

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Teachers, parents, BUSD staff, and community  
members are encouraged to participate as full  
members of this Subcommittee.**

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning and Oversight Committee  
**FROM:** Neil Smith, Co-Superintendent  
**DATE:** April 16, 2013  
**SUBJECT:** Recommendation for Expenditures in FY 2013-14 of revenue from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP) for Professional Development

### **BACKGROUND INFORMATION**

In compliance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), nine percent (9%) of the available revenues of the Measure are allocated to three purposes: (1) providing professional development for the District's teachers and staff; (2) assessing the effectiveness of the District's educational programs for improving student achievement; and (3) providing and maintaining computers and technology in schools. Currently Professional Development and Technology each receive 36% of the allocation, and Program Evaluation receives 28% of the 9%.

The following recommendation is for the allocation of funds for the Purpose of Program Evaluation in accordance with BSEP Measure A, Section 3C:

*...providing professional development for the District's teachers and staff.*

### **Professional Development Objectives**

Effective professional development programs—teachers learning successful educational strategies—are essential to improving overall student outcomes. The following strategic directions and targeted content for professional development guide the district's Professional Development program:

#### 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:

- Expository Writing and Literacy Skills
- Numeracy and Algebra Readiness and Success
- Response to Instruction and Intervention (RtI<sup>2</sup>)
- Effective Use of Assessment Data to Improve Instruction
- Cultural Competence: Supporting a Diverse Student and Staff Population
- Beginning Teacher Support and Assessment/Peer Assistance and Review – BTSA/PAR

## Program Summary

The positions and initiatives proposed to be funded from the allocation of BSEP funds for Professional Development in FY 2013-14 are similar to those in FY 2012-13, with some adjustments in funding. See appendix A for a three-year funding comparison for Professional Development positions and activities.

## Staffing

**\$748,000**

• Elementary Literacy Coaches	2.75 FTE
• Literacy Lead Coach	0.40 FTE
• MS English Language Arts Coach	0.40 FTE
• District EL Coach	0.40 FTE
• TWI/Bilingual TSA	0.20 FTE
• Mathematics Coach, K-5	0.30 FTE
• Mathematics Coach, 6-8	0.35 FTE
• BHS Professional Development Leaders	2.0 FTE
• District RtI <sup>2</sup> Behavior Specialist	0.30 FTE
• Instructional Technology TSA	0.34 FTE
• Professional Development Coordinator	0.40 FTE

### Elementary Literacy Coaches

**2.75 FTE**

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. The literacy coaches support teachers in implementing the Columbia University Teachers' College Reading and Writing Project, the district's elementary school English Language Arts program.

These positions would continue to be supported by 0.25 FTE at 11 sites, for a total of 2.75 FTE from BSEP Professional Development funds as well as 3.3 FTE from BSEP Class Size Reduction Program Support funds, and additional sources.

### District Literacy Lead Coach

**0.40 FTE**

This position facilitates the work of the elementary school literacy coaches, providing training in coaching as well as in effective strategies for teaching literacy skills. In addition to these workshops for site literacy coaches, the position leads professional development for classroom teachers and facilitates the administration of district reading, writing and spelling assessments in grades K-5.

### Middle School English Language Arts Coach

**0.40 FTE**

This Teacher on Special Assignment (TSA) works with middle school teachers to improve instruction and assessment in both reading and writing. A lead teacher at each school will work directly with this TSA.

**District EL Coaches** **0.40 FTE**  
**and Two-Way Immersion (TWI)/Bilingual Coach** **0.20 FTE**

There are three different programs for English learners, serving more than 1,200 K-12 students in the district: Two-Way Immersion at Cragmont, LeConte, Rosa Parks, and Longfellow; Bilingual classes (K-5) at Thousand Oaks; and Specially Designed Academic Instruction in English (SDAIE). 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 the same as English Language Arts.

