

**Berkeley Unified School District
Office of the Superintendent
2020 Bonar Street, Suite 126
Meeting Location: 2134 Martin Luther King Jr. Way
Berkeley, CA 94704
Phone: (510) 644-6206 Fax: (510) 540-5358**

BOARD OF EDUCATION STUDY SESSION AGENDA*

Wednesday, June 19, 2013

Call to Order The Presiding Officer will call the Meeting to Order at
6:30 p.m.

Members Present:

Karen Hemphill, President
Josh Daniels, Vice President
Beatriz Leyva-Cutler, Director
Julie Sinai, Director
Judy Appel, Director

Administration:

Javetta Cleveland, Co-Superintendent
Neil Smith, Co-Superintendent
Delia Ruiz, Assistant Superintendent, Human Resources

The Board will recess into Closed Session after the conclusion of the Public Meeting under the authority of the Brown Act (including but not limited to Government Code section 54954.5, 54956.8, 54956.9, 54957, 54957.6, as well as Education Code section 35146). Under Government Code section 54954.3, members of the public may address the board on an item on the closed session agenda, before closed session.

- a) Conference with Legal Counsel
- b) Consideration of Student Expulsions
- c) Collective Bargaining - Negotiations Update
- d) Public Employee Discipline/Dismissal /Release/Evaluation - Approve Stipulated Settlement Agreement with Classified Employee
- e) Public Employment /Appointment
- f) Liability Claims
- g) Property Acquisition & Disposal

* Board agenda posted on District website: www.berkeleyschools.net

The Berkeley Unified School District intends to provide reasonable accommodations in accordance with the Americans with Disabilities Act of 1990. If a special accommodation is desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206

PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a card located on the table by the door and submit the completed card to the Board Recorder. Speakers will be selected by lottery. The Public Testimony is limited to 15 minutes – 3 minutes per speaker. Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

ACTION ITEM

Human Resources

2.1-A

Approval of BFT Tentative Agreement

Staff Recommendation:

Approve BFT Tentative Agreement

PRESENTATION ITEMS

Educational Services

6:30 p.m.

3.1-P

Response to Instruction and Intervention (RTI2)

Staff Recommendation:

Receive presentation

3.2-P

Parent Engagement

Staff Recommendation:

Receive presentation

**EXTENDED PUBLIC TESTIMONY
ADJOURNMENT**

Board of Education Meeting Dates – 2013

June 26	October 9
No July meeting	October 16 *
August 21	October 23
September 11	November 13
September 18 *	November 20 *
September 25	December 11

*Study Session

Guidelines for Speakers

You are invited to participate in Meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD**) and give it to the Board Secretary. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for **PUBLIC TESTIMONY**. You will be called to speak by the Presiding Officer. A Speaker has three minutes in which to make his/her remarks.

Any subject related to the District or its educational programs is welcome at the Board of Education Meetings. **However, we respectfully ask that matters pertaining to individual employees of the Berkeley Unified School District be discussed in private. There is an established procedure for making such complaints.** You may obtain information about this procedure from a school or from the Superintendent's Office.

		Study Sessions	
January	9	16	23
	CTE	Orientation	Governor's Budget Proposal
February	13	20	27
	Site Plan Format	Negotiations (closed session)	African American Master Plan
March	13	20	27
	Second Interim Budget	Common Core Standards	CTE
April	10	17	24
	BSEP	EL Master Plan/ TWI Update	African American Master Plan DHH Update
May	8	15	22
	Budget Recommendations; Gardening and Cooking	Report on BHS & BTech, including 9 th grade Algebra 1	African American Master Plan; Governor's Revised Budget
June	12	19	26
	Preliminary Budget; McKinney Vento	RTI and Culture/Climate (Parent Engagement)	2013-14 Budget Adoption; Site Plans Approval
July			
	No Meeting	No Meeting	No Meeting
August			21
	No Meeting	No Meeting	ATOD
September	11	18	25
	Unaudited Actuals Closing Books for 12-13	Student Data	CTE
October	9	16	23
	Classification Study	African American Master Plan	Common Core Standards
November	13	20	
	RTI	Board Priorities, Board Goal Evaluation	No Meeting
December	11		
	First Interim Budget	No Meeting	No Meeting

Berkeley Unified School District Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged partners in their child's education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

District Goals 2010 – 2013

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

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.

