

**BERKELEY
SCHOOLS
EXCELLENCE
PROGRAM**



**ANNUAL PLAN
FY 2013-14**

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Overview &
Bylaws

**BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP/Measure A of 2006)
PLANNING & OVERSIGHT COMMITTEE - School Year 2012-13**

CO-CHAIRS: Elisabeth Hensley & Chris Martin

	<u>Planning & Oversight Committee Representatives</u>	<u>School Governance Council Chairpersons</u>
PRE-K PROGRAM	Moshe Cohen (co-Reps) Danielle Perez (co-Reps)	Vicki Davis
BERKELEY ARTS MAGNET	Lee Bernstein	Sergio Duran
CRAGMONT	Leslie Lippard Tim Frederick	Jessica Hilton
EMERSON	Boyd Power Emily Newman (Alt)	Ellen Kinoy (co-Chair) Emily Newman (co-Chair)
JEFFERSON	Shauna Rabinowitz	Erin Branaghan
JOHN MUIR	Cecilie Rose	Darryl Bartlow
LECONTE	Chris Martin Ila Deiss (Alt)	Kevin Jude (co-Chair) Sally Grant (co-Chair)
MALCOLM X	Catherine Huchting	Sean Poremba (co-Chair) Babalwa Kwanele (co-Chair)
OXFORD	Greg Wiberg Lea Baechler-Brabo (Alt)	Elisa Stewart
ROSA PARKS	Juliet Bashore (co-Reps) James Schultz (co-Reps)	Jose Fernandez
THOUSAND OAKS	Patrick Hamill Melissa Kaprelian (Alt)	Kevin Edwards (co-Chair) Sharon Strachan (co-Chair)
WASHINGTON	Brittni Milam Bell Keira Armstrong (Alt)	Eva Kline (co-Chair) Jamie Almanzan (co-Chair)
LONGFELLOW	Margot Reed Abigail Surasky Ellen Weis (Alt)	Beth Gerstein
KING	Elisabeth Hensley Bruce Simon Jay Nitschke (Alt)	Angie McAllister
WILLARD	Dawn Paxson Vacant	Rani Marx
BERKELEY HIGH SCHOOL	Amelia Archer Aaron Glimme Rhonda Jefferson Catherine Lazio Larry Gordon (Alt) John Lavine (Alt)	<u>BHS BSEP Committee:</u> Hector Cardenas (Chair) Laura Babbit (Vice Chair) Michael Peltz (Vice Chair) <u>BHS SSC:</u> Rita Himes (co-Chair – Parent) Sophia Olaya-Hermes (co-Chair - Student)
B-Tech	Vacant	Roger Smith-Truss (co-Chair) Deborah Willis (co-Chair)
INDEPENDENT STUDY	Maria Einaudi Jennifer Braun (Alt)	Paula Dodd Aiello

BSEP PLANNING & OVERSIGHT COMMITTEE CALENDAR, 2012-2013

Meetings are held at 2020 Bonar Street, Berkeley, Tuesdays @ 7:00 pm

October 18 **Transitional Meeting of P&O Committees of 2011-2012 and 2012-1013.**
Review: School Governance Council elections & training.
Update: Selection of new Superintendent. **Update:** Selection of new BSEP Staff.
Recommendation: Class Size Report for FY 2012-2013.

October 25 (Thursday) – School Leadership Training (SGC, BHS BSEP & SSC, PTA)
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November 27 **Orientation: New P&O Reps. Organization:** • Election of Chair • Establishment of P&O calendar.
Appointment of P&O Reps to SBAC. **Presentation:** Annual Report for FY 2011-12.

January 15 **Update by Co-Superintendent Javetta Cleveland:** *State Budget and Implications for BUSD*
Presentation & Action: BSEP Annual Report for FY 2011-12.

January 29 **Overview with Director, Fiscal Services:** BSEP Class Size funds & “Teacher Template”
Presentation: First Interim Fiscal Report for 2012-13. **Request:** BSEP Materials Funds

February 12 **Presentation:** BSEP Revenue Projection & COLA for 2013-14.
Focus on: *ULSS/Rtl, Expanded Course Offerings (ECO) & Program Support*

February 26 **Focus on:** *Program Evaluation*
Presentation: Recommendation for the Allocation of BSEP Class Size Funds in FY 2013-14

March 12 **Discussion & Action:** Recommendation for the Allocation of BSEP Class Size Funds FY 2013-14
Focus on: *Middle School Counseling. Report* from School Site Funds Subcommittee

March 26 **Focus on:** *Professional Development; Parent Outreach*
Action: Recommendation for Allocation of BSEP *Class Size Funds* in FY 2013-14
Presentation: BUSD Budget Update with Co-Superintendent Neil Smith, BSEP Audit for 2011-12

April 9 **Presentation:** Recommendation for Allocation of BSEP Funds in FY 2013-14:
•*Parent Outreach* •*Technology*
Discussion: BSEP Board Presentation, Budget Revision Criteria

April 11 (Thursday) Friends of Library * April 15 (Monday) School Site Plans and budgets for FY 2013-14 due * April 18 (Thursday) Subcommittee Meeting on School Site Plans
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April 16 **Presentation:** Recommendation for Allocation of BSEP Funds in FY 2013-14:
•*Professional Development* •*Program Evaluation*
Discussion & Action: Recommendation for Allocation of BSEP Funds in FY 2013-14:
•*Parent Outreach* •*Technology*

April 23 **Presentation:** Recommendation for Allocation of BSEP Funds in FY 2013-14:
•*Library Program* •*Music & Visual & Performing Arts (VAPA)*
Discussion & Action: Recommendation for Allocation of BSEP Funds in FY 2013-14:
•*Professional Development* •*Program Evaluation*

May 7 **Presentation:** Recommendation for Allocation of BSEP Funds in FY 2013-14:
Public Information, Translation, BSEP Implementation, P&O Support
Discussion & Action: Recommendation for Allocation of BSEP Funds in FY 2013-14:
•*Library Program* •*Music & Visual & Performing Arts (VAPA)*

May 14 **Presentation:** School Site Funds Subcommittee Report
Discussion & Action: Recommendation for Allocation of BSEP Funds in FY 2013-14:
• *Public Information, Translation, BSEP Implementation, P&O Support*

May 28 **Presentation and Discussion:** *BSEP School Site Plans* for FY 2013-14
Organization: Summer Plans & Steering Committee

June 4 **Meeting to be held if needed**

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Javetta Cleveland and Neil Smith, Co-Superintendents
DATE: April 10, 2013
SUBJECT: Impact of BSEP Funding on the Educational Programs of the Berkeley Unified School District

BACKGROUND INFORMATION

The *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A) replaced two annual special taxes which expired in 2007 with a special 10-year tax which will expire at the end of FY 2016-17.

Revenues from the Measure, referred to as the *Berkeley Schools Excellence Program (BSEP)*, are restricted to the purposes designated by the Measure, and are allocated in specified percentages. A District-wide Planning and Oversight Committee oversees the recommendations for annual expenditures of funds, working in collaboration with district staff to ensure compliance with the terms of the Measure.

- 66% is allocated to reduced class sizes (by paying for over 30% of K-12 teaching staff – about 130 FTE in FY 2012-13), expanded course offerings (another 29.6 FTE), and middle school counseling (4.8 FTE);
- 10.25% goes to school site funds, approximately \$233 per student, which is the largest single source of discretionary money for schools;
- 14.75% provides for the entire school library program, the grades 4-8 music program (including 11.4 FTE in music teachers plus \$400,000 to the General Fund for release time), as well as visual and performing arts programs, and a parent outreach and engagement program;
- 9% supports professional development (including 8.1 certificated FTE), educational program evaluation, and technology for schools;
- Public information, translation services, and support of the BSEP Planning and Oversight Committee is funded by 2% of annual revenues before reallocation to the resources listed above.

Without BSEP, many of the educational programs and services listed above would be decimated. It is important to ensure that the purposes of the Measure are sustained throughout the life of the current Measure. Allocations from the Measure have provided significant support for the district's fiscal stability, constituting nearly \$24 million in revenues, or about 20% of the entire district budget each year.

In addition to ensuring the ongoing stewardship of the current Measure, it is time to begin discussions of a timeline for planning for the next BSEP Measure, which will go before the voters in 2016. This presentation to the Board outlines the fiscal impact of BSEP funding on the educational programs of the BUSD, and provides an overview of a process and calendar for the next Measure.

Planning for a New BSEP Measure

The current BSEP Measure will expire in 2017, requiring voter authorization no later than the election of November, 2016. Major decisions to be made in writing the new Measure are: 1) the educational programs to fund, and 2) the taxation rate to request. Determining both of these components will require an iterative process of identifying the educational needs in the District while clarifying community support for the elements and structure of the next measure.

Tax Rate

The decision about tax rates for the new BSEP Measure may be difficult. The rates of the BSEP Measure of 2006 were derived by adding together the rates for Measure B of 1994 to those of Measure B of 2004; thus, the resulting tax was not considered a “new tax.”

The Board could face several challenges in its consideration of the tax rate for the new Measure, including the possibility that there may no longer be an option for a “Split Roll Tax” (differential residential and commercial tax rates with a higher commercial rate). It may be necessary to allocate resources for the research required to establish a tax rate which the voters will approve.

Planning Process

Prior to the elections of 1986, 1994, 2004 and 2006, there were significant community processes where, in different forums, staff and community members deliberated about the value and effectiveness of various educational programs in promoting and supporting the development and achievement of all the District’s students.

In the years since the last BSEP Measure was authorized, the District has engaged in a number of planning initiatives, such as the *2020 Vision*, and introduced new programs, such as RtI² (*Response to Intervention and Instruction*) and the *Teacher’s College Reading and Writing Program*, which appear to be resulting in improved student achievement for a significant number of students. These processes have brought into focus additional educational priorities which the Board may wish to consider as part of a new BSEP Measure.

The staff and community process required to bring together the competing demands for funding and determine the purposes of a new BSEP Measure will be challenging, and will necessarily involve a number of persons and groups.

For example, there have been significant budget reductions recently for valued ongoing programs, such as the Garden and Cooking Program, as well as expanding research showing the value of programs which have been marginally funded, such Early Childhood Education.

The new Superintendent will need to provide a strong leadership role early in his/her tenure to develop a planning process leading to a district-wide consensus about the programs to be funded from revenue generated by a new BSEP Measure. Significant district resources may be required to support a strong strategic planning process in order to bring both the educational and the broader community to a consensus about the programs to be funded with revenue from the new BSEP Measure.

Planning Process Calendar

- **Spring, 2014-Spring, 2015:** A strategic planning process begins under the leadership of the Superintendent, to bring together the information and recommendations of the small and large groups and individuals who have been researching and deliberating in recent years about the district's education program priorities.
(An outside consultant may be needed to assist the Superintendent in this work.)
- **Summer, 2015:** Staff organizes and prepares materials for community meetings.
- **Fall, 2015:** Community meetings conducted to articulate support for the major initiatives of the Measure.
(The major purposes/programs under consideration and the cost estimates thereof would have been well articulated by smaller groups and staff work prior to these larger community processes).
- **December, 2015:** Draft of proposed new Measure to Board for discussion and action on major decisions.
(for example: concluding community processes, financial and legal advisors, authorizing a survey, identifying programs to be funded, and other factors.)
- **January, 2016 (TBD):** A final, comprehensive community process is conducted.
- **Winter-Spring, 2016:** Public opinion survey to test proposed tax rate and educational purposes. (Two surveys may be desired.)
- **June, 2016:** Final text of the Measure adopted by the School Board.

(It is likely to require two or more discussions by the Board of the particulars of the proposed Measure prior to the final Board adoption by the end of June. The final text of the Measure must go to the County Superintendent of Schools by about July 1st and, from there to the Registrar of Voters. .)

DISTRICT GOAL

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

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Measure A of 2006)

FISCAL IMPACT

The *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP) provided 20% of the District's combined General Revenue and one third of the District's classroom teachers in FY 2011-12. BSEP revenues projected for FY 2013-14 are \$24,326,200.

TO: BUSD Board of Education
FROM: BSEP Planning & Oversight Committee
DATE: April 10, 2013
SUBJECT: Looking ahead at BSEP

The BSEP Planning and Oversight Committee wishes to express its appreciation to the Board for setting aside time tonight to take a closer look at the role BSEP plays in our school district. We enthusiastically support building the Board and the community's understanding of this critical resource, as BSEP currently contributes more than 20 percent of the district's annual operating budget and a third of the district's classroom teachers.

Last year we came before you to express our strong belief that the next superintendent should have demonstrated experience managing community-leveraged resources such as local parcel taxes. We want to reiterate how important we think this kind of experience will be for our next leader. Furthermore, as you consider your appointment of a new board director, we encourage you to look for an individual who understands the BSEP measure and is committed to actively engaging our community to prioritize this resource as we look toward the development of the next measure in the coming years.

The current BSEP Measure, Measure A, was adopted in 2006 and will come to a close at the end of the 2016-17 school year. This means that we will need to ask the voters to again support a BSEP Measure in 2016. We must demonstrate to our larger community that this resource has been both well-invested and well-managed. As the Measure draws to a close, adequate fund balances must be maintained, and voters must be able to see the impact and value of their investments. As members of the BSEP P&O Committee, we are dedicated to the careful stewardship of these funds in accordance with the Measure, as well as to ensuring that the fund balances are able to support the intended purposes through the life of the Measure. We encourage you to also be mindful of this critical stewardship.

We must start the planning process for the coming measure no later than next school year. Leadership from both our superintendent and from the Board will play a crucial role in activating our school communities and building the necessary support to pass the next measure. Whoever steps into these leadership appointments will have to "hit the ground running" in demonstrating their understanding of the importance and the intricacies of BSEP. We and our leaders need to actively engage in the process of

listening to the community and reviewing data in order to identify the critical ways that a new local measure can continue to foster and support excellence in our schools.

We are confident that tonight's review of BSEP will prove both edifying and useful to you. The last few years of crisis and uncertainty over state funding for our schools has no doubt underscored for you how valuable this resource is in helping maintain schools and programs we can all be proud of. We hope that after tonight, you will have an even better sense of both the challenges and the promise that lie ahead, and we warmly encourage you to join us at our meetings where we know you will learn even more. In our experience, the presence of an engaged Board director at P&O meetings greatly improves communication between the two bodies.

BERKELEY PUBLIC SCHOOLS EDUCATIONAL EXCELLENCE ACT OF 2006, MEASURE A

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

the Berkeley Unified School District will not be authorized to levy the special tax.

s/RICHARD E. WINNIE
County Counsel

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

COUNTY COUNSEL'S IMPARTIAL ANALYSIS OF MEASURE A

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

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

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

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

If two-thirds of the qualified electors voting on this measure do not vote for approval, the measure will fail and

FULL TEXT OF MEASURE A

Exhibit B

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

“Berkeley Public Schools Educational Excellence Act of 2006”

1. TITLE AND PURPOSE

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

2. ALLOCATION OF FUNDS

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

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

3. DEFINITION OF PURPOSES

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

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

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

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

iv. The revenues dedicated to these purposes may be spent for all costs attendant to them, including operational and professional development costs,

and other costs associated with the opening or maintaining of classrooms to reduce class sizes.