The EL Coaches lead workshops for teachers and provide classroom coaching to guide teachers in using best practices to teach students who are learning English. A full-time coach for the elementary schools, and a full-time coach for the secondary schools (grades 6-12) work along with a part-time coach who provides additional support for the K-5 TWI and Bilingual programs. *(Funded to 2.4 FTE with 1.8 FTE from federal funds)*

**Math Coaches** **0.30 FTE & 0.35 FTE**

To support the transition to the Common Core State Standards, a full-time classroom teacher has been identified at each school to serve as a math teacher leader. The math coach for the elementary schools supports the teachers' professional education by facilitating workshops to deepen teachers' content knowledge, provides feedback to teachers based on classroom observations, guides teachers in the use of assessments, and reinforces the standards essential to student success in middle and high school math. In the 2012-13 school year, the math teachers' coaching program was expanded to serve the middle schools, based on the successful elementary school model. The recommendation is for BSEP to continue to support math instruction by funding 0.30 FTE for the K-5 math coach and 0.35 FTE for the 6-12 math coach.

**BHS Professional Development Leaders** **2.0 FTE**

Berkeley High School will continue to focus its professional development efforts on Faculty Study Groups, in which teacher teams from learning communities and the departments 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 to increase BSEP funding from 6 positions at 0.2 FTE (total of 1.2 FTE) to 10 positions at 0.20 FTE (total of 2.0 FTE). This additional FTE from BSEP funding is to ensure the continuation of teacher leaders previously funded from the grant for Small Schools.

**Instructional Technology Teacher (TSA)****0.34 FTE**

This position was created 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 the Read 180 program at the three middle schools, a computer based remedial reading program which requires reliable hardware and technological expertise. 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 facilitating the adoption of *Illuminate*, the data management system adopted by the district during the 2012-13 school year. The use of technology for instruction and testing will continue to expand in the 2013-14 school year, with the advent of new student assessments aligned with in the *Common Core* standards, which will be conducted online.

The recommendation is for this budget to continue funding 0.34 FTE of the position.

**Response to Intervention [RtI<sup>2</sup>] Behavior Specialist****0.30 FTE**

The RtI<sup>2</sup> Program is intended to identify and serve students who need additional academic, behavioral or social support to succeed in school. RtI<sup>2</sup> 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 while improving outcomes for all students.

The RtI<sup>2</sup> team of includes a full-time and a half-time Teacher on Special Assignment (1.50 FTE) to provide professional development for teachers to strengthen the academic intervention components in the classroom; and a Behavior specialist (1.0 FTE). The Behavior specialist, who is also a school psychologist, works with teachers at school sites to develop strategies designed to engage students with challenging behavior and/or emotional issues.

The recommendation is for BSEP to provide funding for 0.30 FTE of the Behavior Specialist.

**Coordinator of Professional Development****0.40 FTE**

This position ensures that the professional development outlined in this proposal is well-organized and provided as outlined. The recommendation is to fund 0.40 of this this full time position from BSEP Professional Development funds.

## **Program Expenditures**

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

Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. 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, or teaching English Language Development in a diverse class. 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.

### **K-8 Curriculum Teacher Leaders** **\$80,200**

Teacher Leaders help advance various curriculum initiatives in the schools, such as the implementation of the new Common Core state standards. The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their schools. During the 2012-13 school year, the K-5 Teacher Leaders focused on ELD, and the district also identified Teacher Leaders for Equity, a group who will participate in bi-weekly workshops with the Director of the Berkeley Alliance to develop their leadership skills on this key issue for the district.

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. (The \$1,700 estimated average cost includes employer paid fringe.)

### **Specialized Workshops for Secondary Teachers** **\$6,000**

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), a program designed to increase the number of students prepared to enroll in a four-year college; (3) The world language teaching methodology known as Accelerative Integrated Method (AIM) which uses gestures, music, dance and theater to help students learn. This fund would pay for conference registration and travel expenses for teachers participating in these specialized training programs.

## **BUDGET SUMMARY**

Professional development is funded through a variety of funding sources, including categorical funds such as Titles I, II, and III, as well as BSEP. However, most centrally-funded professional development staff positions are at least partially funded from BSEP.