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.

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.

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.

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

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.

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

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.

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

E.Educational Options for Secondary School Students: Develop engaging and innovative educational options for secondary students, including career technical education.

F. Extended Learning Opportunities: Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.

G. Transitions: Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary as well as the transitions from Special Education and English Learner status to the mainstream.

III. Family/Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

A. Family Engagement Framework: Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children's success in school.

B. Family Leadership & Advocacy Training: Strengthen parents' capacity to be effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.

C. Family Advisory Council: Support the City and the Berkeley Alliance in establishing a representative Family Advisory Council to ensure parent input in the development and evaluation of the 2020 Vision projects.

D. Communication: Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.

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

A. Culture and Climate of District and Schools: Ensure that all schools and departments welcome and support all our students and their families by prioritizing a focus on equity at each site, ensuring customer friendly service, and providing language access, all supported by district policy.

B. Recruit and Retain Teachers and Administrators of Color: Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.

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

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

A. 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 and resources to meet current and future student needs.

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

C.Partnerships: Maximize public and private resources to support greater student success by strengthening partnerships with the City, the Berkeley Alliance, the Berkeley Public Education Foundation, U.C. Berkeley, and other stakeholders.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: June 19, 2013
SUBJECT: Tentative Agreement with Berkeley Federation of Teachers (BFT) for Successor Agreement for 2012-13

BACKGROUND INFORMATION

The District and the Berkeley Federation of Teachers (BFT) are parties to a collective bargaining agreement that had previously been extended through June 30, 2012. On May 28, 2013, representatives for the District and BFT reached a Tentative Agreement (TA) to enter into a successor Memorandum of Understanding (MOU), completing all matters of negotiation through June 30, 2013. BFT membership was scheduled to complete the ratification process by June 17, 2013.

Under the terms of the attached TA, the parties have agreed to an increase in salary of 2.5% retroactive to July 1, 2012, and ongoing, to include all salaries, stipends, daily rates, and hourly rates of unit members. The parties have also agreed to a 2.5% one-time bonus for the 2012-2013 school year, in addition to the 1.0% bonus previously agreed to between the parties on August 21, 2012. Finally, the parties agreed to changes in contract language allowing for transfer and reassignment on a District-wide basis of psychologists and providers of designated instructional services/related services.

DISTRICT GOAL: V A: Efficient Use of Resources

POLICY/CODE

California Government Code Section 3547
Board Policy 4143.1
Board Policy 4243.1

FISCAL IMPACT

Refer to Public Disclosure Document presented at the June 12, 2013 Board Meeting.

STAFF RECOMMENDATION

Approve the Tentative Agreement.

TENTATIVE AGREEMENT
BETWEEN
THE BERKELEY UNIFIED SCHOOL DISTRICT
AND
THE BERKELEY FEDERATION OF TEACHERS, AFT LOCAL 1078, AFL-CIO

The Berkeley Unified School District ("District") and the Berkeley Federation of Teachers, AFT Local 1078, AFL-CIO ("BFT") tentatively agree on the following changes to the collective bargaining agreement between the parties:

1. AGREEMENT

This agreement, made and entered into ~~effective the this~~ 1st day of July ~~2008-2012~~ between the Board of Education of the Berkeley Unified School District (hereinafter referred to as the "Board"), and the Berkeley Federation of Teachers, AFT, Local 1078, AFL-CIO (hereinafter referred to as the "Union"), ~~shall become effective this date and shall continue until June 30, 2010~~ 2013.

8. TRANSFER

8.3.6 For purposes of the transfer policy, music teachers, school psychologists, and providers of Designated Instructional Services (DIS)/Providers of Related Services, with the exception of Speech and Language Pathologists (SLPs), will be considered assigned to the District-wide music program on a District-wide basis.