B. Programs to Enhance Student Learning

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

i. School Discretionary Funds

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

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

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

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

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

(a) School Libraries

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

(b) Music and Visual and Performing Arts Programs

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

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

(c) Parent Outreach Services

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

(d) Flexibility of Funds

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

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

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

4. THE TAX LEVY

A. Tax Base

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

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

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

term as modified shall apply to the basis for this Special Tax.

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

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

B. Term

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

C. Cost-of-Living Adjustment

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

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

D. Constitutional Spending Limit

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

E. Savings Clause

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

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

5. ACCOUNTABILITY PROVISIONS

A. Separate Account

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

B. Participation in Planning and Oversight of Special Tax Funds

i. District-wide Committee

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

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

ii. School Governance Council

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

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

the Board-approved School Site Plan.

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

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

C. Financial Oversight

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

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

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

D. Independent Auditor's Report and Audit Committee

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

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

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

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

E. Civil Remedies Available at Law

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

6. DEFINITIONS

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

- A.** "Available Revenues" shall mean the amount of money provided by this Measure after deduction of authorized collection charges by the county or city for collection of the tax and two percent (2%) of Special Tax revenues for public information, translation services for District families and support of the Planning and Oversight Committee.
- B.** "Average Class Size" shall mean the District-wide average of the enrollment at each grade level in all K-12 classrooms, excluding physical education.
- The formula for determining the number of full-time equivalent teachers (FTEs) in grades 6-12, to meet the Average Class Size objectives shall be: student enrollment x 6 class periods per day/per student, divided by 5 teaching periods, divided by Average Class Size objective, unless and until this formula is altered contractually by agreement between the District and the Berkeley Federation of Teachers (or the union representing BUSD teachers).
- C.** In accordance with Berkeley Municipal Code Section 7.56.020, subdivision A, which is incorporated by reference herein, "Building" means any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind. The word "building" includes the word "structure."
- D.** In accordance with Berkeley Municipal Code Section 7.56.020, subdivision F, which is incorporated by reference herein, "Improvements" mean all buildings or structures erected or affixed to the land.
- E.** Operational costs are all costs of operating relevant District programs to accomplish the Measure's purposes and include but are not limited to personnel, materials, equipment, services, technology, facilities, maintenance and administrative costs. Administrative costs incurred in implementing this Measure shall be paid from the proceeds of this Measure at the District's Indirect Cost Rate authorized by the California Department of Education.
- F.** In accordance with Berkeley Municipal Code Section 7.56.020, subdivision I, which is incorporated by reference herein, "Parcel" means a unit of real estate in one ownership as shown on the most current official assessment role of the Alameda County Assessor.
- G.** "Reducing Class Sizes" shall mean that the revenues allocated under Section 3. A. of this Measure shall be spent to reduce class sizes, below the staffing ratios supported by the District's unrestricted general fund.
- H.** "Severe Fiscal Emergency"- For a severe fiscal emergency to be declared under Section 3.A.iii., it must be the result of unforeseen financial events and can only be declared by the Board of Education with no less than a 4/5 vote, when
- (a) The Board of Education determines the District's Interim Financial Report to be "Qualified" or "Negative" pursuant to AB 1200 and AB 2756, and the Alameda County Office of Education concurs with this determination; or
- (b) The Alameda County Office of Education has "Disapproved" the District's annual budget, or has "Certified" the District's Interim Financial Report as "Qualified" or "Negative."
- I.** In accordance with Berkeley Municipal Code Section 7.56.020, subdivision G, "Square Footage" means the total gross horizontal areas of all floors, including usable basement and cellars, below the roof and within the outer surface of the main walls of buildings (or the center lines of party walls separating such buildings or portions thereof) or within lines drawn parallel to and two feet within the roof line of any building or portion thereof without walls (which includes, notwithstanding paragraph 3 below, the square footage of all porches), and including pedestrian access walkways or corridors, but excluding the following:
- Areas used for off-street parking spaces or loading berths and driveways and maneuvering aisles relating thereto.
 - Areas which are outdoor or semi-outdoor areas included as part of the building to provide a pleasant and healthful environment for the occupants thereof and the neighborhood in which the building is located. This exempted area is limited to stoops, balconies and to natural ground areas, terraces, pools and patios which are landscaped and developed for active or passive recreational use, and which are accessible for use by occupants of the building.
 - Arcades, porticoes, and similar open areas which are located at or near street level, which are accessible to the general public, and which are not designated or used as sales, display, storage, service or production areas.
- J.** In accordance with Berkeley Municipal Code Section 7.56.020, subdivision H, which is incorporated by reference herein, "Structure" means anything constructed or erected, the use of which requires location on the ground or attachment to something having location on the ground.
- K.** "Unimproved Parcel" means a taxable Parcel that does not contain Buildings or other Improvements.

ARGUMENT IN FAVOR OF MEASURE A

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

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

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

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

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

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

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

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

For more information see: www.bsep06.org

s/Tom Bates

Mayor, City of Berkeley

s/Shirley Dean

former Mayor, City of Berkeley

s/Shirley Richardson Brower

Executive Director, South Berkeley YMCA

s/Berkeley Association of Realtors

by Ron Egberman, President

s/Berkeley Federation of Teachers

by Barry Fike, President

REBUTTAL TO ARGUMENT IN FAVOR OF MEASURE A

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

DON'T BE FOOLED AGAIN

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

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

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

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

FACTS:

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

The City of Berkeley spends \$280,000,000 for 104,000 residents (\$2,173 per resident), including \$15,000,000 for academic, after school and other youth programs.

- **\$44,485:** median City of Berkeley income
- **\$87,000:** average BUSD teacher compensation (182 working days)
- **\$195,000:** BUSD Superintendent's salary

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

s/Eleanor Pepples

President, on behalf of the North East Berkeley Association (NEBA)

s/William Hamilton

President, on behalf of United Pool Council

s/Stephanie Corcas

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

s/Marie Bowman

Steering Committee Chairperson, on behalf of Berkeleyans Against Soaring Taxes (BASTA),

President, Berkeley alliance of Neighborhood Associations (BANA), Berkeley Housing Advisory Commission (HAC)
s/Johnnie Porter
Former President, Berkeley NAACP and member Berkeley Parks and Recreation Commission

ARGUMENT AGAINST MEASURE A

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

We need better management, not more taxes.

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

BUSD can save more money than Measure A provides by:

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

What does Measure A guarantee?

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

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

BROKEN PROMISES

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

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

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

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

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

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

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

s/Eleanor Pepples

President, on behalf of the North East Berkeley Association (NEBA)

s/William Hamilton

President, on behalf of United Pool Council

s/Stephanie Corcas

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

s/Marie Bowman

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

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

REBUTTAL TO ARGUMENT AGAINST MEASURE A

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

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

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

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

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

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

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

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

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

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

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

s/Loni Hancock

Assemblywoman 14th Assembly District

s/Ann-Marie Hogan

City Auditor, City of Berkeley

s/Rev. George Crespín

Pastor Emeritus

s/Weldon Rucker

Former City Manager, City of Berkeley

s/Jinky Gardner

President, League of Women Voters, Berkeley, Albany, Emeryville

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
PLANNING & OVERSIGHT (P&O) COMMITTEE BYLAWS

- I. Name of the Committee
- II. Purpose
- III. Primary Responsibilities of the P&O Committee
- IV. Additional Responsibilities of the P&O Committee
- V. Responsibilities of P&O Representatives and Alternates
- VI. Membership
- VII. Selection of Representatives and Alternates
- VIII. Term of Office
- IX. Vacancies
- X. Removal from Membership
- XI. Quorum
- XII. Voting
- XIII. Officers
- XIV. Election and Term of Chair
- XV. Duties of Chair
- XVI. Calendar
- XVII. Meeting Frequency, Notice, Time & Place
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- XIX. Record Keeping
- XXX. Communication with the Board

- XXI. Amendment or Suspension of Bylaws
- XXII. Conflict of Interest
- XXIII. Minority Reports
- XXIV. Complaint Procedures
- XXV. Standing Rules and Special Rules
- XXVI. Steering Committee
- XXVII. Subcommittees
- XXVIII. Role of BSEP and Other District Staff

APPENDICES

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

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

I. Name of Committee

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

II. Purpose

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

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

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

III. Primary Responsibilities of the P&O Committee

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

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

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

IV. Additional Responsibilities of the P&O Committee

Additional responsibilities of the P&O Committee are to:

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

V. Responsibilities of P&O Representatives and Alternates

The responsibilities of Representatives to the P&O include:

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

VI. Membership

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

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

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

VII. Selection of Representatives and Alternates

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

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

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

VIII. Term of Office

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

IX. Vacancies

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

X. Removal from Membership

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

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

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

XI. Quorum

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

XII. Voting

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

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

XIII. Officers

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

XIV. Election and Term of Chair

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

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

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

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

XV. Duties of Chair

Responsibilities of the P&O Chair include:

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

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

XVI. Calendar

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

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

XVII. Meeting Frequency, Notice, Time & Place

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

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

XVIII. Conduct of Meetings

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

XIX. Record Keeping

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

XX. Communications with the Board

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

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

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

XXI. Amendment or Suspension of Bylaws

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

XXII. Conflict of Interest

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

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

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

XXIII. Minority Reports

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

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

XXIV. Complaint Procedures

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

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

XXV. Standing Rules and Special Rules

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

Where urgent action is needed the two meeting rule may be waived by a $\frac{3}{4}$ majority vote of all voting members present.

XXVI. Steering Committee

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

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

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

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

XXVII. Subcommittees

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

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

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

Subcommittees may include:

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

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

Responsibilities of P&O Subcommittee Chairs include:

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

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

XXVIII. Role of BSEP and Other District Staff

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

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

BSEP PLANNING AND OVERSIGHT COMMITTEE BYLAWS

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

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

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

BERKELEY UNIFIED SCHOOL DISTRICT
BYLAWS FOR
SCHOOL GOVERNANCE COUNCILS (SGC)

I. Purpose and Philosophy

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

II. Charge of the School Governance Council

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

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

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

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

Responsibilities of the District

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

develop, monitor, and evaluate programs. This training will include a written handbook distributed to all School Governance Council members.

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

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

Responsibilities of the School Principal

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

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

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

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

Responsibilities of School Governance Council Members

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

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

Responsibilities of School Governance Council Chair/Co-Chairs

Responsibilities of the SGC Chair/Co-Chairs:

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

And, in collaboration with the Principal:

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

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

Election Period and Term of Office

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

Parent Election

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

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

Staff Elections

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

Student Election

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

Composition & Quorum Requirements

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

Conduct of Elections

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

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

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

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

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

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

Submission of SGC Roster

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

V. Operations of the School Governance Councils

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

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

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

Meeting notice, time and place

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

Election of officers

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

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

Filling Vacancies

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

Accessible meetings

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

Conduct of meetings

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

Rules of Order

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

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

Voting

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

Record keeping

The School Governance Council shall maintain records of the following:

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

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

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

Annual Timeline of School Governance Council Activities

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

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

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

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

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

Soliciting Input from School Community

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

All Students versus Targeted Groups of Students

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

Two Readings of School Plan and Budget

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

Conflict of Interest

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

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

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

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

Delineation of BSEP/Measure A funds in the School Plan

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

VII. Mid-year Changes to the School Plan

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

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

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

VIII. Dispute Resolution & Accountability

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

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

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

IX. Berkeley High School BSEP Committee and School Governance Council

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

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

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

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

SCHOOL GOVERNANCE COUNCIL BYLAWS

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

Regarding elections:

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

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

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

X. Amendment or Suspension of Bylaws

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

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

School/Program Type	Parent* Members	Staff Members	Student Members	Minimum Size	Quorum**	P&O Committee Representatives
Elementary	6 parents + 2 Alternates (elected at large)	6 staff + 2 Alternates (includes Principal & at least 1 Classified staff member)	N/A	12	7 = quorum** At least: <ul style="list-style-type: none"> • 3 parent members & • 3 staff members 	1 + Alternate(s)
Middle	6 parents + 2 Alternates (elected at large)	6 staff + 2 Alternates (includes Principal & at least 1 Classified staff member)	2 students may serve as non-voting members	12	7 = quorum** At least: <ul style="list-style-type: none"> • 3 parent members & • 3 staff members 	2 + Alternate(s)
Berkeley High BSEP Committee	5 parents + 2 Alternates (elected at large)	5 staff + 2 Alternates (includes Principal or designee & at least 1 Classified staff member)	5 students + 2 Alternates	15	8 = quorum** At least: <ul style="list-style-type: none"> • 2 parent members • 2 staff members & • 2 student members 	4 (minimum 2 must be parents/community) + 2 Alternates
B-Tech	2 parents (+ Alternate)	4 staff (+ Alternate) (includes Principal or designee; Classified staff optional)	2 students (+ Alternate?)	8	5 = quorum** At least: <ul style="list-style-type: none"> • 1 parent member • 2 staff members & • 1 student member 	1 + Alternate(s)
Independent Study Program	3-4 parents (+ Alternate) (parents + students = 5; minimum 1 student)	5 staff (+ Alternate) (includes Principal or designee; Classified staff optional)	1-2 students (+ Alternate) (parents + students = 5; minimum 1 student)	10	6 = quorum** At least: <ul style="list-style-type: none"> • 2 parent members • 2 staff members & • 1 student member 	1 + Alternate(s)
Pre-K Program	4 parents (+ Alternate)	4 staff (+ Alternate) (includes Principal or designee and both Certificated & Classified staff)	N/A	8	5 = quorum** At least: <ul style="list-style-type: none"> • 2 parents + 2 staff 	1 + Alternate(s)

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

**Quorum must include Principal or designee.

**BERKELEY HIGH SCHOOL
SCHOOL SITE COUNCIL BYLAWS**

**Board of Education
Adopted August 4, 2010**

Rev. 9/15/10

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

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BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

I. Name of the Committee

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

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

II. Purpose and Philosophy

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

III. Charge of the School Site Council

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

In the comprehensive high school, the WASC/CDE protocol, *Focus on Learning*³ serves as the basis for the SPSA. Both WASC and SPSA share the goal of improving instructional programs. The purpose of WASC accreditation is “to provide high quality learning opportunities ...with the added requirement ... of continual self-improvement.” The WASC process guides the school into an ongoing improvement process that includes implementation, assessment and refinement of the school wide action plan on an annual basis. Appropriate reports and reviews throughout the normal six-year cycle of accreditation support this process.” (See Appendix A⁴)

¹ California Education Code, 2008, Section 52800, Thomson & West, Section 64001(a).

² *A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils*, Overview of the Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1

³ *Focus on Learning*, Joint WASC/CDE Process Guide, 2009 Edition, Updated Fall 2009. California Department of Education and Western Association of Schools and Colleges.

⁴ Ibid, pp. 3-7.

BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

IV. Overview of the Single Plan for Student Achievement⁵

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

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

A. Requirements of the School Plan⁷

1. The *School Plan* must be developed with the review, certification, and advice of any applicable school advisory committees.
2. The *School Plan* must be developed to be in alignment with the District’s goals, objectives and policies.
3. School goals must be based on “an analysis of verifiable student data, including the Academic Performance Index ... and the English Language Development test ... and may include any data voluntarily developed by the school or district to measure student achievement.
4. The *School Plan* must address how the Consolidated Application funds (and other funds as determined) will be used to “improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index...”.
5. The *School Plan* must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council...”
6. The *School Plan* must be reviewed and approved by the BUSD Board of Education annually “whenever there are material changes.”