### **BSEP Resources**

Revenue Allocation for FY 2013-14	\$772,406
Projected FY 2012-13 Carryover	191,000
<b>Total Resources</b>	<b>\$963,406</b>

### **Projected Expenditures**

Professional Development Staff	748,000
Stipends for Teacher Leaders	80,200
Teacher Initiated Professional Development	50,000
Specialized Workshops for Secondary Teachers	6,000
Reserve for Personnel Variance	15,000
Indirect Cost of 6.73%	60,516
<b>Total Expenditures</b>	<b>\$959,716</b>

**Estimated Fund Balance** **\$3,690**

### **Additional Carryover Funding Priorities**

- a. Middle School Writing Scoring** **\$10,000**  
Middle school teachers from all three sites collaborate with their grade level colleagues to review and assess 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.
- b. Specialized Workshops for Secondary Teachers** **\$15,000**  
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. Welcoming Schools Training** **\$7,000**  
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.

**d. 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.

**e. RtI<sup>2</sup> Workshops** **\$8,000**

Workshops focused on RtI<sup>2</sup> for teachers and administrators will further the district's efforts to implement and expand this model.

## Appendix A

### BSEP Professional Development Program – FY 2012 through FY 2014

Positions & Activities	Grade Level	FY 2011-12	FY 2012-13	FY 2013-14
<b>Current Proposal and Prior Year Comparison</b>				
Elementary Literacy Coaches	K-5	2.75	2.75	2.75
District Lead Literacy Coach	K-12	0.40	0.40	0.40
MS English Language Arts Coach	6-8	0.40	0.40	0.40
District English Language Coach	K-12	0.60	0.50	0.40
TWI/Bilingual TSA	K-	0.00	0.20	0.20
Math Coach	K-5	0.85	0.50	0.30
Math Coach	6-8	0.00	0.40	0.35
BHS PD Leaders	BHS	1.00	1.20	2.00
Instructional Technology TSA	K-12	0.34	0.34	0.34
Rtl <sup>2</sup> TSA or Behavior Specialist	K-8	0.30	0.40	0.30
Staff Development Coordinator	Pre-K-12	0.20	0.50	0.40
<b>Total FTE</b>		<u>6.84</u>	<u>7.59</u>	<u>7.84</u>
<b>Previously Funded by BSEP Professional Development Funds</b>				
TSA: Improving Instruction Using Data	K-12	0.80	0.00	0.00
Culturally Responsive Teaching	K-12	0.55	0.50	0.00
Supervisor Family Engagement & Equity	K-12	0.00	0.50	0.00
<b>Total FTE</b>		<u>1.35</u>	<u>1.00</u>	<u>0.00</u>
<b>Grand Total FTE</b>		<u><u>8.19</u></u>	<u><u>8.59</u></u>	<u><u>7.84</u></u>
<b>Other Professional Development Activities</b>				
Teacher-Initiated PD (TIP)	K-12	\$50,000	\$50,000	\$50,000
Teacher Leader Stipends - ELD, ELA, Math, Equity	K-8	\$60,600	\$80,155	\$80,200
Specialized Workshops for Secondary Teachers	9-12	\$25,000	\$15,000	\$6,000
<b>Total Other PD Initiatives</b>		<u>\$135,600</u>	<u>\$145,155</u>	<u>\$136,200</u>
<b>Previously Funded Activities</b>				
Math Consultant @ BHS	9-12	\$18,000	\$0	\$0
Culturally Responsive Training		\$30,000	\$25,000	\$0
Teacher College Program		\$0	\$10,000	\$0
ACOE Math Consortium		\$0	\$12,000	\$0
<b>Total Previously Funded Activities</b>		<u>\$48,000</u>	<u>\$47,000</u>	<u>\$0</u>
<b>Grand Total Program Activities</b>		<u><u>\$183,600</u></u>	<u><u>\$192,155</u></u>	<u><u>\$136,200</u></u>
<b>Priorities for Carryover Funds</b>				
Middle School Writing Scoring	6-8	\$15,000	\$15,000	\$10,000
Specialized Workshops for Secondary Teachers		\$10,000	\$10,000	\$15,000
Welcoming Schools Training		-0-	\$10,000	\$7,000
Mentors for Voluntary PAR Referrals		\$10,000	\$10,000	\$10,000
ULSS/Rtl Workshops		\$12,000	\$8,000	\$8,000
<b>Total Carryover Priorities</b>		<u><u>\$47,000</u></u>	<u><u>\$53,000</u></u>	<u><u>\$50,000</u></u>