9. REASSIGNMENT

9.1 Definition: A reassignment is a change in grade level at elementary schools or a change in the department/subject matter field of a teacher within secondary or adult schools. For purposes of the reassignment policy, music teachers in the following services will be considered assigned to the District-wide music program shall be assigned on a District-wide basis:

9.1.1 Music teachers

9.1.2 Psychologists

9.1.3 Providers of Designated Instructional Services (DIS)/Providers of Related Services, with the exception of Speech and Language Pathologists (SLPs)

14. TEACHER COMPENSATION

14.1 Wages for ~~2008-2009~~ 2012-2013

14.1.1 All BFT bargaining unit wages, including salaries, stipends, daily rates and hourly rates ~~have been~~ shall be adjusted to reflect a ~~1%~~ 2.5% increase effective July 1, 2012.

14.1.2 The District's level of contribution to health and welfare benefits remains at the 2005-2006 level.

14.1.3 Unit members employed for the 2012-2013 school year shall receive a one-time lump sum bonus equal to 2.5% of their salary for 2012-2013. This bonus shall be paid on or by August 30, 2013. This bonus is in addition to the one percent (1%) bonus provided pursuant to the MOU dated August 21, 2012.

24. EXPIRATION OF CONTRACT AND RE-OPENERS

24.1 The parties agree that the term of this Agreement shall be from July 1, ~~2010-2012~~ through June 30, ~~2012~~ 2013.

24.2 In the event of any litigation, verdict, judgment, award, or settlement which results in the inability of the Berkeley Unified School District to satisfy any of the economic conditions of this contract during the term hereof, either party shall have the right to reopen this Agreement as to any economic term.

24.3 The parties agree to start the meet and negotiate process for the subsequent Agreement on or before ~~March 15, 2010~~ October 1, 2013.

Each party must submit the Initial Proposals to the other party, in writing by ~~February 28, 2010~~ September 15, 2013.

If the proposals are delivered by U.S. mail, they must be postmarked by ~~February 28, 2010~~ September 15, 2013.

If new laws adopted by the Legislature, or provisions of the BSEP reauthorization adopted by the voters of the City of Berkeley in any November election impact on the terms and conditions of employment of this Agreement, either party may reopen with reasonable advance notice to the other party.

FOR THE DISTRICT:


Signature Date 5/28/13

FOR BFT:


Signature Date 5/28/13

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Veronica Valerio, BUSD Professional Development Coordinator
Dana Blanchard, BUSD RTI² Teacher on Special Assignment
DATE: June 19, 2013
SUBJECT: Update on Response to Instruction and Intervention (RtI²)

BACKGROUND INFORMATION

Staff will give a brief presentation on the implementation of RtI² during the 2012-13 academic year. RtI² and the transition to the Common Core State Standards were the primary areas of focus for the Professional Development Department this.

The following document outlines the updates on the implementation of both of these instructional priorities and the plans for 2013-14.

BUSD RTI² Update: June 19th, 2013 Accomplishments

RTI² Manual:

- completed manual final draft, May 2012
- presented manual to all middle school teachers and administrators in November 2012

RTI² and Tier 1 Implementation:

- created middle school reading flowchart, which includes ongoing assessments and data analysis
- trained all pre K-8 and adult school teachers and administrators in Common Core Standards in literacy and math as quality core instruction
- created Common Core scope and sequences for K-12 literacy and K-7 math
- piloting *A Story of Units* for K-5 math and new TCRWP units for K-5 literacy
- K-8 RTI² teacher leaders trained centrally and facilitated Professional Learning Communities at their sites
- supported BHS academic language team with interdisciplinary literacy project
- continued trainings in Constructing Meaning for 6-12 and Systematic ELD K-8
- in collaboration with K-12 teachers developed district-wide academic vocabulary list for each grade
- monthly Special Education PLCs for K-5 teachers

Universal Screening:

- district-wide implementation of kindergarten universal screening
- created 6-8 universal screening for Common Core reading standards

RTI² and Tier 2 Implementation:

- adopted and trained K-5 and special education teachers in Do the Math and Leveled Literacy Intervention programs aligned to Common Core Standards
- revised district student referral forms

Next Steps for 2013-2014 aligned with Plan to Accelerate the Achievement of African American Students and the 2020 Vision

Universal Screening:

- develop math universal screening K-5
- secondary reading and K screeners need to be monitored

RTI² and Tier 1 Implementation:

- use data to plan instruction and support within PLC structures at all sites
- pilot social and emotional curriculum at several K-8 sites
- PD office and RTI² teacher leaders will use site plans to support PLCs and RTI² systems at all sites K-8 in collaboration with equity teacher leaders

DISTRICT GOAL

II. B. Strategies to Promote Student Success

POLICY/CODE

None

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive the presentation on RtI².