B. Contents of the School Plan

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

⁵ A Guide and Template for The Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1.

⁶ EC 64001 (a)

⁷ EC 64001 (a, d, f)

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

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

V. Responsibilities of School Site Council

A. Responsibilities of the SSC Members

1. Developing the School Plan

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

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

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

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

⁸ EC 52853

⁹ Ibid (7)

¹⁰ Guide to the *Single Plan for Student Achievement*, California Department of Education, Nov. 2006, p.11

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

[See Exhibit 1: a process timeline for developing the SPSA¹¹.]

2. Annual SSC Orientation

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

3. Soliciting Input and Disseminating Information

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

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

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

¹¹ Ibid., p. 5

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B. Responsibilities of the School Principal

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

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

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

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

C. Responsibilities of the Governing Board

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

(See Exhibit 2: "Recommendations and Assurances.")¹³

¹² *A Guide and Template for The Single Plan for Student Achievement*, California Department of Education, November 2006, p. 6

¹³ EC 60001(a)

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

D. Responsibilities of the Administration

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

As per Board policy, the Superintendent or designee will provide, annually, training and information to the members of the SSC to facilitate its ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate SPSA programs. The District will provide a written handbook of guidelines and information relevant to the SSC's charge and disseminate it to the SSC members.

Annually, the District will provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.

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

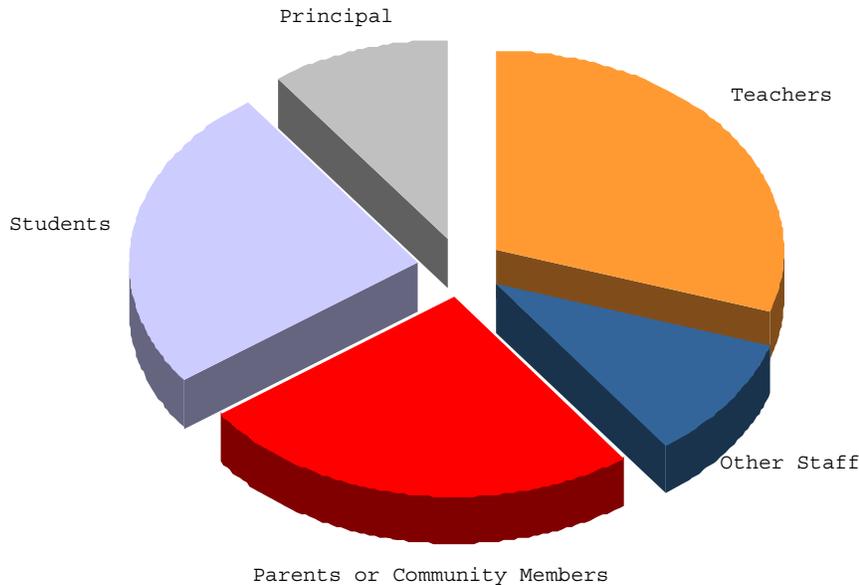
VI. Organizing the School Site Council

A. Composition of the SSC

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

¹⁴ EC Section 64001(h)

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

Membership = 24 persons

School

Principal
1 Classified Staff

Parents, Students, Community

6 Parents or Community:
6 Students

10 Certificated Staff¹⁵

designated as follows:
2 from the Small Schools
2 from Academic Choice
2 from International Baccalaureate
1 Non affiliated with
Small Schools or Programs
3 At large

Parents, Student, Community

designated as follows:
1 from the Small Schools
1 from Academic Choice
1 from International High School
3 At Large

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

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

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VII. Elections

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

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

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

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

A. Parent Elections

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

B. Teacher Elections

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

C. Classified Staff Elections

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

D. Student Elections

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

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E. Alternates

Alternates may only participate in the absence of an elected member.

For students and parents, the next two persons obtaining the highest number of votes may be designated as non-voting Alternates for those two groups.

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

F. BSEP and ELAC Committee Liaisons to the SSC

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

G. The Principal on the SSC

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

H. Term of Office

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

VIII. Operations of the School Site Council

A. Election of officers

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

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

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

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

IX. Open Meeting Laws and Rules of Order

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

A. Open Meeting Law

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

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

¹⁶ EC 35147

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

B. Information in Spanish

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

C. Accessible meetings

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

D. Quorum Requirements

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

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

E. Removal from Membership on the SSC

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

F. Filling Vacancies

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

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

G. Conduct of meetings

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

H. Voting

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

I. Record keeping

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

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

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

J. Soliciting Input from the School Community

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

¹⁷ Code of Federal Regulations, Section 34, Part 74.53

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

K. All Students versus Targeted Groups of Students

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

X. Conflict of Interest

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

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

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

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

Avoidance of a "conflict of interest" position should be taken into account during the election of SSC members, e.g., personnel paid by funds to be allocated by the SSC should not be elected to the SSC since funding for his/her position will

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

¹⁹ Government Code Section 87103.

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need to be reconsidered and approved each year by the SSC. When a conflict-of-interest occurs during the course of the SSC's term, the "interested member" must resign from the SSC and be replaced by an Alternate.

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

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

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

A. Two Readings of Plan and Budget

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

B. Mid-year Changes to the School Plan

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

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

XII. School Site Council Subcommittees

The SSC may establish or abolish subcommittees of its own membership to assist the SSC in developing, monitoring, or evaluating the *SPSA*. Such

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

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

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

XIII. Standing and Special Committees

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

A. The SSC and the School Safety Committee

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

The charge of the School Safety Committee shall be to write, evaluate and update annually a comprehensive school safety plan that addresses the safety concerns of Berkeley High School identified through a systematic planning

²⁰ EC Section 64001 (a)

²¹ EC 32280-32289,

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

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

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

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

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

B. English Learners Advisory Committee (ELAC)

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

The charge of the ELAC shall be to assist in the school's language census and

²² EC Section 52176

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

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

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

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

C. Program Evaluation Advisory Committee

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

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

The charge of the Committee is to work closely with the district's Office of Evaluation and Assessment (BEA) to develop a plan for evaluation of the

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

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

XIV. The SSC and the BSEP Site Committee

A. A Discrete Committee

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

B. BSEP Site Committee and the SSC

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

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

C. BSEP Budget Approval by SSC.

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

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

In the event that the BHS SSC rejects the BSEP Site Committee's *Annual Plan* budget recommendations in whole or in part, the BSEP Site Committee shall have an opportunity to respond directly to the concerns of the SSC. The SSC will observe the following process in developing its

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response to the rejection of the BSEP *Annual Plan* budget recommendations:

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

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

XV. Dispute Resolution

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

- A.** Individuals may file a formal complaint, only about an alleged violation of process, under the district’s *Uniform Complaint Procedure for Categorical Programs*.
- B.** If the SSC is in dispute within itself or with the school’s implementation of the *School Plan*, then the following process for assistance in resolving the dispute may be observed:

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

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

XVI. Amendment or Suspension of Bylaws

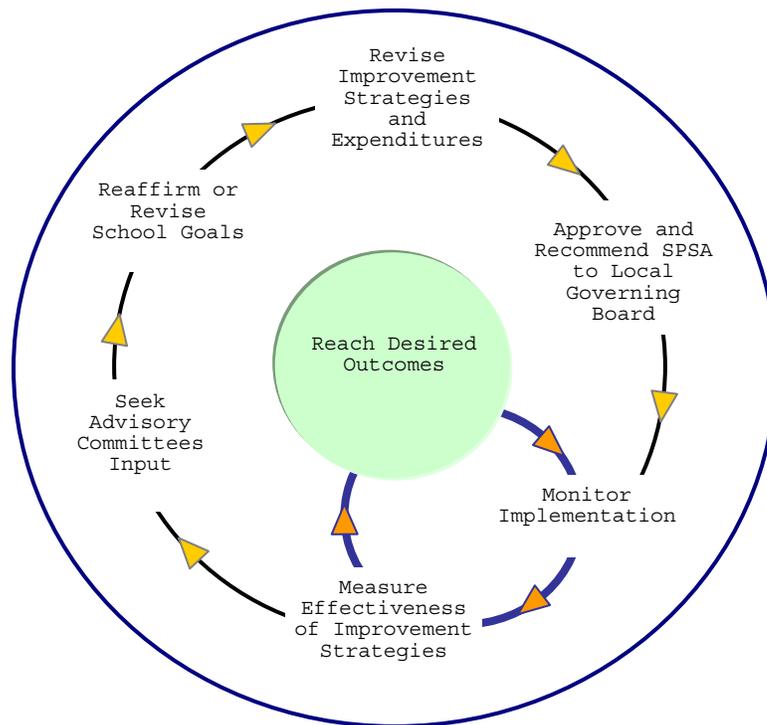
Amendment or suspension of these Bylaws must be authorized by the BUSD Board of Education. These Bylaws shall remain in effect until amended or rescinded by the BUSD Board of Education.

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

EXHIBIT 1

ACTIONS REQUIRED OF THE SCHOOL SITE COUNCIL²⁴

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



²⁴ EC Section 64001

²⁵ A Guide and Template for the Single Plan for Student Achievement, p. 5

BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

Exhibit 2: RECOMMENDATIONS AND ASSURANCES BHS SCHOOL SITE COUNCIL SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)		FY <hr style="width: 50px; margin: 0 auto;"/>
I. SUMMARY OF SCHOOL GOALS: <ul style="list-style-type: none"> • • 		
SCHOOL SITE COUNCIL MEMBERS: (Quorum is 13)		
Staff	Parents/Community*	Students*
(Principal)	1) Chair	1)
(Classified)	2)	2)
1) (Teachers)	3)	3)
2)	4)	4)
3)	5)	5)
4)	6)	6)
5)	7)	7)
6)		
7)		
8)	Teacher 9)	Teacher 10)
*A quorum of the School Site Council consists of: 13		
ELAC Committee Chair _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Name) (signature) (Date) </div>		
School Safety Committee Chair _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Name) (signature) (Date) </div>		
BSEP Site Committee Chair _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Name) (signature) (Date) </div>		

BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

RECOMMENDATIONS & ASSURANCES

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

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

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

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

APPENDIX A

An excerpt from ***Focus on Learning: Joint WASC/CDE Process Guide***
by

California Department of Education and
Western Association of Schools and Colleges
2009 Edition, Updated Fall 2009

Focus on Learning: Overview

Rationale

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

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

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

School Improvement Cycle

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

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

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

WASC Six-Year Cycle for Schools²⁶

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

Year Six – Past Cycle:

Completion of Self-Study/Visit/Refinement of Strategic Plan

New Cycle

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

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

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

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

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

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

(continued on next page)

²⁶ Focus on Learning, p.4

BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

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

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

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

Importance of School's Academic Standards

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

Criteria

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

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

BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

Importance of Data Analysis

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

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

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

Expected Outcomes of Self-Study

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

Overview

Focus on Learning: Joint WASC/CDE Process Guide

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

BERKELEY UNIFIED SCHOOL DISTRICT

BHS School Site Council (SSC) Bylaws

Flexibility

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

The Focus on Learning Process

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

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

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

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

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

Visit

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

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

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

Follow-up

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

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Revenue

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP and Community Relations
DATE: June 12, 2013
REGARDING: Resolution 13-075 to establish the 2013-14 tax rate for the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006)

BACKGROUND INFORMATION:

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

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

The statutory cost-of-living adjustment (COLA), based on the *District and County Office Financial Projection Dartboard* produced by the School Services of California in January 2013 was initially projected to be 1.65 percent, and preliminary budget allocations were made for all BSEP/Measure A purposes using that projection. However, in May 2013 the Governor’s revision established a lower COLA of **1.565** percent.

The BSEP/Measure A budgets will be revised to reflect the lower COLA at the time for the first interim revisions of October 2013.

DISTRICT GOAL

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

POLICY/CODE

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

FISCAL IMPACT

Revenues are projected to be about 24,640,662 [a decrease of \$19,745 from the \$24,660,407 initially projected in February 2013]. This adjustment will be made at first interim.

STAFF RECOMMENDATION:

Adopt the approved COLA increase for *Berkeley Public Schools Educational Excellence Act of 2006* for FY 2013-14.

**BERKELEY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 13-075**

**TO ESTABLISH THE 2013-14 TAX RATE FOR THE “BERKELEY SCHOOLS
EDUCATIONAL EXCELLENCE ACT OF 2006”
(Measure A of 2006)**

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

WHEREAS, Article 4C of the Act states:

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

WHEREAS, according to information posted in the *District and County Office Financial Projection Dartboard* of May 2013, produced by School Services of California, the statutory cost-of-living adjustment (COLA) allowed for 2013-14 is **1.565** and,

WHEREAS, the rates authorized in Measure A of 2006 for 2012-2013 were established at \$0.2749 cents/square foot for residential buildings, \$0.4144 cents/square foot for commercial/industrial/institutional buildings, and \$60.31 for unimproved parcels,

NOW, THEREFORE, BE IT RESOLVED, that an authorized COLA of 1.565% be applied to the rates of FY 2012-2013, therefore a tax rate of \$0.2792 per square foot for Residential Building Improvements, and \$0.4209 per square foot for Commercial, Industrial, and Institutional Buildings Improvements, and \$61.25 for Unimproved parcels shall be authorized for the *Berkeley Public Schools Educational Excellence Act of 2006* in FY 2012-2013.

APPROVED AND ADOPTED by the Board of Education on the 12th day of June, 2013 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

BSEP/Measure A of 2006
FY 2013/14 Revenue Projection
as of 2/11/13

	Resource	%	Projected Budget 2013/14	Indirect Costs 6.73%	Net
Revenue					
County Tax Collections			24,660,000		
City of Berkeley Tax Collections			200,000		
Rebates/Reduction in PY Receivable			(80,000)		
Interest			20,000		
Total Projected Revenue			24,800,000		
Expenses					
County Collection Fees			417,800		
City of Berkeley Fees			50,000		
Audit and Legal Expense			6,000		
Total Expenses			473,800		
Net Revenue			24,326,200		
Available for Allocation			24,326,200		
Public Information/P&O (b)	0854	2.00%	(486,524)	0	
Net Available for Allocation			23,839,676	(1,503,242)	22,336,434
Resource Allocation					
Class Size Reduction (66%)	0841	66.00%	15,734,186	(992,140)	14,742,047
Site Discretionary (10.25%)	0852	10.25%	2,443,567	(154,082)	2,289,485
Libraries (7.25%)	0860	7.25%	1,728,377	(108,985)	1,619,391
Music/VAPA (6.25%)	0853	6.25%	1,489,980	(93,953)	1,396,027
Parent Outreach (1.25%)	0857	1.25%	297,996	(18,791)	279,205
PD/Evaluation/Technology (9%) (c)					
Prof. Development	0855	36.00%	772,406	(48,705)	723,700
Evaluation	0856	28.00%	600,760	(37,882)	562,878
Technology	0862	36.00%	772,406	(48,705)	723,700
Net Resource Allocation			23,839,676	(1,503,242)	22,336,434
Public Information/P&O	0854		486,524	0	486,524
Total Allocation to All Resources			24,326,200	(1,503,242)	22,822,958

Notes/Assumptions for 2013/14

- COLA is assumed to be 1.65%
- Indirect Cost Rate for 2011/12: 6.7%, for 2012/13: 6.39%, for 2013/14: 6.73%
- Indirect Cost does not apply to Public Information/P&O Committee, Resource 0854

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

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Class Size
Reduction

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Javetta Cleveland and Neil Smith, Co-Superintendents
DATE: April 10, 2013
SUBJECT: Recommendation for Allocation of BSEP Class Size Reduction Funds in FY 2013-14 (BSEP Measure A Resource 0841)

BACKGROUND INFORMATION

In compliance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), the BSEP Planning and Oversight Committee develops annual recommendations in conjunction with District staff for the allocation of funds for each Purpose of the Measure.