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning & Oversight Committee  
**FROM:** Neil Smith, Co-Superintendent, and  
Debbi D'Angelo, Director, Evaluation and Assessment  
**DATE:** April 16, 2013  
**SUBJECT:** Recommendation for Allocation of BSEP Program Evaluation  
Funds in FY 2013-14

### **BACKGROUND INFORMATION**

In compliance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), nine percent (9%) of the available revenues of the Measure are allocated to three purposes: (1) providing professional development for the District's teachers and staff; (2) assessing the effectiveness of the District's educational programs for improving student achievement; and (3) providing and maintaining computers and technology in schools. Currently Professional Development and Technology each receive 36% of the allocation, and Program Evaluation receives 28% of the 9%.

The following recommendation is for the allocation of funds for the Purpose of Program Evaluation in accordance with BSEP Measure A, Section 3C:

*...assessing the effectiveness of the District's educational programs for improving student achievement.*

### **Program Evaluation Objectives**

As the District implements educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve five major goals:

1. Improve teachers' instruction and 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 indicators, drillable to the site, classroom and student level.

### **Program Summary**

Following is a summary of the programs and services offered by BEA. Additional projects of the BEA (not funded by BSEP) are listed in Appendix A.

Professional Development / Training: BEA staff will continue to provide training and support for administrators, teachers, parents and support staff in the continuous inquiry model – using data to drive instruction and to evaluate programs. In 2012, BEA rolled out a new Data and Assessment System entitled *Illuminate*; as part of that roll-out, staff has added *Illuminate* for Program and Classroom Evaluation to the repertoire of Professional Development offered.

District and Formative Assessment Support: BEA staff provides production support for all district assessments, which includes test duplication and distribution, design support and scanning of assessments using *Intel-Assess* and *Illuminate*. In addition, this year BEA staff is assisting teachers in creating their own formative assessments in *Illuminate*. Once scanned, reports are made available to teachers, administrators and district staff connected to the assessment. In 2013-2014, all District Assessments are being aligned to the new Common Core State Standards. Currently, assessments are administered in English Language Arts (ELA) and Math for Grades K-8, in Science and Music for Grades 4 and 5, and in the High School for most core subject areas. This year staff also conducted a Kindergarten Universal Screener and in 2013-14 will expand Response to Intervention and Instruction (RtI<sup>2</sup>) Universal Screeners to K-8. Staff also works one to one with teachers on assessments.

School Principal Evaluation Support: All sixteen principals receive one-on-one support at their school sites on a regular basis from BEA staff. Support is based on research from *Driven by Data* and *Culturally Proficient Inquiry*. BEA staff also provide supplementary data analysis, assist principals planning or preparing data presentations for their staff or SGCs, and provide support in using *Survey Monkey* and *Illuminate*.

Program Evaluation Reports: The Director prepares evaluation reports that the School Board, district administrators, and schools can use to inform their practice, including reports on State and local trends in achievement overall, and by racial and demographic subgroups. Evaluations include special programs, Board subcommittees, site programs and other focus areas. At the High School, this includes the Western Association of Schools and Colleges (WASC) accreditation and Small Learning Communities Grant. Reports include focus on RtI<sup>2</sup> and Common Core implementation, as well as a full data analysis for the Accelerating the Achievement of African American students workgroup.