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Charity DaMarto, Supervisor of Family Equity and Engagement
DATE: June 19, 2013
SUBJECT: Office of Family Engagement and Equity Update

BACKGROUND INFORMATION

In April 2012, the Board of Education approved a new model for providing Family Outreach and Parent Educational Services, to begin in FY 2012-13. This created the new Office of Family Engagement and Equity. The primary objectives of the office are the following:

- 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 families (African-American, Latino, and other families who are not proficient in English).

Another indicator/ component of the office is to implement the Family and Community Partnership and Engagement section of the District Equity Rubric. The Equity Rubric for Family and Community Partnership and Engagement reads:

- *The school will encourage family involvement by adopting a framework that offers multiple ways for families to partner with educators to ensure their children's success in school.*
- *The staff will make an effort to engage families of diverse ethnic groups and communities as essential partners in supporting academic achievement for learners from all racial/culture groups.*

PROGRAM SUMMARY

A two-year pilot program was designed to focus on engaging families by strengthening the connection between the home and their children's school. To support families in a more effective manner, a Site Coordinator classification was created to support families at their school site. District staff was encouraged to create this Family Engagement Model as a result of 2020 Vision community discussions, the Communications Study, surveys to families, and research on the most effective Family 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.

This year the Site Coordinators have documented all contact with parents at their sites. The Site Coordinators chronicled when parents came into the office and when school staff referred a family due to an issue. By highlighting how we contacted the parents, how they were referred, and the services needed, we were able to identify the most requested services. This will guide our work for the 2013-2014 school year. The top three topics are academics, attendance issues, and behavior issues.

2012-2013 STATUS REPORT

Site	Liaison Started	Estimated Number of Parents Served
BAM	Ms. Callegari 10/2/12	45
Emerson	Ms. Callegari 10/2/12	40
John Muir	Ms. Robinson 9/24/12	50
Malcolm X	Ms. Robinson 9/24/12	30
Thousand Oaks	Ms. Hurtado 2/14/13	24
LeConte	Ms. Hurtado 2/14/13	25

District wide Events:

During the 2012-2013 school year, district wide events, held in collaboration with community partners, helped extend the reach of information to the wider Berkeley community.

Date	Event	Location
March 1, 2013	Talk with Dr. Joy DeGruy	Oxford
March 20, 2013	Summer Resource Fair	Rosa Parks
March 21, 2013	First Generation	B-Tech
April 10, 2013	African American Parent Focus Group	Longfellow
April 13, 2013	Men of Color Leadership Conference	Berkeley High School
April 16, 2013	AAA Work Group Community Forum	Longfellow
April 25, 2013	Welcoming Schools Parent Informational	Rosa Parks
May 1, 15, 29, 2013	SMASH Prep Parent Informational	District Office

May 16, 2013	High School, Here I Come!	Longfellow
May 24, 2013	Re-Classification and Seal of Bi-Literacy Ceremony	Berkeley Adult School
June 4, 2013	African American TWI Parent Focus Group	LeConte

PLAN FOR 2013-2014

The goals for 2013-14 are to broaden support and provide a sustainable model with clear procedures and processes to increase family involvement and to extend district-wide support to our families and communities, beyond the site based support at the pilot schools.

Office of Family Engagement and Equity, Focal Areas:

The District is building its model for family engagement based on the following research: Focal Areas developed by California Department of Education, “Family Engagement Framework”, Joyce Epstein’s Six Types of Parent Involvement, “School, Family, and Community Partnerships”, Anne T. Henderson, “Beyond the Bake Sale: The Essential Guide to Family/ School Partnerships”, and Site specific data.