The following recommendation is for the allocation of funds for the Purpose of Class Size Reduction, Expanded Course Offerings, Counseling Services and Program Support in accordance with BSEP Measure A, Section 3A:

Reducing Class Sizes at all K-12 schools, expanding course offerings at all secondary schools, and providing counseling services at each of the District's middle schools.

The goals for the class sizes to be achieved with these revenues are District-wide Average Class Sizes of 26:1 for the elementary schools grades K-5, 28:1 for the secondary schools, and 18:1 for continuation high school and other secondary opportunity programs. Average class sizes in the K-3 grades shall be reduced to 20:1 as long as state class size reduction funds are provided for that purpose at a level not less than currently funded by the State.

After resultant class sizes meet the goals stated above, additional teachers may be added first to allow for expanded course offerings and then for program support in schools in so far as the funds permit.

This recommendation was presented to the BSEP Planning and Oversight Committee on March 12 and adopted by the Committee on March 29, 2013.

Class Size Reduction Staffing in the 2013-14 School Year

This recommendation is based on the following assumptions:

- Staffing enrollment of K-12 students is projected at **9,070**.
- Total average compensation (includes salary and employer paid fringe benefits) of classroom teachers is projected at **\$86,100**.
- There is continued State funding for the K-3 Class Size Reduction Program.
- General Fund revenue is projected based on the Governor's budget of January 2013.

- BSEP revenue for the CSR fund in FY 2013-2014 is projected at **\$15,734,186**.
- BSEP expenditures for the CSR fund in FY 2013-14 are projected to be **\$14,989,460**, with an additional **\$1,008,791** for indirect costs at 6.73%.

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

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

This is achieved with General Fund monies being used to establish a ratio of 34:1 for the K-5 grades and 36:1 in grades 6-12, and BSEP CSR funds used to reduce the pupil-teacher ratios to the lower class sizes. The reduced class size in K-3 enables the District to qualify for funding from the State Class Size Reduction funds, which are expected to provide \$2.7 million to the General Fund.

According to the measure, average class sizes in the K-3 grades shall be reduced to 20:1 as long as state class size reduction funds are provided for that purpose at a level not less than currently funded by the State; it is possible that the governor's budget will phase toward a 24:1 ratio in the future at which point an examination of funding scenarios may be warranted.

The staffing formula used for secondary schools in FY 2013-14 is that defined in the BSEP Measure, section 6.B: student enrollment x 6 class periods per day/per student, divided by 5 teaching periods, divided by average class size objective of 28:1.

This calculation results in a total of **428.03** Full Time Equivalent (FTE) classroom teachers projected to be necessary to staff the K-12 classrooms at the ratios listed above, of which BSEP would fund **131.53** FTE teachers (including the associated preparation time for BSEP funded teachers).

To meet these targeted class size reduction goals, the expense to the BSEP Class Size Reduction fund in 2013-14 is projected to be **\$11,925,900**. This figure includes \$11,324,800 as FTE compensation, \$223,600 in substitute compensation, and \$377,500 in "direct support", which are the operational and other costs associated with opening and maintaining additional classrooms. The attached "Teacher Template" details this recommendation. (Attachment A)

Discretionary Expenditures: Expanded Course Offerings, Counseling Services and Program Support

After the class size goals are achieved, the BSEP Measure stipulates that BSEP CSR funds may be used for "expanded course offerings (ECO)," counseling

services at each of the District's middle schools, and "program support."

The District must be able to maintain the class size reduction goals stipulated in the Measure through the duration of the Measure, which is set to expire at the end of FY 2017. An important consideration in proposing expenditure of the BSEP CSR fund for these discretionary purposes is the need to maintain an appropriate reserve in the CSR fund, with the reserve for personnel variance an important consideration, given the cost of funding positions.

The expanded course offerings and program support are intended to provide a high quality of education for all students, in accordance with the BSEP measure. The expanded course offerings offer a wide variety of options for students, from AP augmentation classes, which give access to AP coursework for students who might not otherwise have such access, to science labs, yearbook and music classes. Reduced class sizes in algebra and geometry are improving grades for students with math challenges. The BSEP-funded RTI2 program functions as a comprehensive way of tailoring education to meet all student needs, using data to make decisions about student learning.

Following is the recommendation for the expenditure of BSEP CSR funds for Counseling Services, ECO classes and Program Support in FY 2013-14.

Counseling Services at each Middle School

- **4.8 FTE counselors** at the middle schools, that is, 1.2 FTE at Longfellow, 1.2 FTE at Willard, and 2.4 FTE at King. This is the same allocation as in FY 2012-13.

Projected expense: \$464,100

Expanded Course Offerings (ECO)

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

Projected expense: \$725,360

Program Support

The recommendation is to fund **21.5** FTE Program Support teachers in the next school year as follows:

- **3.3 FTE elementary school Literacy Coaches/Teachers** (.3 FTE for each elementary school).
- **3.4 FTE middle school math teachers** to lower class size from 28:1 to 20:1 in Algebra and pre-Algebra classes at all three middle schools.
- **2.0 FTE BHS math teachers** to maintain lower class sizes in Algebra and Geometry classes.
- **1.8 FTE elementary school teachers** for a .5 FTE allocation (plus .10 FTE prep time for each teacher) to each of three schools: Cragmont,

LeConte and Rosa Parks to provide grade-specific time for students in 3/4 or 4/5 combination classes.

- **5.5 FTE RTI² teachers** for the 11 elementary schools (.5 FTE at each elementary school).
- **5.5 FTE RTI² teachers** for the three middle schools (1.5 FTE for Longfellow, 1.5 FTE for Willard, and 2.5 FTE at King)

Projected expense: \$1,874,100

Summary of Budget:

Transfer from BSEP to General Funds for CSR: \$11,925,900

Discretionary: \$3,063,560

Indirect Costs: 1,008,791

Total Projected BSEP/Measure A Expense: \$15,998,251

DISTRICT GOAL

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

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Para. 3A, Measure A of 2006).

FISCAL IMPACT

Expenditure of \$15,998,251 from BSEP Class Reduction Funds.

STAFF RECOMMENDATION

Approve the recommendation for the allocation of BSEP Class Size Reduction Funds in FY 2013-14 (BSEP Measure A Resource 0841).

**BSEP/Measure A School Discretionary Allocations
for FY 2013-14 @ \$233/Pupil**

Sites/Departments	FY 2012-13 CalPads Enrollment*	FY 2013/14 BSEP School Discretionary Allocations at \$233/pupil
112 – Cragmont	416	96,928
113 - Emerson	288	67,104
116 - Jefferson	335	78,055
118 - LeConte	337	78,521
119 – Oxford	315	73,395
120 - Thousand Oaks	450	104,850
121 – Washington	447	104,151
123 - Arts Magnet	404	94,132
124 - Rosa Parks	453	105,549
126 - Malcolm X	480	111,840
128 - John Muir	260	60,580
Sub-Total K-5 Schools	4,185	975,105
127 – Longfellow	479	111,607
131 – Willard	511	119,063
132 – King	880	205,040
Sub-Total 6-8 Schools	1,870	435,710
135 – Independent Study*	150	34,950
136 – B-Tech*	150	34,950
137 - Berkeley High*	3,026	705,058
Sub-Total 9-12 Schools	3,326	774,958
262 - Early Childhood (pre-K)*	375	87,375
Sub-Total Pre-K	375	87,375
GRAND TOTAL ALLOCATIONS	9,756	2,273,148

*** NOTES:**

- Per pupil rate of \$233 is identical to that of FY 2012-13.
- Enrollment figures for Independent Study, B-Tech, and Pre-K are agreed-upon Average Enrollments.
- Independent Study's enrollment is deducted from Berkeley High's CalPads enrollment of 3,176.

**BSEP/Measure A School Discretionary Allocations
for FY 2013-14 @ \$233/Pupil**

Appendix A

BSEP CSR Multi Year Projections				
Based on CSR Recommendations for FY 2013-14				
	V2013-04-02			
	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17
COLA - Revenues Only (A)	0.0165	0.022	0.024	0.024
Step Increase for Teachers	0.0100	0.0100	0.0100	0.0100
Indirect Cost	0.0673	0.0673	0.0673	0.0673
Revenues				
Revenue Allocation	\$ 15,734,186	\$ 16,080,338	\$ 16,466,266	\$ 16,861,457
Expenditures				
Transfer to General Fund for Classroom Teachers:				
- Classroom Teachers (B)	11,324,800	11,438,048	11,552,428	11,667,953
- Illness Substitutes	223,600	225,836	228,094	230,375
- Direct Support	377,500	381,275	385,088	388,939
Expanded Course Offerings (8.0 FTE)	725,360	732,614	739,940	747,339
Certificated Counselors (4.8 FTE)	464,100	468,741	473,428	478,163
Program Support (21.50 FTE)	1,874,100	1,892,841	1,911,769	1,930,887
Indirect Costs @ 6.73%	1,008,791	1,018,879	1,029,067	1,039,358
Total Expenditure Budget	15,998,251	16,158,233	16,319,815	16,483,014
Net Change to Fund Balance	(264,065)	(77,895)	146,451	378,443
Projected Beginning Fund Balance	813,791	549,726	471,831	618,282
Projected Ending Fund Balance	\$ 549,726	\$ 471,831	\$ 618,282	\$ 996,725
Designations:				
CSR share of 3% Reserve	\$ 479,948	\$ 484,747	\$ 489,594	\$ 494,490
Total Ending Fund Balance	\$ 1,029,674	\$ 956,578	\$ 1,107,876	\$ 1,491,215
A) Cost of Living Adjustments (COLAs) are included in revenue projections.				
B) Does not include any potential salary increases.				

Appendix A

BERKELEY UNIFIED SCHOOL DISTRICT
 CLASS SIZE REDUCTION FTE PLANNING DOCUMENT
 FY 2013-14 PROPOSAL v 2013-04-02

GRADE LEVEL	STAFFING ENROLLMENT BY GRADE	GENERAL FUND * CLASS SIZE FTE	Meas. A CSR FTE	Meas. A Necessary FTE	Meas. A CSR FTE
ELEMENTARY SCHOOL					
Kindergarten	774	22.76	15.94	0.30	
Grade 1	730	21.47	15.03		
- Release Time		0.86	0.60		
Grade 2	683	20.09	14.08		
- Release Time		0.80	0.56		
Grade 3	617	18.15	12.70		
- Release Time		0.73	0.51		
1-3 Adjustments				2.60	
		34 :1	26 :1		
Grade 4	672	19.76	6.09		
- Release Time **		3.95	1.22		
Grade 5	688	20.24	6.22		
- Release Time **		4.05	1.24		
4-5 Adjustments				0.85	
K-5 TOTAL		132.86	74.17	3.75	77.92
		34 :1	18 :1		
Grade K-5 Special Day Class	17	0.50	0.44	0.00	0.44
Release time Special Day Class		0.10	0.09		0.09
MIDDLE SCHOOL					
Grade 6	668	18.58	5.30		
- Release Time		3.71	1.08		
Grade 6 Necessary Adjustments				0.18	
		36 :1	26 :1		
Grade 7	591	19.70	5.83		
Grade 8	615	20.50	5.86		
Grade 7-8 Adjustments				0.32	
6-8 TOTAL		62.47	17.85	0.50	18.35
		34 :1	18 :1		
Grade 6-8 Special Day Class	8	0.28	0.25		0.25
Release time Special Day Class		0.06	0.05		0.05
HIGH SCHOOL ***					
Grade 9	771	25.69	7.34		
Grade 10	729	24.30	6.94		
Grade 11	651	21.70	6.21		
Grade 12	649	21.64	6.18		
		38 :1	18 :1		
Grade 9-12 Special Day Class	67	2.23	2.24		2.24
B-Tech	140	4.87	4.67		4.67
Grade 9-12 Adjustments				0.88	0.88
TOTAL 9-12		100.23	33.58	0.88	34.44
TOTALS					
Elementary School	4,181	122.97	70.48	3.75	78.45
- Release Time		10.49	4.22	0.00	
Middle School	1,882	59.04	17.04	0.50	18.65
- Release Time		3.77	1.11	0.00	
High School	3,007	100.23	33.58	0.88	34.44
	9,070	296.50	126.43	5.10	131.53

BSEP/MEAS A PROJECTED EXPENSE FOR CSR

FTE Ave Compensation	86,100		\$10,885,600	\$439,200	\$11,324,800
Sub Ave Compensation	\$1,700		\$214,900	\$8,700	\$223,600
Direct Support	\$2,870		\$362,900	\$14,600	\$377,500
Preliminary Measure A Transfer	90,870		\$11,483,400	\$462,500	\$11,925,900

Appendix A

BERKELEY UNIFIED SCHOOL DISTRICT
CLASS SIZE REDUCTION FTE PLANNING DOCUMENT
 FY 2013-14 PROPOSAL v 2013-04-02

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

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

*** Based on Average Enrollment

	FTE	2013-14 Budget
FTE based on CSR Formula	126.43	\$11,463,400
Necessary FTE to achieve class size ratios	5.10	462,500
Transfer from BSEP to GF for CSR	131.53	\$11,925,900
Discretionary		
Expanded Course Offerings - BHS and Middle Schools (including Subs and Direct Support)	8.00	725,360
Middle School Counseling Services	4.80	464,100
Program Support	21.50	1,874,100
Total Discretionary	34.30	\$3,063,560
Total projected BSEP/Measure A expense	165.83	\$ 14,989,460
Indirect Costs @ 6.73%		\$ 1,008,791
TOTAL EXPENDITURE BUDGET		\$ 15,998,251

Middle School Counseling Services:			
Willard	1.2 FTE	1.2	116,000
Longfellow	1.2 FTE	1.2	116,000
King	2.4 FTE	2.4	232,100
Total Counselors	4.8		464,100

Program Support			
Literacy Coaches	3.3 FTE	3.3	306,900
Willard (M.S. Math)	0.8FTE	0.8	68,900
Longfellow (M.S. Math)	1.0 FTE	1	86,100
King (M.S. Math)	1.6 FTE	1.6	137,800
BHS (HS Math)	2.0 FTE	2	172,200
3/4/5 Combos	1.8 FTE	1.8	155,000
RtI2 teachers K-5	5.5 FTE	5.5	473,600
RtI2 teachers 6-8	5.5 FTE	5.5	473,600
Total Program Support	21.5		1,874,100



Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

School Site
Discretionary
Funds

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP and Community Relations, and
Christina Faulkner, Director of Curriculum and Instruction
DATE: June 26, 2013
SUBJECT: 2013-2014 Consolidated School Plans for Student Achievement

BACKGROUND INFORMATION

The *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006) allocates 10.25% of the available revenues annually for School Discretionary Funds:

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

The California Department of Education requires every school participating in school based categorical programs to have a Board approved Site Plan for Student Achievement that must be revised annually based on current student data.