2020 Vision Support and Partnership: The 2020 Vision is Berkeley's citywide effort to achieve academic equity for all children and youth in Berkeley by the year 2020. The 2020 Vision uses eight goals to measure success each year: Kindergarten Readiness\*, Reading Proficiency by Third Grade\*, Attendance, Math Completion by 9<sup>th</sup> Grade\*, College and Career Readiness\*, Alternatives to Suspension,\* Fewer Police Encounters, and Student Engagement. The BEA Director and Superintendent(s) are members of the 2020 Vision design team

and oversee the implementation of Phase III of the 2020 Vision, which include a series of seven 2020 Design Team meetings with City and Alliance staff. In addition, over 1000 hours of meetings and data analysis were conducted with 2020 partners to address the goals with asterisks (\*) above.

Elementary Report Cards: The Director serves as the liaison between the Professional Development department and the Technology department to assure that all report cards are updated and align to pacing guides at the school sites. BEA staff provide teacher and family guides (in English and Spanish), posted on the district website and distributed to new families for use with the Report Cards.

WE CARE and other Staff and Parent Surveys: BEA staff provide design and analysis support for a variety of surveys using both Survey Monkey and Google Surveys. This year, BEA worked with the Co-Superintendents to design a survey which will assess customer service in and amongst district departments. In addition, staff works with the new Supervisor of Family Engagement and Equity to survey and track parent engagement at their schools, and track staff self-evaluation on the Equity Rubric designed by the Equity Team.

**Staffing \$479,000**

The staffing model proposed for BSEP funding in 2013-2014 is similar to that in the prior three years, while evolving with the introduction of a new assessment system. (See Appendix B for specific sites).

- Director 1.0 FTE
- Teacher on Special Assignment 0.8 FTE
- Teacher on Special Assignment 0.7 FTE
- Teacher on Special Assignment 0.4 FTE
- Teacher on Special Assignment 0.2 FTE
- Data Technician 1.0 FTE
- Clerical Staff 0.5 FTE

**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 and 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, interpreting the needs of Curriculum and Instruction for the programming and system software, and improving data integrity, development and accessibility for teachers. The Director is working with the Director of Curriculum to align all assessments to the Common Core State Standards in 2013-14 and prepare students for the new computer-adaptive Smarter Balanced Assessment to be administered in 2014-15.

**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. The focus of the TSAs is 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 and administrative staff in understanding how to align and evaluate students and programs using the new Common Core State Standards.

**Data Technician (1.0 FTE) and Administrative Coordinator (0.5 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.)*

**Program Expenditures**

**Extra Duty \$12,000**

The TSAs for Evaluation will work during the summer to prepare student data reports and the new Common Core-aligned district assessments 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 and School-Year Staff Development \$15,000**

This year, carry-over funds will be used to ensure District Assessments are aligned to the new Common Core State Standards and that these assessments are ready for full implementation as the school year begins. The funds will also be used to begin training teachers on implementing the new online assessments in *Illuminate*. In order to assure full implementation, a portion of these funds will be used to pay a daily stipend to lead teachers at each site who will be developing and training others on how to implement and use these assessments.

**Contracted Services:**

***Illuminate, Intel-Assess, SPSS, Survey Monkey* \$70,500**

The Evaluation and Assessment Office manages a web-based data and assessment system entitled *Illuminate*. Using Web 2.0 technologies, *Illuminate* is a data-warehouse and information system, storing demographic, assessment and evaluation data. *Illuminate* serves as the vehicle for creating and scanning answers for district assessments as well as analyzing both State and district assessment data. With *Illuminate*, BUSD staff can now work dynamically through the system to create and analyze teacher-created quizzes, demographic data, State tests, or a combination of these and more. Staff reports a user-friendly interface that make every user's job easier: from district-level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum, to teachers using instant formative feedback mid-lesson to inform next steps.

Intel-Assess provides additional 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 been successfully used for the Ninth Grade English Language Arts Assessments and will be expanding to all grades. 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 have committed 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.

Survey Monkey is an online survey tool used by School Governance Councils and other District offices to collect survey data. The BEA

department purchases and manages the District’s subscription to Survey Monkey, which will also serve as the District “WE CARE” survey tool, and for analysis of Parent Outreach efforts.