1. BUILD CAPACITY:

- Ensure that all principals understand and implement required and effective parental involvement practices at their schools.
- Establish family-friendly volunteer policies and training to recruit and organize support from parents.
- Train parents to successfully participate in curricular and budgetary decision making.
- Ensure staff and families have access to training in effective school, family, and community partnerships.
- Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- Develop training and support for parents on strategies for behavior issues.
- Work closely with Student Services Department and site staff on SART process at the pilot sites.
- Offer parenting classes to all elementary school sites (PLAN model, coordinated by Bay Area Parent Leadership Action Network).
- Communicate and collaborate with Middle School Mentor Coordinator and Principals, regularly.

2. DEMONSTRATE LEADERSHIP:

- Ensure that there is parent representation on District and school committees as required by education code.
- Conduct a quarterly District level Family Advisory Council.
- Continue to facilitate an African-American affinity parent group. The goals are to engage with staff in the re-building of trust and to empower parents to navigate the school environment effectively.
- Hold and facilitate DELAC meetings 6-8 times per year.
- Develop site specific volunteer opportunities for parents.

3. RESOURCES:

- Allocate resources and assign staff to implement the Family Engagement and Equity Plan.
- Propose an ongoing sustainable model for all elementary school sites.

4. MONITOR PROGRESS:

- Ensure all schools integrate parental involvement programs into their school's Single Plan for Student Achievement.
- Each pilot site will develop and implement a site based family engagement framework.
- Submit two informal reports to the School Board and District.
- Present two formal reports to the School Board.
- Document progress of each school's implementation of its parent involvement program.
- Support Elementary School Principal's effectiveness in establishing and maintaining school, family and community partnerships at his or her school.

5. ACCESS AND EQUITY:

- Ensure that parent representation on committees reflects the composition of the student body.
- Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis.
- Collaborating with the Community by providing district wide events co-sponsored with Berkeley Alliance, Rosa Parks Collaborative, and the City of Berkeley. Events include, community Barbecues, Family Film Series, Summer Camp Resources Fair, Health Fairs, and Family Retreat in August. All events have an academic focus.
- Design effective forms of school-to-home and home-to-school communications about school programs and their children's progress.

- Create and manage a parent engagement blog on the BUSD website.
- Create and manage a parent engagement corner in the A+ News.
- Work collaboratively with pilot sites to create a school handbook for each site.

Accountability Measures:

Focal Area	Measure	Method
BUILD CAPACITY	<ul style="list-style-type: none"> • Principals and site staff understand OFEE goals and parent engagement policy • Parenting classes 	<ul style="list-style-type: none"> • Facilitate two Administration Meetings • Report Back twice to the School Board • Sign in sheets for Parenting classes
DEMONSTRATE LEADERSHIP	<ul style="list-style-type: none"> • Check list for school site to record representation on school site committees • Four District Wide Family Advisory Meetings • Four African American Affinity Parent Meetings • 6-8, DELAC meetings 	<ul style="list-style-type: none"> • Collect and maintain school sites check lists • Sign in sheets and report backs for all District wide parenting committees.
RESOURCES	<ul style="list-style-type: none"> • Provide models to sustain Family Engagement and Equity Program 	<ul style="list-style-type: none"> • Report models to School Board
MONITOR PROGRESS	<ul style="list-style-type: none"> • School Site Plans 	<ul style="list-style-type: none"> • Formal and informal District and School Board reports • Increase family participation on the SGC survey with a 75% satisfaction ranking using the 5 district questions • Increase student attendance at the pilot sites by 10% • Pilot sites will have a customized framework to address their site

		needs <ul style="list-style-type: none"> • Increase site proficiency by one level, using the equity rubric
ACCESS AND EQUITY	<ul style="list-style-type: none"> • Ten District wide events • Ten monthly newsletters • Website blog • School Handbook 	<ul style="list-style-type: none"> • Flyer and sign in sheets for each event • Newsletters • Pilot sites Parent handbooks

Plan for 2014-2015 and beyond:

Using the accountability measures above, we will evaluate the success of the program to determine the viability of continuing.

DISTRICT GOAL

III. Family and Community Engagement

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 3.B.ii.c.

FISCAL IMPACT

None

RECOMMENDATION

Receive Office of Family Engagement and Equity Update for information.