The principal at each site led the staff and parent leaders in developing a comprehensive plan for the school, beginning with a review of student data from previous years with assistance from the Evaluation and Assessment Office. A report on each site’s student data was presented to the Board on October 24, 2012.

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

Overall, the total budget for these site plans is approximately \$3.2 million, slightly higher than in 2012-13. As they developed their site plans, SGCs struggled to maintain valuable and effective programs while responding to new needs. Responding to the coming loss of BUSD’s Network for a Healthy California funding, several sites included modest sums for Cooking and Gardening programs in their 2013-14 site plans.

Although BSEP per pupil funding remains the same as last year, reductions in State and Federal funding, coupled with enrollment changes, mean that some sites received significantly less money to support their plans, while others received more. In years past, BSEP and PTA school site funds were focused on enrichment programs such as field trips and the arts, but for 2013-14 continue to be relied upon for important academic and social-emotional support

programs, such as Literacy coaching, RtI² coordination, mental health counseling, and more. In addition to the BSEP School Site Funds, additional BSEP resources continue to provide essential support for important elements in the School Site Plans: a combination of BSEP Class Size (CSR) and Professional Development funds contribute .55 FTE/site for elementary Literacy Coaches (6.05 FTE total) and BSEP CSR funds provide a total of 4.8 FTE for Middle School Counselors.

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

- A site summary page
- A cover page listing all members of the School Governance Council and signed assurances that all regulations have been followed
- School Vision and Mission
- School Profile
- Comprehensive Needs Assessment Components
- Description of Barriers and Related School Goals
- School and Student Performance Data
- Planned Improvements in Student Performance (goals, action steps, budgets)
- Appendix A - Program Summary
- Appendix B – Budget Summary
- Appendices C & D - BSEP & State and Federal School Site budgets

Following the individual School Plans is district-wide information:

- Summary of the BSEP-funded programs, by site
- BSEP and State and Federal allocations, by site
- State and Federal centralized services budget for 2013-14
- Teacher-Initiated Professional Development budget for 2013-14.

At Berkeley High School, the BSEP Site Committee, comprised of the principal, teachers, parents, students, and classified staff, developed the BSEP Plan for 2013-14; it then was presented to and approved by the Berkeley High School Site Council (SSC). The BHS Plan for EIA-LEP funds in 2013-14 is developed by the English Language Advisory Committee (ELAC) and is pending approval by the BHS SSC.

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

The summary of each site plan is attached. The complete 2013-14 Consolidated School Plan for Student Achievement for each school (and the BSEP Plan for Berkeley High School and the Independent Study Program) has been submitted to the Board under separate cover. A copy is also available in the Superintendent's Conference Room for public viewing.

DISTRICT GOALS

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

POLICY/CODE

Education Code 52850-52863

Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section 2.B.

FISCAL IMPACT

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

STAFF RECOMMENDATION

Approve the 2013-14 Consolidated School Plans for Student Achievement.

Site Discretionary Summary																				
FY 2013/14																				
Activity		Pre-K	Cragmont	Emerson	Jefferson	LeConte	Oxford	Thousand Oaks	Washington	Arts Magnet	Rosa Parks	Malcolm X	John Muir	Longfellow	Willard	King	Ind. Study	Btech	Total	% of
Activity		262	112	113	116	118	119	120	121	123	124	126	128	127	131	132	135	136	Total	Total
FY 2013/14 Plan Expenditures																				
Certificated																				
	Literacy Coach			17,550	32,100	6,500	25,000	36,750		21,000			8,500						147,400	9.95%
	RTI Certificated				21,000			18,650		48,500		5,000							93,150	6.29%
	ELD Teacher				8,900				32,750		11,350								53,000	3.58%
	Reading/Lit Support Teacher						18,600	3,000							22,000				43,600	2.94%
	Spanish Support Teacher							18,650											18,650	1.26%
	Certificated - Other											18,000		26,000	4,000				48,000	3.24%
	Curriculum Coordinator											32,200					2,700		34,900	2.36%
	Vice Principals for RTI															95,500			95,500	6.45%
	Counselor													29,000	13,500	50,200			92,700	6.26%
	Hourly Teaching		7,800	1,000	9,000	13,550					29,000		2,000	6,500		2,000	4,450		75,300	5.09%
	Curriculum Development			3,000	1,200											10,000			14,200	0.96%
	Teacher Sub Days										2,000					3,800			5,800	0.39%
Classified																				
	Instructional Specialist	11,000	14,000			21,000			63,000		12,500	44,500	10,000		32,800		5,000		202,800	13.70%
	Instructional Assistant						10,600	6,000					30,000						46,600	3.15%
	Student Welfare & Attendance																	30,000	30,000	2.03%
	School Service Aide							14,850				8,150							23,000	1.55%
	Parent Liaison		45,000																45,000	3.04%
	Athletic Stipends			2,000										4,500					6,500	0.44%
	Classified Hourly	13,000																		
	Hourly Tutors		5,000	23,000		4,200											15,000		47,200	3.19%
	Noon Directors					11,550					1,000			6,000					18,550	1.25%
Other																				
	Materials & Supplies	8,500	7,500	13,650	3,000	3,250	3,500				12,000			20,200	800		5,000		68,900	4.65%
	Counseling Contract	35,850	16,000			3,300	11,000			21,500			8,000						59,800	4.04%
	Tutoring Contract			2,500															2,500	0.17%
	Other Contracted Services						3,000				23,500			12,500	42,500	40,400			121,900	8.23%
	Field Trip Admissions	7,550				2,500					9,000								11,500	0.78%
	Transportation	9,450		3,000		3,000								4,800					10,800	0.73%
	Unallocated Reserve	2,025	1,628	1,404	2,855	9,671	1,695	6,950	8,401	3,132	5,199	3,990	2,080	2,107	3,463	3,140	2,800	4,950	63,465	4.29%
Total 2013/14 Allocation		87,375	96,928	67,104	78,055	78,521	73,395	104,850	104,151	94,132	105,549	111,840	60,580	111,607	119,063	205,040	34,950	34,950	1,480,715	
Carryover Priorities																				
	Instructional Specialist	X										X								
	Instructional Materials		X	X	X	X	X			X					X	X	X	X		

Site Discretionary Summary																				
FY 2013/14																				
		Pre-K	Cragmont	Emerson	Jefferson	LeConte	Oxford	Thousand Oaks	Washington	Arts Magnet	Rosa Parks	Malcolm X	John Muir	Longfellow	Willard	King	Ind. Study	Btech		% of
	Activity	262	112	113	116	118	119	120	121	123	124	126	128	127	131	132	135	136	Total	Total
	Teacher Hourly		X		X	X	X		X	X		X		X	X	X				
	Tutor Hourly		X			X										X				
	Noon Supervision												X							
	Contracted Services		X			X		X	X	X			X		X					
	Other	X										X			X	X	X	X		
	Total Carryover Estimate	40,000	5,000	5,000	3,000	20,000	10,000	40,000	9,000	15,000	5,000	13,000	10,000	6,700	10,000	10,000	26,000	900	228,600	

Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013

ARTS MAGNET

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Literacy Coach	21,000	.25 FTE
	RtI Teacher/Coordinator	48,500	.50 FTE
Non-Salaried Categories	Mental Health Counseling contract	21,500	Bay Area Children First (BACF)
	Reserve for Personnel Variance	3,132	
TOTAL FY 14 Allocation		94,132	
SGC Carryover Priorities*	Instructional Materials	10,000	
	Teacher Hourly - Prof. Dev.	3,850	
	Cal Corps BUILD Tutors	2,500	
FY 13 Carryover Estimate*		15,000	

CRAGMONT

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Hourly Teaching - Intervention	7,800	
Classified	Instructional Specialist - K & 3 Dance	14,000	.24 FTE
	Parent Liaison	45,000	.80 FTE
	Hourly Tutors	5,000	268 hours
Non-Salaried Categories	Instructional Materials	7,500	
	Mental Health Counseling contract	16,000	Bay Area Community Resources (BACR)
	Reserve for Personnel Variance	1,628	
TOTAL FY 14 Allocation		96,928	
SGC Carryover Priorities*	Instructional Materials		
	Teacher Hourly - Intervention		
	Tutor Hourly		
	Contracted Services (Assemblies, etc.)		
FY 13 Carryover Estimate*		5,000	

EMERSON

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Literacy Coach	17,550	.17 FTE
Classified	Hourly Teaching	1,000	
	Hourly Curriculum Development - Planning & RtI Coordination	3,000	98 hours
	Athletic Coach Stipends	2,000	3 Stipends
	Hourly Tutors - English Language Arts & Math	23,000	696 hours
	Instructional Materials	13,650	
Non-Salaried Categories	Tutoring Contract	2,500	Cal Corps BUILD Contract
	Transportation - Afterschool Bus	3,000	
	Reserve for Personnel Variance	1,404	
TOTAL FY 14 Allocation		67,104	
SGC Carryover Priorities*	Instructional Materials		
FY 13 Carryover Estimate*		5,000	

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

**Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013**

JEFFERSON

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - Literacy Coach	31,800	.31 FTE
	Teacher - RtI	21,000	.23 FTE
	Teacher - English Language Dev.	7,600	.10 FTE
	Hourly Teaching - Afterschool Intervention	9,000	249 hours
	Hourly Curriculum Development - Parent Literacy Workshop	1,200	39 hours
	Non-Salaried Categories	Instructional Materials	3,000
	Reserve for Personnel Variance	4,455	
TOTAL FY 14 Allocation		78,055	
SGC Carryover Priorities*	Afterschool Bus		
	Hourly Teaching - Intervention		
FY 13 Carryover Estimate*		3,000	

JOHN MUIR

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Literacy Coach	8,500	.10 FTE
	Hourly Teaching - RtI/SST		
	Coordinator	2,000	
Classified	Instructional Specialist - Cooking & Gardening	10,000	TBD
	Instructional Assistant	30,000	2 @ .40 FTE each
Non-Salaried Categories	Mental Health Counseling contract - N	8,000	
	Reserve for Personnel Variance	2,080	
TOTAL FY 14 Allocation		60,580	
SGC Carryover Priorities*	Noon Supervision	up to \$9,000	
	Mental Health contract	up to \$4,000	
FY 13 Carryover Estimate*		10,000	

LECONTE

		FY 13-14 Budget	FTE/hours/Vendor	
Certificated	Literacy Coach	6,500	.07 FTE	
	Hourly Teaching & Curric. Dev. - Subs for Peer Observations, RtI, Student Clubs, Prof. Dev. Workshops, Events	13,550	11 Sub days, 202 hours Hrly Teaching, 130 hours Curric. Dev.	
	Classified	Instructional Specialist - Garden*	21,000	.35 FTE
		Hourly Tutors	4,200	302 hours
Non-Salaried Categories	Noon Directors	11,550	2 @ 360 hours each	
	Instructional Materials	3,250		
	Mental Health Counseling contract	3,300		
	Field Trip Admissions	2,500		
	Transportation	3,000		
	Reserve for Personnel Variance	9,671		
TOTAL FY 14 Allocation		78,521		

* Pending elimination of Inst. Specialist - P.E. position.

**Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013**

LECONTE (continued)

SGC Carryover Priorities* Teacher Curric. Dev. Hourly -
Common Core Planning &
Collaboration
Instructional Materials (including PE)
Contracted Services - Counseling
Assemblies

FY 13 Carryover Estimate* **20,000**

MALCOLM X

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - RtI	5,000	.05 FTE
	Teacher - K-2 Music	18,000	.20 FTE
	Teacher - Curriculum Coordinator	32,200	.33 FTE
Classified	Instructional Specialist - Dance	16,000	.30 FTE
	Instructional Specialist - Drama	28,500	.36 FTE
	School Service Aide	8,150	.18 FTE
	Reserve for Personnel Variance	3,990	

TOTAL FY 14 Allocation **111,840**

SGC Carryover Priorities* Instructional Specialist - Garden
Teacher Hourly - Project Connect
Parent Education Support

FY 13 Carryover Estimate* **13,000**

OXFORD

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Literacy Coach	25,000	.25 FTE
	Teacher - Reading Recovery	18,600	.25 FTE
Classified	Instructional Assistant	10,600	.33 FTE
Non-Salaried Categories	Instructional Materials	3,500	
	Mental Health Counseling contract	11,000	Bay Area Community Resources (BACR)
	Parent Education contract	3,000	
	Reserve for Personnel Variance	1,695	

TOTAL FY 14 Allocation **73,395**

SGC Carryover Priorities* Teacher Curriculum Development
Hourly - Collaboration
Instructional Materials

FY 13 Carryover Estimate* **10,000**

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

**Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013**

ROSA PARKS

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - English Language Dev., Reading Recovery, Afterschool Hourly Teaching & Substitutes - Afterschool Reading, K-2 Spanish	11,350	.13 FTE
	Reading Intervention, Math Intervention, Small Groups	29,000	805 hours
	Teacher Sub Days for Prof. Dev.	2,000	10 Sub Days
Classified	Instructional Specialist - K-2 Dance	12,500	.2145 FTE
Classified	Noon Directors	1,000	69 hours
Non-Salaried Categories	Instructional Materials	12,000	
	Accelerated Reader contract	1,600	
	Mosaic Project contract	9,000	
	Parent Education P.L.A.N. contract	4,600	
	Family Resource Center Tutor & Parent Outreach contract	8,000	Rosa Parks Collaborative - Lifelong Learning Westerbeck
	Professional Dev. Contract	1,800	
	Garden Program - contract	5,000	
	Older Adult Mentors - contract	2,500	Experience Corps
	Field Trip Admissions	9,000	
	Reserve for Personnel Variance	5,199	
TOTAL FY 14 Allocation	114,549		
SGC Carryover Priorities*	To be determined by SGC Fall 2013		
FY 13 Carryover Estimate*	5,000		

THOUSAND OAKS

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - Literacy Coach	36,750	.45 FTE
	Teacher - RtI Coordinator	18,650	.20 FTE
	Teacher - Literacy Support	3,000	.0297 FTE
	Teacher - Spanish Support	18,650	.20 FTE
Classified	Instructional Assistant - Bilingual	6,000	.135 FTE
	School Service Aide	14,850	.35 FTE
	Reserve for Personnel Variance	6,950	
TOTAL FY 14 Allocation	104,850		
SGC Carryover Priorities*	Mental Health Counseling contract up to \$34,000 TOTAL FY 14 Allocation		
FY 13 Carryover Estimate*	40,000		

WASHINGTON

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - English Language Developr	32,750	.50 FTE
Classified	Instructional Specialist - P.E.	63,000	.73 FTE
	Reserve for Personnel Variance	8,401	
TOTAL FY 14 Allocation	104,151		
SGC Carryover Priorities*	Teacher Curric. Dev. - EL Prof Dev.		
	Berkeley Mental Health contract	5,000	
	Art Program	3,400	
FY 13 Carryover Estimate*	9,000		