**Professional Development for BEA Staff \$10,000**

Professional development will support staff facilitation of district evaluation and assessment activities, including the adoption of Common Core, and the roll-out of the on-line and instructional components of *Illuminate*.

**Supplies and Equipment \$10,000**

Books, supplies and office equipment are estimated to require no more than \$10,000 for the year.

**BUDGET SUMMARY**

Program Evaluation is funded through a variety of sources: General Funds, grant funding, Categorical Funds, and BSEP. All proposed staff positions focused on evaluation and assessment are at least partially funded from BSEP.

**BSEP Resources**

Revenue Allocation for FY 2013-14	\$600,760
Projected FY 2012-13 Carryover	58,000
<b>Total Resources</b>	<b>\$658,760</b>

**Projected Expenditures**

Program Evaluation Staff	479,000
Certificated Hourly (Extra Duty)	12,000
Teacher Hourly: Assessment Development and Training	15,000
Supplies and Equipment	10,000
Contracted Services (Illuminate, Intel Assess, SPSS, Survey Monkey)	70,500
Professional Development for BEA Staff	10,000
Reserve for Personnel Variance	19,160
Indirect Cost of 6.73%	41,434
<b>Total Expenditures</b>	<b>\$657,094</b>

**Estimated Fund Balance \$1,666**

**Carryover Funding Priorities**

The projected carryover amount for 2011-12 in the BSEP Program Evaluation fund is projected to be \$58,000, and is needed to support the roll-out of the on-line and instructional components of *Illuminate*, and professional development support for lead teachers to implement Common Core-aligned assignments. If carryover funds exceed the projection, additional funding priorities are:

- Additional Teacher Hourly \$5,000
- Contracted Services \$5,000

- Extra Duty: \$3,000  
**Appendix A**

In addition to BSEP Funded Activities, BEA implemented the following with funding from the General Fund, LEARNS, or Categorical Funds:

- I. Full Implementation of State Required Testing (see list of tests):
  - California Standards Test (CST), gr. 3-11, in ELA and Math and Writing
    - Early Assessment Program (EAP), gr. 11 (Extension of CST).
  - Standards Test in Spanish (STS), gr. 2-11, for Spanish English Learners in US less than 12 month
  - California Alternative Proficiency Assessment (CAPA), California Modified Assessment (CMA) for Special Education students in gr. 2-11 with special modifications required.
  - California High School Exit Exam (CAHSEE), gr. 10 census and for gr. 11-12 until student passes.
  - California English Language Development Test (CELDT) for English Learners, gr. K-12.
  - Physical Fitness Test (PFT), gr. 5, 7 and 9.
  - Field Testing for the Smarter Balanced Assessment Consortium.
  
- II. Gifted and Talented Education (GATE) Identification using Spring Fifth Grade Scores. GATE Identification will now include the following classifications and measures:
  - GATE English Language Arts – Scale Score of 500 and above on CST ELA and Score of W or Above on Teacher’s College Reading and Writing Assessment (TCRWP)
  - GATE Mathematics – Scale Score of 500 and above on CST Math and Score of 95% or Above on Spring District Math Assessment
  - GATE Science – Scale Score of 500 and above on CST Science and Score of 95% or Above on Spring District Science Assessment
  - GATE Music – Scale Score of 500 and above on CST Math or Science and Score of 95% or Above on Spring District Music Assessment. Teacher referrals for 1 student per class will be considered.
  
- III. Supporting LEARNS with the Statewide Report for 21st Century Community Learning Centers (CCLC) and After School and Safety (ASES), 21st Century High School After School and Safety for Teens (ASSETs) and Annual Performance Report (APR)

## Appendix B

### **Director**

All District Departments  
CCSS / SBAC Implementation  
Research requests  
Evaluation projects  
District / Board Reports  
2020 Vision Lead  
Research Interns  
Single Plan Review  
Accountability Report Cards  
Illuminate Implementation  
District We CARE Survey  
AAAA Work Group  
Report Card Oversight  
California Healthy Kids Survey (CHKS)