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013

EARLY CHILDHOOD EDUCATION

		FY 13-14	
		Budget	FTE/hours/Vendor
Classified	Instructional Specialist - Dance	11,000	.15 FTE
	Classified Hourly - Bookbag Program	13,000	720 hours
Non-Salaried Categories	Instructional Materials	8,500	\$200/Classrm, Tech & Bookbag
	Mental Health Counseling contract	21,850	Bay Area Children First (BACF)
	Movement Program contract	14,000	YMCA
	Field Trip Admissions	7,550	
	BUSD Bus - field trips	9,450	
	Reserve for Personnel Variance	2,025	
TOTAL FY 14 Allocation		87,375	
SGC Carryover Priorities*	YMCA contact (additional)	7,706	
	YMCA contract (July & August)	up to 10,000	
	Garden Program		
FY 13 Carryover Estimate*		40,000	

KING

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Vice Principals for RtI	95,500	3 @ .25 FTE each
	Counselor	50,200	.60 FTE
	Substitutes for AVID Teachers - field trips	2,000	19 Sub Days
	Curriculum Development - Early Back	10,000	350 hours
Non-Salaried Categories	Buses for AVID field trips	3,800	
	Software contract - IXL Web Curric.	3,600	
	Accelerated Reading contract	2,400	
	Nikao Youth Svcs Mentoring contract	32,400	
	Stiles Hall Mentor/Tutor contract	2,000	
	Reserve for Personnel Variance	3,140	
TOTAL FY 14 Allocation		205,040	
SGC Carryover Priorities*	Teacher Hourly	2,000	
	Substitutes for Prof. Dev.	1,600	
	Instructional Materials	8,000	
	Noon Director	7,000	
FY 13 Carryover Estimate*		10,000	

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013

LONGFELLOW

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Computer	16,000	.20 FTE
	Teacher - Music	10,000	.04 FTE
	Counselor	29,000	.40 FTE
	Hourly Teaching - Extended Day Arts	5,500	148 hours
	Hourly Teaching - Project SMILE	1,000	27 hours
	Classified	Athletic Stipends	4,500
	Noon Directors	6,000	418 hours
Non-Salaried Categories	Professional Development Books	1,500	
	Instructional Materials	10,000	
	Inst. Materials: AVID, Common Core,	3,700	
	Technology Equipment	5,000	
	Other Contracted Services	12,500	Writer Coach Connection
	BUSD Buses for AVID field trips	4,800	
	Reserve for Personnel Variance	2,107	
TOTAL FY 14 Allocation		111,607	
SGC Carryover Priorities*	Afterschool Arts Enrichment		
	Academic Support		
FY 13 Carryover Estimate*		6,700	

WILLARD

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Read 180 Literacy Program	22,000	.22 FTE
	Teacher - Music	4,000	.04 FTE
	Counselor	13,500	.13 FTE
Classified	Instructional Specialist - Athletics	25,650	.40 FTE
	Instructional Specialist - Garden	7,150	.10 FTE
Non-Salaried Categories	Instructional Materials	800	
	WriterCoach Connection contract	4,500	Community Alliance for Learning (CAFL)
	Youth Support Program - VISTA	10,000	Bay Area Community Resources (BACR)
	Volunteer contract		
	Greening Project - Americorps contract	28,000	Bay Area Community Resources (BACR)
	Reserve for Personnel Variance	3,463	
TOTAL FY 14 Allocation		119,063	
SGC Carryover Priorities*	Hourly Teaching & Curriculum Dev.		
	Athletic Coach Stipends		
	Instructional Materials & Equipment		
	Professional Development		
	YSP Prog. - 2nd Semester contract	10,000	
FY 13 Carryover Estimate*		10,000	

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

**Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013**

INDEPENDENT STUDY

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - Curriculum Coordinator - K-8 Facilitator	2,700	75 hours
	Hourly Teaching: Study Skills Mentoring, K-8 Art Seminars	4,450	Study Skills Mentor - 110 hours K-8 Art Seminars - 12 hours
Classified	Instructional Specialist - Garden	5,000	134 hours
	Hourly Tutors	15,000	1,044 hours
Non-Salaried Categories	Instructional Materials & Equipment	5,000	Books, Art, Garden, Technology
	Reserve for Personnel Variance	2,800	
TOTAL FY 14 Allocation		34,950	
	Teacher Hourly - K-12 Seminars		
* SGC Carryover Priorities*	(arts & sciences)	4,000	
	Teacher/Tutor Hourly - Mentoring	10,000	
	Teacher Curric. Dev. Hrly - Prof. Dev.	6,000	
	Field Trips	4,500	
	Instructional Materials		
FY 13 Carryover Estimate*		26,000	

BERKELEY TECHNOLOGY ACADEMY

		FY 13-14 Budget	FTE/hours/Vendor
	Student Welfare & Attendance Specialist for On-Campus	30,000	.47 FTE
Classified	Suspension		
	Reserve for Personnel Variance	4,950	
TOTAL FY 14 Allocation		34,950	
SGC Carryover Priorities*	Student Academic Project Support		
	Field Trips for Career Pathways		
	Computer Software & Hardware		
	Instructional Materials		
FY 13 Carryover Estimate*		900	

BERKELEY HIGH SCHOOL

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	College-Career Advisor - Certificated	73,450	.91 FTE
	Teacher on Special Assignment - Academic Resources Coordinator for Academic Choice Program	17,700	.20 FTE
	Counselor - Intervention Coordinator	46,800	.60 FTE
	Student Learning Center: Teacher on Special Assignment - Student Academic Support Coordinator	90,700	.80 FTE & 1,180 hours
	Tutors		
	Hourly Teaching - Outsiders' Club	6,160	352 hours
	Special Ed College Prep		

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013

BERKELEY HIGH SCHOOL (Continued)

Classified	College-Career Advisor - Classified	73,450	.91 FTE
	Instruct. Specialist - Dance & Drum	38,200	.53 FTE
	Program Assistant - Volunteer Coord.	52,000	.67 FTE
	Parent Liaison - Parent Resource Ctr.	30,700	.53 FTE
	English Learner Intervention Program:		
	Home-School Liaison - Bilingual EL Tutors & Mentors	45,400	.53 FTE & 1,159 hours
	Instructional Media Technician	44,000	1.0 FTE
	Student Welfare & Attendance Officer for On-Campus Intervention	66,100	1.0 FTE
	Program Assistant - Student Court Coordinator	30,000	.53 FTE
	Clerical Hourly - BSEP Committee Support & Supplies	2,500	
	Non-Salaried Categories		
	Instructional Materials - Small Schools, Depts., Programs	45,000	
	Athletic Equip. - football pad repair	7,625	
	Music Program Support - instruments, master classes, festivals	5,100	
R.I.S.E. Scholars contract	10,000		
Reserve for Personnel Variance	20,173		
TOTAL FY 14 Allocation	705,058		
SGC Carryover Priorities*			
Tutors EL & SLC - \$3,000 each	6,000		
Outsiders' Club	6,160	up to \$12,320 total	
R.I.S.E. Scholars contract	2,500	up to \$12,500 total	
Instructional Materials	55,000	up to \$100,000	
FY 13 Carryover Estimate*	70,000		

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

I. Consolidated School Plan for Educating The Whole Child

School Name: Berkeley Arts Magnet at Whittier		School Year: 2013-2014
<p>Summary of School Goals: The school has identified these primary goals:</p> <p>1. ACADEMIC ACHIEVEMENT: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.</p> <p>2. REDUCE BARRIERS TO LEARNING: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.</p> <p>3. ENGAGE FAMILIES AND COMMUNITY: Establish partnerships with our families and community to increase academic success for all students, and ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.</p> <p>PRIORITIES FOR ADDITIONAL FUNDS: Unfunded needs that support these goals are priorities for any additional funding during the 2013-2014 school year:</p> <p>1. teacher hourly for professional development, intervention and collaboration; 2. instructional materials and/or technology; and 3. counseling</p>		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Sergio Duran		(Principal): Kristin Collins
(Co-Chair, if applicable): Francisco de Sena		(Teacher): Melissa Born
Bruce Nordman		(Teacher): Jaclynn Villa-Carlos
Jeremy Alberga		(Classified): Muhsin Abdul-Musawwir
Myron Berkman		(Teacher) Betsy Sako
Bridgett Bernhard		

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Lee Bernstein

DELAC Representative (District English Learner Advisory Committee):

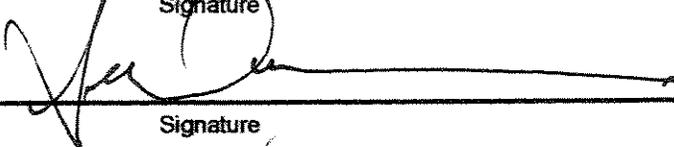
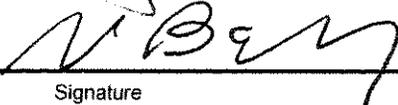
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
 School Leadership Team, RtI Team, PBS Team, PTA Executive Board
 Parent/Caregivers (Spring 2013 Parent Engagement Survey)
 Staff (Staff Survey February 2013)

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those four district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on SGC April 10, 2013.
8. This school plan was adopted by the School Governance Council on April 10, 2013.

Kristin Collins Principal	 Signature	4/25/2013 Date
Sergio Duran School Governance Council Chair	 Signature	4/29/2013 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6-13-13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Berkeley Arts Magnet

Location Code: 123

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	LITERACY TEACHER/COACH (.25 FTE)	\$21,000
1102	Rtl TEACHER/COORDINATOR (.50 FTE)	\$48,500
TOTAL CERTIFICATED MONTHLY:		\$69,500
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	HOURLY TEACHING	\$0
1116	CURRIC DEV - COLLABORATION, PROF DEV	\$0
1116	HRLY CURRIC DEVELOPMENT - ULLS/Rtl	\$0
1116	CURRIC DEV - CULTURAL COMPETENCE PD	\$0
TOTAL CERTIFICATED HOURLY:		\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT	
2182	INSTRUCTIONAL SPECIALIST	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2902	HOME SCHOOL LIAISON	
TOTAL CLASSIFIED MONTHLY:		\$0
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	CLASSIFIED STIPEND (COACHES)	\$0
2146	TUTORS HOURLY	\$0
2146	TUTORS HOURLY	\$0
2916	NOON DIRECTOR	
TOTAL CLASSIFIED HOURLY:		\$0
SUB-TOTAL PERSONNEL:		\$69,500
NON-SALARIED CATEGORIES		
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$0
4300	TECHNOLOGY MATERIALS & EQUIPMENT	\$0
5751	FIELD TRIPS / BUSD BUSES	\$0
5805	MENTAL HEALTH CONTRACT	\$21,500
5805	CONTRACTED SERVICES	\$0
5805	CONTRACTED SERVICES - BUILD TUTORS	\$0
SUB-TOTAL NON-SALARIED:		\$21,500
TOTAL EXPENDITURES:		\$91,000
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$3,132
TOTAL FY 2014 BSEP ALLOCATION:		\$94,132
(DIFFERENCE):		\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Instructional Materials - \$10,000
- BUILD Tutors - \$2,500
- Professional Development/Teacher Hourly - \$3,850 (129 hrs)
- Intervention/Teacher Hourly - \$6,000 (172 hrs)
- Professional Development/Staff Retreat - \$3,600

BSEP FY 13 Carryover projected to be at least \$15,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Cragmont Elementary School		School Year: 2013-2014
Summary of School Goals:		
<p>At Cragmont we are staffed with teachers who are extremely dedicated to helping our children succeed. Students receive a standards-based curriculum, presented by dedicated professionals and based on the individual needs of students. We are sensitive to students' cultural backgrounds, and build students' learning based on students' knowledge. On going evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.</p> <p>We hold ourselves accountable for the safety and mutual respect of all members of the school community.</p> <p>Cragmont is pursuing three goals during 2013-2014 as our school seeks to fulfill our vision statement. The goals are to 1) continue to increase student academic achievement through educational excellence, 2) implement strategies to promote student success, and 3)partner meaningfully with parents and community to increase student success.</p> <p>In order to make the site plan an active living document, regular time will be reserved at staff meetings where members of the SGC will facilitate discussions around the school site plan.</p> <p>To fulfill our vision of Goal 1 - continue to increase Student Academic Achievement - will will focus our energies on three things we know work: building a cohesive and consistent curriculum, professional development to improve our instructional practices, and strengthening our student support system. We will rely heavily on our ongoing site/district assessment data and state assessment data to inform us on our progress on goal one.</p> <p>In order to increase student engagement and achievement Goal 2 - implementing strategies to promote student success - we will utilize RTI programs, enrichment opportunities, Equity Centered Professional Learning Community (EPLC),PBS/ BEST (Positive Behavior Support /Building Effective Schools Together) behavior program, Anti-Bullying, Dragon Time, and cultural celebrations.</p> <p>Busy times call for increased efforts and accountability in the area of communication and support with families and community - Goal 3. Action steps in this area include parent workshops, partnerships with Berkeley Health Services, computer based outreach, telephone based outreach, developing better written materials (e.g. parent handbook, school directory) and parent to teacher support structures. Improvement will be shown through parent and teacher surveys, as well as improved attendance at school events of all types.</p>		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Jessica Hilton (Parent)		(Principal): Evelyn Tamondong-Bradley
(Co-Chair, if applicable):		(Teacher): Michelle Johnson
Michael Wetzel (Parent)		(Teacher): Jill Montgomery
Ramsey Silberberg (Parent)		(Teacher): Adria Rosen
Susan Jardin (Parent)		(Classified): Cassy Lee
Karin Imen (Parent)		(Teacher) Carole Goyen
Martin De Mucha Flores (Parent)		(Alternate - Teacher) Carolyn Dobson
Ahrash Bissell (Alternate)		(Alternate) Sara Rosenfeld
Machai Freeman (Alternate)		

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Tim Frederick (joined 5/7/2013)

DELAC Representative (District English Learner Advisory Committee):

Maria Elena Castanedo

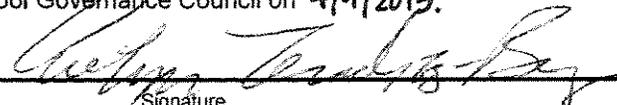
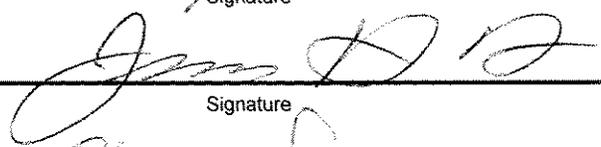
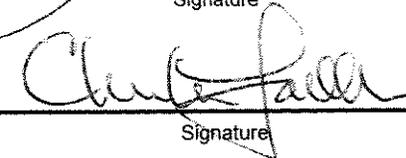
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 4/26/2013.
8. This school plan was adopted by the School Governance Council on 4/9/2013.

Evelyn Tamondong-Bradley Principal	 Signature	<u>4/15/13</u> Date
Jessica Hilton (Parent) School Governance Council Chair	 Signature	<u>4/15/13</u> Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	<u>6-13-13</u> Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	<u>6-13-13</u> Date
Neil Smith Co-Superintendent	 Signature	<u>6-13-13</u> Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Cragmont

Location Code: 112

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER		\$0
1102	TEACHER		\$0
1102	TEACHER		\$0
TOTAL CERTIFICATED MONTHLY:			\$0
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	HOURLY TEACHING - INTERVENTION (223 hrs)		\$7,800
1116	CURRICULUM DEVELOPMENT		\$0
1116	HOURLY TEACHING		\$0
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$7,800
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		\$0
2182	INSTRUCTIONAL SPECIALIST - K & 3 DANCE - .20 FTE		\$14,000
2182	INSTRUCTIONAL SPECIALIST		\$0
2902	PARENT LIAISON - .80 FTE		\$45,000
TOTAL CLASSIFIED MONTHLY:			\$59,000
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS		\$0
2117	CLASSIFIED STIPEND (COACHES)		\$0
2146	TUTORS HOURLY (312 hours)		\$5,000
2916	NOON DIRECTOR		\$0
TOTAL CLASSIFIED HOURLY:			\$5,000
SUB-TOTAL PERSONNEL:			\$71,800
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS		\$0
4300	INSTRUCTIONAL MATERIALS & SUPPLIES		\$7,500
5751	FIELD TRIPS / BUSD BUSES		\$0
5805	COUNSELING (BACR) CONTRACT		\$16,000
5805	TRANSLATION - CONTRACTED SERVICES		\$0
SUB-TOTAL NON-SALARIED:			\$23,500
TOTAL EXPENDITURES:			\$95,300
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$1,628
TOTAL FY 2013-14 BSEP ALLOCATION:			\$96,928
(DIFFERENCE):			\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Instructional Materials
- Teacher & Tutor Hourly
- Contracted Services (Assemblies, etc.)

FY 13 BSEP Carryover is projected to be approximately \$5,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Emerson Elementary School	School Year: 2013-2014
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Summary of School Goals:

1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
2. Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.
3. Establish partnerships with our families and community to increase academic success for all students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Ellen Kinoy	(Principal): Susan Hodge
(Co-Chair, if applicable): Emily Newman	(Teacher): Jeannie Wang
Pearline Brown	(Teacher): Shawna Suzuki
Boyd Power	(Teacher): Kimberley Nichols Davis
Wim-Kees van Hout	(Classified): Michelle Miguez
Tashawna Benford	Ann Marie Callegari

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Boyd Power

DELAC Representative (District English Learner Advisory Committee):

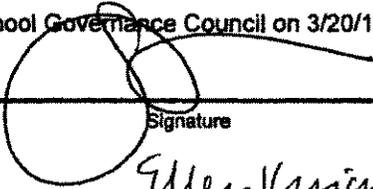
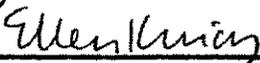
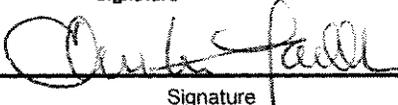
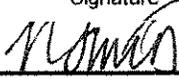
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on - NA.
8. This school plan was adopted by the School Governance Council on 3/20/13.

Susan Hodge Principal		3/20/13
	Signature	Date
Ellen Kinoy School Governance Council Chair		3/20/13
	Signature	Date
Christina Faulkner Director, Curriculum & Instruction		6-13-13
	Signature	Date
Natasha Beery Director, Berkeley Schools Excellence Program		6-13-13
	Signature	Date
Neil Smith Co-Superintendent		6-13-13
	Signature	Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Emerson School

Location Code: 113

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER - LITERACY COACH (.17 FTE)	\$17,550	
1102	TEACHER - ART (.25 FTE)	\$0	
TOTAL CERTIFICATED MONTHLY:		\$17,550	
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	TEACHER HOURLY	\$0	
1116	CURRIC DEV - PLANNING & RTI COORDINATION (101 hrs)	\$3,000	
1116	HOURLY TEACHING - ELD (86 hrs)	\$3,000	
1117	TEACHER STIPEND	\$0	
TOTAL CERTIFICATED HOURLY:		\$6,000	
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT	\$0	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2182	INSTRUCTIONAL SPECIALIAST	\$0	
2902	HOME SCHOOL LIAISON	\$0	
TOTAL CLASSIFIED MONTHLY:		\$0	
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2146	TUTORS HOURLY - ELA & MATH (1,653 hours)	\$23,000	
2916	NOON DIRECTOR	\$0	
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:		\$23,000	
SUB-TOTAL PERSONNEL:		\$46,550	
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	MATERIALS & SUPPLIES	\$13,650	
4400	EQUIPMENT (\$500-\$5,000)	\$0	
5200	TRAVEL / MILEAGE & CONFERENCES	\$0	
5751	AFTER SCHOOL BUSES	\$3,000	
5805	CAL CORPS "BUILD" TUTORS CONTRACT	\$2,500	
5805	CONTRACTED SERVICES	\$0	
SUB-TOTAL NON-SALARIED:		\$19,150	
TOTAL EXPENDITURES:		\$65,700	
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$1,404	
TOTAL FY 2014 BSEP ALLOCATION:		\$67,104	
(DIFFERENCE):		\$0	

NOTES:

Priorities for anticipated Fall 2013 Carryover:

Instructional Materials

BSEP FY 2013 Carryover is projected to be at least \$5,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Jefferson Elementary School		School Year: 2013-2014
Summary of School Goals: <ul style="list-style-type: none"> • Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention • Strengthen the ability of staff to teach a diverse student body • Create meaningful partnerships with all parents and guardians • Enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children. 		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Erin Branaghan		(Principal): Maggie Riddle
(Co-Chair, if applicable): Michelle Ferrari		(Teacher): Rick Kleine
Peter Ross		(Teacher): Barbara Wenger
Karina Montes		(Classified): Adoria Williams
Shauna Rabinowitz		(Teacher) Wendy Fong
Jamaica Moon		

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Shauna Rabinowitz

DELAC Representative (District English Learner Advisory Committee):

II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on NA.
8. This school plan was adopted by the School Governance Council on 4-9-13.

Maggie Riddle	<i>Maggie Riddle</i>	5-1-13
Principal	Signature	Date
Erin Branaghan	<i>Erin Branaghan</i>	5/13/13
School Governance Council Chair	Signature	Date
Christina Faulkner	<i>Christina Faulkner</i>	6-13-13
Director, Curriculum & Instruction	Signature	Date
Natasha Beery	<i>N Beery</i>	6-13-13
Director, Berkeley Schools Excellence Program	Signature	Date
Neil Smith	<i>Neil Smith</i>	6/13/13
Co-Superintendent	Signature	Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Jefferson

Location Code: 116

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	LITERACY COACH/TEACHER (.31 FTE)	\$31,750	
1102	ULSS TEACHER (.23 FTE)	\$21,000	
1102	ELD TEACHER (.10 FTE)	\$7,600	
TOTAL CERTIFICATED MONTHLY:			\$60,350
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	HRLY TEACHING - AFTERSCHOOL INTERVENTION (257 hrs)	\$9,000	
1116	CURRIC DEV - PARENT LITERACY WORKSHOPS (40 hrs)	\$1,200	
1116	HOURLY TEACHING	\$0	
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$10,200
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2182	INSTRUCTIONAL ASSISTANTS	\$0	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2902	PROGRAM ASSISTANT	\$0	
TOTAL CLASSIFIED MONTHLY:			
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR	\$0	
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$70,550
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$3,000	
4380	RESERVE FOR PARENT INVOLVEMENT	\$0	
5751	FIELD TRIPS / BUSD BUSES	\$0	
5805	COUNSELING CONTRACT	\$0	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
SUB-TOTAL NON-SALARIED:			\$3,000
TOTAL EXPENDITURES:			\$73,550
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$4,505
TOTAL FY 2013-14 BSEP ALLOCATION:			\$78,055
(DIFFERENCE):			\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- After-School Bus
- Hourly Teaching - After-School Intervention

BSEP FY 13 Carryover is projected to be at least \$3,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: John Muir Elementary School	School Year: 2013-2014
Summary of School Goals: K-5 Site Plan Goals: 2013-2014	
A. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention <ul style="list-style-type: none"> • Improve the implementation and consistency of the academic program, specifically the English Language Arts (including English Language Development), mathematics curriculum, and assessments • Continue to develop early intervention best practice strategies through the Response to Intervention and Instruction (RTI) model to meet the learning needs of students at the first sign of academic struggle. 	
B. Strengthen the ability of BUSD staff to educate a diverse student body <ul style="list-style-type: none"> • Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system in order to increase student engagement and achievement and reduce inequities in discipline • Support all teachers in developing programs to personalize the learning environment for all students • Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research 	
C. Partner meaningfully with parents <ul style="list-style-type: none"> • Provide parent forums and educational events on topics identified as critical by diverse parent groups, such as Parents of Children of African Descent (PCAD) • Establish partnerships with our families and community to increase academic success for all students. 	

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Darryl Bartlow	(Principal): Audrey Amos
(Co-Chair, if applicable):	(Teacher): Lisa Macdonald
Christina Henri	(Teacher): Rachel Harris
Cecilie Rose	(Teacher):
Hugo Wildmann	(Classified): Andrea Taylor
Vacant	(Classified): Carol Niehus

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Vacant

DELAC Representative (District English Learner Advisory Committee):

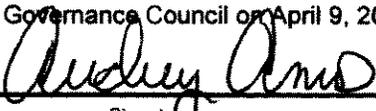
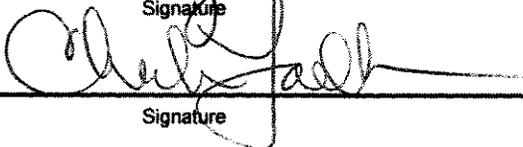
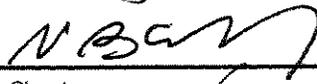
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on n/a.
8. This school plan was adopted by the School Governance Council on April 9, 2013.

Audrey Amos Principal	 Signature	4-15-13 Date
Darryl Bartlow School Governance Council Chair	 Signature	4-15-13 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6-13-13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

John Muir School

Location Code: 128

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	LITERACY COACH (.10 FTE)	\$8,500
TOTAL CERTIFICATED MONTHLY:		\$8,500
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	TEACHER HRLY-AFTERSCHOOL INTERVENTION	\$0
1116	HRLY CURRICULUM DEV - Rtl COORDINATOR (67 hrs)	\$2,000
1116	CURRICULUM DEVELOPMENT	\$0
1117	TEACHER STIPEND	
TOTAL CERTIFICATED HOURLY:		\$2,000
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT (.40 FTE)	\$15,000
2102	INSTRUCTIONAL ASSISTANT (.40 FTE)	\$15,000
2182	INSTRUCTIONAL SPECIALIST - GARDEN (FTE TBD)	\$10,000
2902	HOME SCHOOL LIAISON	
TOTAL CLASSIFIED MONTHLY:		\$40,000
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	CLASSIFIED STIPEND (COACHES)	\$0
2146	TUTORS HOURLY	\$0
2916	NOON DIRECTOR	\$0
2916	PARENT LIAISON HOURLY	\$0
TOTAL CLASSIFIED HOURLY:		\$0
SUB-TOTAL PERSONNEL:		\$50,500
NON-SALARIED CATEGORIES		
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0
4300	MATERIALS & SUPPLIES	\$0
4300	MATH MATERIALS	\$0
4380	RESERVE FOR MENTAL HEALTH COUNSELING	\$0
5200	TRAVEL / MILEAGE & CONFERENCES	\$0
5805	CONTRACTED SERVICES - MENTAL HEALTH	\$8,000
5805	CONTRACTED SERVICES	\$0
5805	CONTRACTED SERVICES	\$0
SUB-TOTAL NON-SALARIED:		\$8,000
TOTAL EXPENDITURES:		\$58,500
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$2,080
TOTAL FY 2014 BSEP ALLOCATION:		\$60,580
(DIFFERENCE):		\$0

NOTES:

Priorities for Fall 2013 Carryover:

- 2 Noon Supervisors up to \$9,000 (as needed)
- Mental Health Support up to \$4,000 (contract)

BSEP FY 2013 Carryover is projected to be approximately \$10,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: LeConte Elementary School	School Year: 2013 - 2014
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Summary of School Goals:
 LeConte's school goals were developed in conjunction with BUSD's 2020 vision, a comprehensive plan for closing the achievement gap. All major components of the vision related to achievement are addressed and as outlined within the Essential Program Components: curriculum, instruction, assessment, and intervention. Curriculum goals are standards based. Instructional goals specify the types of professional development, collaboration, and classroom practices required to promote achievement. Assessment goals include not only the use of multiple measures to evaluate student progress but also projected percentages of expected proficiency for each subgroup. Assessment is linked with the intervention goals in that the data is used to diagnose learning needs, identify students in need of intervention, develop intervention programs, and determine additional professional development training. In addition to the academic goals, school goals include action steps to foster parent involvement and instill a school culture that serves the emotional and social needs of LeConte's students.

District/School wide goals are as follows:

1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments. Develop ability to utilize instructional practices that are culturally relevant and differentiated to adapt to a wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.
2. Implement strategies to engage students in their learning and interventions to eliminate barriers to student success. Design and implement an English language development program to improve the achievement of LeConte's English learners. Implement Response to Intervention program to provide early intervention for students who are not meeting grade level standards, especially African/Black American students with high attendance but whose scores show low achievement.
3. Establish Partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Kevin Jude	(Principal): Kathryn Singh
(Co-Chair, if applicable): Sally Grant	(Teacher): Yusef Auletta
Yolanda Allen	(Teacher): Liliana Aguas
Venette Carraway	(Teacher): Susan Katz
Ila Deiss	(Classified): Brazil McIntyre
Minerva Tirado	Teacher - Silvia Torres
Denise Montgomery (Alternate)	
Preston Tucker (Alternate)	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Chris Martin

DELAC Representative (District English Learner Advisory Committee):

Angelica Gonzales

II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
School Governance Council met with LeConte's PTA to discuss school site plan recommendations and prioritize budget decisions.

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 4/25/13.
8. This school plan was adopted by the School Governance Council on 5/15/13.

Kathryn Singh Principal	<i>Kathryn Singh</i> Signature	5/15/13 Date
Kevin Jude & Sally Grant School Governance Council Chair	<i>Kevin Jude & Sally Grant</i> Signature	5/15/13 Date
Christina Faulkner Director, Curriculum & Instruction	<i>Christina Faulkner</i> Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	<i>NB</i> Signature	6-13-13 Date
Neil Smith Co-Superintendent	<i>Neil Smith</i> Signature	6/13/13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

LeConte School

Location Code: 118

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	LITERACY COACH (.07 FTE)	\$6,500	
TOTAL CERTIFICATED MONTHLY:			\$6,500
CERTIFICATED HOURLY SALARIES & FRINGE:			
1114	TEACHER SUBS - PEER OBSERVATIONS (64 hrs)	\$2,250	
1116	HRLY TEACHING - Rtl (152 hrs)	\$5,300	
1116	HRLY TEACHING - STUDENT CLUBS (57 hrs)	\$2,000	
1116	HRLY CURRIC DEV - WORKSHOPS, EVENTS (34 hrs)	\$1,000	
1116	HRLY CURRICULUM DEVELOPMENT (101 hrs)	\$3,000	
TOTAL CERTIFICATED HOURLY:			\$13,550
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCT SPECIALIST - GARDEN/P.E. (FTE TBD)*	\$27,000	
TOTAL CLASSIFIED MONTHLY:			\$27,000
CLASSIFIED HOURLY SALARIES & FRINGE:			
2146	TUTORS HOURLY (302 hrs)	\$4,200	
2916	NOON DIRECTOR (2 @ 415 hrs each)	\$11,550	
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:			\$15,750
SUB-TOTAL PERSONNEL:			\$62,800
NON-SALARIED CATEGORIES			
4300	MATERIALS & SUPPLIES - PHYSICAL EDUCATION	\$3,250	
4300	MATH MATERIALS	\$0	
4380	RESERVE FOR MENTAL HEALTH COUNSELING	\$0	
5751	FIELD TRIP BUSES	\$3,000	
5805	K-3 FIELD TRIP ADMISSIONS	\$2,500	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES - MENTAL HEALTH	\$3,300	
SUB-TOTAL NON-SALARIED:			\$12,050
TOTAL EXPENDITURES:			\$74,850
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$3,671
TOTAL FY 2014 BSEP ALLOCATION:			\$78,521
(DIFFERENCE):			\$0

NOTES:

*It is the intention of the SGC to eliminate the Instructional Specialist - P.E. position in FY 14 and to fund a .38 FTE Instructional Specialist - Garden position in FY 14. This process requires a layoff, which should be complete sometime in Fall 2013.