### **TSA (1.0 FTE)**

Berkeley-Tech\* and Independent Study  
Longfellow\*  
King\*  
Malcolm X  
Thousand Oaks\*+  
Willard\*  
MS ELA\*\*  
MS Math \*\*  
BUSD/BFT Surveys\*\*  
RTI2 / SPED / PBIS Support

### **TSA (1.0 FTE)**

Emerson\*  
Berkeley Arts Magnet\*  
Jefferson  
John Muir  
Washington\*  
Rosa Parks\*+  
LeConte\*  
LEARNS Evaluation  
Universal Screeners\*\*  
Elem. Math, Music and Science \*\*  
Parent Engagement Support

### **TSA (.4 FTE)**

Berkeley High School  
Cragmont\*  
Oxford\*  
BHS Assessments, Grants  
Classroom Assessment and Instruction

### **TSA (.2 FTE)**

Berkeley High School+  
BHS Common Assessments  
6-12 Liaison for Literacy

### **ALL STAFF**

CCSS Implementation  
SBAC Implementation  
2020 Symposium  
Training on:  
- *Illuminate*  
- *IntelAssess*  
Culturally Responsive Inquiry

### **Data Technician / Analyst-**

Data warehouse manager  
District assessment logistics and support  
Data analysis  
Data reports  
Elem. Literacy \*\*  
LEARNS Assets and ASES  
Bridge Evaluation  
PowerSchool Bridge to Illuminate  
CALPADS Assessment Module Oversight

### **Administrative Coordinator**

BEA Office and Test Coordination,  
Printing, Ordering and Pre-Identification  
Manages BEA office

### **Cal in Local Government Intern**

## BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** BSEP Planning & Oversight Committee  
**FROM:** Neil Smith, Co-Superintendent, and  
Charity DaMarto, Supervisor, Family Equity and Engagement  
**DATE:** April 16, 2013  
**SUBJECT:** Revised Recommendation for Allocation of BSEP Parent Outreach  
Funds in FY 2013-14 (BSEP Resource 0857)

### **BACKGROUND INFORMATION**

In compliance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), 1.25% of the available revenues are allocated to Parent Outreach.

The following recommendation is for the allocation of funds for the Purpose of Parent Outreach in accordance with BSEP Measure A of 2006, Section 3.B.ii.c:

*...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.*

### **Parent Outreach Objectives**

In April 2012, the Board of Education approved a new model for providing parent outreach and education services, the Office of Family Engagement and Equity, to begin in FY 2012-13. The primary objectives of the Office are to:

- Create a welcoming school environment for ALL families.
- Provide support to families of students in need of academic, behavioral, and emotional support.
- Increase the involvement of marginalized and under-represented parents (African-American, Latino and Limited English parents).

### **Program Summary**

A two-year pilot Parent Liaison program was designed to focus on engaging parents by strengthening the connection between the home and their children's school. District staff was encouraged to create this Parent Engagement model as a result of 2020 Vision community discussions, the Communications Study, surveys to families, and research on the most effective parent engagement models.

Six elementary schools were selected to participate in the pilot years of the new program: Emerson, John Muir, Berkeley Arts Magnet, Malcolm X, LeConte and Thousand Oaks. Four criteria were considered in selecting these schools: the number of students enrolled in the Free and Reduced Lunch Program, the number of English Learners, the number of students with "below basic"

achievement in math and/or English, and the schools' Program Improvement status.

Next year's goal is to broaden support and provide a sustainable model with clear procedures and processes to increase parent involvement. The OFEE will focus on strategies and trainings on school achievement and school climate for parents, district staff and school site staff. Topics for improving school climate include: reviewing the physical environment of the school, volunteering in schools, and collaborating with the community. Training on supporting school achievement includes: learning at home, improving two-way communication between School and Home, and strengthening parenting skills. Following the successful model at Rosa Parks School, each of the sites will be offering Word Power and Math Power programs to provide parents with skills to support academic success for their students.

Training and support will also be offered to elementary schools without a Site Coordinator. Two teachers from each of those sites will be invited to join the collaboration meetings and PLAN trainings.

The OFEE will also be co-hosting district-wide events with Berkeley Alliance, the City of Berkeley, and the Rosa Parks Collaborative. Events include Community Barbecues, Family Film Evenings, a Summer Camp Resource Fair, Health Fairs, and a Parent Retreat in August. All events have an academic focus. The Community Barbecues will take place at a recreation center in Berkeley and will highlight literacy. Family Film Evenings will showcase an educational topic. For example, the film "First Generation" explains the process of getting into college for students and their families.

The goal of these collaborations is to extend district-wide support to our families and communities at large, beyond the site based trainings at the pilot schools. During the 2012-2013 school year these kinds of events, held in collaboration with community partners helped extend the reach of information to the wider Berkeley community.

### **Program Expenditures**

<b>Staff</b>		<b>\$305,100</b>
• Supervisor, Family Equity and Engagement	1.0 FTE	
• Site Coordinator, Family Engagement	3.0 FTE	
• High School Parent Liaison	0.27 FTE	

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

This position brings together the closely related work of parent outreach and educational equity. The position supervises, evaluates, and provides ongoing professional development to the Site Coordinators, provides professional

development in educational equity to other groups, and coordinates district-wide parent education.

**Site Coordinator, Family Engagement and Equity 3.0 FTE**

The Site Coordinators support the School Sites by providing technical support and training to Parents and Staff. Site Coordinators are also responsible for attending meetings as needed, including: School Governance Council (SGC), Response To Intervention Team (RtI<sup>2</sup>), Student Success Team (SST), Parent Teacher Association (PTA), Parents of Children of African Descent (PCAD), and English Language Advisory Council (ELAC). One of the Site Coordinators is Bilingual in Spanish.

**High School Parent Liaison 0.27 FTE**

This position helps bridge the drop-off of parent involvement at the High School level. The Parent Liaison will help coordinate Parenting classes and support groups on site. *(Multi-funded to 1.0 FTE with 0.53 from Resource 0852 School Site Funds and 0.20 from EIA)*

**Meeting and Family Event Support (Hourly) \$6,000**

Funds support evening and weekend meetings with childcare, custodial and translation support for district and site-based family events.

**Teacher Hourly for Workshops and Meeting Facilitation \$20,000**

Teachers will lead trainings with parents, and train Site Coordinators on strategies to support academics at home. Two teachers from each of the sites without a Parent Liaison will be invited to join the collaboration meetings and PLAN trainings.

**Contracted Services \$25,000**

To provide high quality parent education and support, experts in specialized subject areas will offer staff development to Site Coordinators and Parent Leaders. Proposed consultants for the 2013-2014 school year include the Parent Leadership Action Network (PLAN) for Parent Leadership training, and the Berkeley Alliance to provide Equity and Cultural Competency training. Funds will also provide guest speakers to present at school sites and/or district trainings.

**Middle School Support \$15,000**

This funding will be used to provide training to site staff at the Middle Schools, and to offer Middle School parenting workshops during the school year.

**Staff Development and Mileage \$4,000**

Funds will be allocated for staff to attend State and local workshops, and for travel expenses.

**Materials and Supplies** **\$5,000**

This budget will provide the OFEE with materials and supplies to support the program.

**Cell Phone Service** **\$2,500**

Funding will provide cell phone service to facilitate contact for the three site coordinators, each of whom moves between two sites.

**BUDGET SUMMARY**

**BSEP Resources**

Revenue Allocation for FY 2013-14	\$297,996
Projected FY 2012-13 Carryover	300,000

<b>Total Resources</b>	<b>597,996</b>
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**Projected Expenditures**

Staffing	305,100
Classified Hourly	6,000
Certificated Hourly	20,000
Services and Operating Expenses	25,000
Equipment and Supplies	5,000
Cell Phone Service	2,500
Staff Development and Mileage	4,000
Reserve for Personnel Variance	25,000
Indirect Cost of 6.73%	26,422

<b>Total Expenditures</b>	<b>419,022</b>
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<b>Estimated Fund Balance</b>	<b>178,974</b>
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