Priorities for Fall 2013 Carryover:

- Hrly Curriculum Development - Planning/Collaboration for Common Core
- P.E. Materials
- Mental Health Counseling contract (additional)
- Assemblies
- Hourly Teaching - Rtl

BSEP FY 2013 Carryover is projected to be approximately \$10,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Malcolm X Elementary School	School Year: 2013-2014
Summary of School Goals: GOAL #1: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments. GOAL #2: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the needs of our students and their families. GOAL #3: Establish partnerships with our families and community to increase academic success for all students.	

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Sean Poremba	(Principal): Alexander Hunt
(Co-Chair, if applicable): Babalwa Kwanele	(Teacher): Anna Speiglmán
Kimberly Dooley	(Teacher): Meredith Gold
Rob Teigen	(Teacher): Kai Shen
Elizabeth Kaplan	(Classified): LaChelle McDaniels
(Alternate) Ashley Davis	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Catherine Huchting

DELAC Representative (District English Learner Advisory Committee):

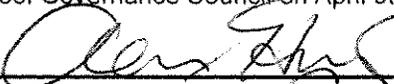
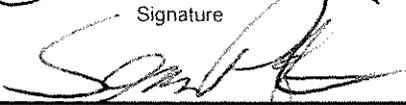
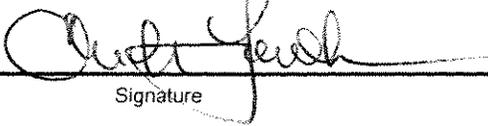
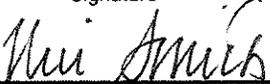
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on April 9th, 2013.
8. This school plan was adopted by the School Governance Council on April 9th, 2013.

Alexander Hunt		4/15/13
Principal	Signature	Date
Sean Poremba		4/15/13
School Governance Council Chair	Signature	Date
Christina Faulkner		6-13-13
Director, Curriculum & Instruction	Signature	Date
Natasha Beery		6-13-13
Director, Berkeley Schools Excellence Program	Signature	Date
Neil Smith		6/13/13
Co-Superintendent	Signature	Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Malcolm X

Location Code: 126

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	TEACHER - RTI (.05 FTE)	\$5,000
1102	TEACHER-CURRICULUM COORDINATOR (.33 FTE)	\$32,200
1102	TEACHER- K-2 MUSIC (.20 FTE)	\$18,000
TOTAL CERTIFICATED MONTHLY:		\$55,200
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	HOURLY TEACHING - PROJECT CONNECT	\$0
1116	CURRICULUM DEVELOPMENT	\$0
1116	HOURLY TEACHING	\$0
1117	TEACHER STIPEND	\$0
TOTAL CERTIFICATED HOURLY:		\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT	\$0
2182	INST. SPECIALIST - DANCE (.30 FTE)	\$16,000
2182	INST. SPECIALIST - DRAMA (.36 FTE)	\$28,500
2902	SCHOOL SERVICE AIDE (.18 FTE)	\$8,150
TOTAL CLASSIFIED MONTHLY:		\$52,650
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	INSTRUCTIONAL ASSISTANT HOURLY	\$0
2117	CLASSIFIED STIPEND (COACHES)	\$0
2146	TUTORS HOURLY	\$0
2416	CLERICAL/ PARENT ED SUPPORT	\$0
2916	NOON DIRECTOR	\$0
TOTAL CLASSIFIED HOURLY:		\$0
SUB-TOTAL PERSONNEL:		\$107,850
NON-SALARIED CATEGORIES		
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$0
5751	FIELD TRIPS / BUSD BUSES	\$0
SUB-TOTAL NON-SALARIED:		\$0
TOTAL EXPENDITURES:		\$107,850
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$3,990
TOTAL FY 2014 BSEP ALLOCATION:		\$111,840
(DIFFERENCE):		\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Instructional Specialist - Garden
- Project Connect - Hourly Teaching
- Parent Ed Support

BSEP FY 13 Carryover is projected to be at least \$13,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Oxford Elementary School	School Year: 2013-2014
<p>Summary of School Goals: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.</p> <p>Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the needs of our students and their families.</p> <p>Establish partnerships with our families and community to increase academic success for all students.</p>	

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Elisa Stewart	(Principal): Jennifer Corn
(Co-Chair, if applicable): Tonia Wells	(Teacher): Andrea Hosmer
Carl Kempf	(Teacher): Lauren Brollier
Malik Bell	(Classified): Aaron Grayson
Joshua Miele	Ray Adams
Rick Patterson	
Alternate: Lea Baechler-Brabo	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Greg Wiberg

DELAC Representative (District English Learner Advisory Committee):

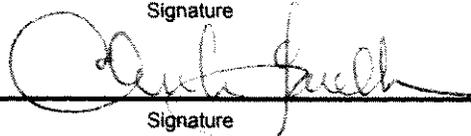
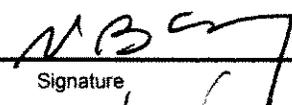
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on March 26, 2013.
8. This school plan was adopted by the School Governance Council on April 15, 2013.

Jennifer Corn Principal	 Signature	4/19/13 Date
Elisa Stewart School Governance Council Chair	 Signature	4.19.13 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6/13/13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Oxford

Location Code: 119

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	LITERACY COACH/TEACHER (.25 FTE)	\$25,000	
1102	TEACHER - READING RECOVERY (.20 FTE)	\$18,600	
TOTAL CERTIFICATED MONTHLY:			\$43,600
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	HOURLY TEACHING	\$0	
1116	CURRICULUM DEVELOPMENT	\$0	
1116	HOURLY TEACHING	\$0	
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT (.33 FTE)	\$10,600	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2902	PROGRAM ASSISTANT	\$0	
TOTAL CLASSIFIED MONTHLY:			\$10,600
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR	\$0	
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$54,200
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$3,500	
4380	RESERVE FOR SPECIAL PROGRAM	\$0	
5751	FIELD TRIPS / BUSD BUSES	\$0	
5805	CONTRACTED SERVICES - BACR COUNSELING	\$11,000	
5805	CONTRACTED SERVICES - PARENT ED/MENTORING	\$3,000	
5805	CONTRACTED SERVICES	\$0	
SUB-TOTAL NON-SALARIED:			\$17,500
TOTAL EXPENDITURES:			\$71,700
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$1,695
TOTAL FY 2014 BSEP ALLOCATION:			\$73,395
(DIFFERENCE):			\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Hourly Teachers - Collaboration/Curriculum Development
- Instructional Materials

BSEP FY 13 Carryover is projected to be at least \$10,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Rosa Parks Environmental Science Magnet School	School Year: 2013-2014
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Summary of School Goals:

1. Continue to build and implement a pre-K-12 comprehensive and aligned system of common core curriculum, instruction, assessment and intervention. Rosa Parks will :
 - Improve the implementation and consistency of the academic program, specifically the English language arts and mathematics curriculum, assessments and interventions for students needing additional support
 - Design and implement an English Language Development program K-12 for English learners
 - Identify and implement a curriculum for extended learning programs that supports students' classroom learning as well as the development of the whole child
 - Continue to develop early intervention best practice strategies through the response to interventino model to meet the learning needs of students at the first sign of academic struggle

2. Strengthen the ability of staff to educate a diverse student body. Rosa Parks will:
 - Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege and how these impact students and families in our school.
 - Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline
 - Support all teachers in developing programs to personalize the learning environment for all students
 - Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research

3. Partner meaningfully with parents. Rosa Parks will:
 - Develop a plan for increasing staff to support parent involvement in the schools
 - Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants
 - Assist parent groups, parent involvement staff and district departments in our efforts to strengthen parent-school relationships
 - Provide direct support to parents/guardians at our school

Site Committee Representatives:

Parents/Community	Staff
(Chair): Jose Fernandez	(Principal): Paco Furlan
(Co-Chair, if applicable): Stacey Kimmons	(Teacher): Lynda Arnold
Patricia Rodriguez	(Teacher): Katie Curry
Vanessa Lim	(Teacher): Becky Lum
Jennifer Kagiwada	(Classified): David Barba

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Juliet Bashore

DELAC Representative (District English Learner Advisory Committee):

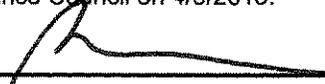
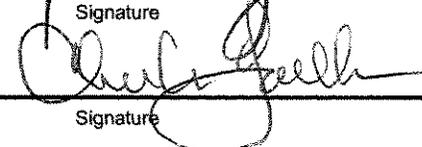
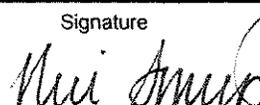
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 4/1/13.
8. This school plan was adopted by the School Governance Council on 4/9/2013.

Paco Furlan Principal		Date
Jose Fernandez School Governance Council Chair		4/15/13 Date
Christina Faulkner Director, Curriculum & Instruction		6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6-13-13 Date
Neil Smith Co-Superintendent		6/13/13 Date

Appendix C BSEP SCHOOL SITE DISCRETIONARY FUNDS School Year 2013-2014		Rosa Parks School	
		Location Code: 124	
CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER	\$0	
1102	TEACHER-ELD, READING RECOVERY, AFTRSCHL (.13 FTE)	\$11,350	
1102	TEACHER		
1102	TEACHER		
TOTAL CERTIFICATED MONTHLY:			\$11,350
CERTIFICATED HOURLY SALARIES & FRINGE:			
1114	SUB DAYS FOR PROF DEV (10 days)	\$2,000	
1116	TEACHER HOURLY - AFTERSCHOOL READING (229 hrs)	\$8,000	
1116	HRLY TCHG-K-2 SPANISH READING INTERVENTION (114)	\$4,000	
1116	HOURLY TEACHING - MATH INTERVENTION (300 hrs)	\$10,500	
1116	HOURLY TEACHING - SMALL GROUP (186 hrs)	\$6,500	
1116	HOURLY TEACHING	\$0	
1116	CURRICULUM DEVELOPMENT HOURLY	\$0	
TOTAL CERTIFICATED HOURLY:			\$31,000
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST - DANCE (.182 FTE)	\$12,500	
TOTAL CLASSIFIED MONTHLY:			\$12,500
CLASSIFIED HOURLY SALARIES & FRINGE:			
2146	HOURLY TUTORS - ELD	\$0	
2916	NOON DIRECTOR (72 hrs)	\$1,000	
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:			\$1,000
SUB-TOTAL PERSONNEL:			\$55,850
NON-SALARIED CATEGORIES			
4300	MATERIALS & SUPPLIES	\$12,000	
5800	ACCELERATED READER CONTRACT	\$1,600	
5800	WESTERBECK PD CONTRACT	\$1,800	
5800	GARDENING PROGRAM CONTRACT	\$5,000	
5805	P.L.A.N. - PARENT EDUCATION CONTRACT	\$4,600	
5805	MOSAIC PROJECT CONTRACT	\$9,000	
5805	FAMILY RESOURCE CTR TUTOR & PARENT OUTREACH	\$8,000	
5805	EXPERIENCE CORPS MENTOR CONTRACT	\$2,500	
SUB-TOTAL NON-SALARIED:			\$44,500
TOTAL EXPENDITURES:			\$100,350
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$5,199
TOTAL FY 2014 BSEP ALLOCATION:			\$105,549
(DIFFERENCE):			\$0
NOTES:			
<u>Priorities in the event of Fall 2013 Carryover:</u>			
To be determined by SGC Fall 2013.			
BSEP FY 2013 Carryover projected to be \$3,000 - \$5,000.			



I. Consolidated School Plan for Educating The Whole Child

School Name: Thousand Oaks Elementary School		School Year: 2013-2014
Summary of School Goals: 1. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments. 2. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success. 3. Family/Community Engagement: Establish partnerships with our families and community to increase academic success for all students.		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Kevin W. Edwards & Sharon Strachan		(Principal): Gayle Hughes
(Co-Chair, if applicable): Sharon Strachan		(Teacher): Gabriela Fuentes
Diana Iniguez		(Teacher): Bill Briggs
Liliana Moncada		(Teacher): Matt Lipner
Nancy Hamill		(Classified): Jason Nealy
Rachel Hurwitz		Sharon Strachan (teacher)
Patrick Hamill (BSEP P&O rep)		
Yahaira Sandoval		

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Patrick F. Hamill
 Single District (ELAC CH)

DELAC Representative (District English Learner Advisory Committee):

Summa Beepman

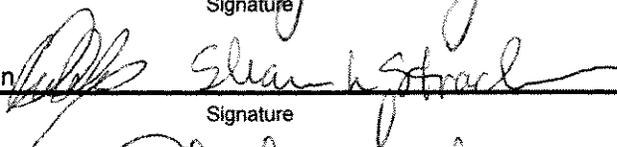
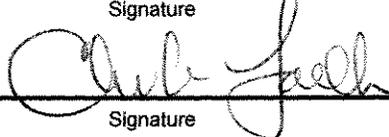
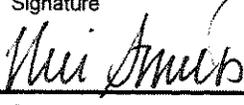
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
 - Parent/Caregivers (Spring 2013-Common Parent Survey)
 - Staff (Staff Survey Spring 2013)
 - PTA Executive Board (April 2013)

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 3/26/13.
8. This school plan was adopted by the School Governance Council on ^{17 July} 4/18/13.

Gayle Hughes Principal		4/17/13
Kevin W. Edwards & Sharon Strachan School Governance Council Chair		4/17/13
Christina Faulkner Director, Curriculum & Instruction		6/13/13
Natasha Beery Director, Berkeley Schools Excellence Program		6-13-13
Neil Smith Co-Superintendent		6/13/13

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Thousand Oaks School

Location Code: 120

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	TEACHER - LITERACY COACH (.45 FTE)	\$36,750
1102	TEACHER - LITERACY SUPPORT (.0297 FTE)	\$3,000
1102	TEACHER - ULSS/RdI COORDINATOR (.20 FTE)	\$18,650
1102	TEACHER - SPANISH SUPPORT - (.20 FTE)	\$18,650
TOTAL CERTIFICATED MONTHLY:		\$77,050
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	TEACHER HOURLY	\$0
1116	CURRICULUM DEVELOPMENT	\$0
1117	TEACHER STIPEND	\$0
TOTAL CERTIFICATED HOURLY:		\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT - BILINGUAL (.135 FTE)	\$6,000
2102	SCHOOL SERVICE AIDE (.35 FTE)	\$14,850
TOTAL CLASSIFIED MONTHLY:		\$20,850
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	CLASSIFIED STIPEND (COACHES)	\$0
2146	TUTORS HOURLY	\$0
2916	NOON DIRECTOR	\$0
2916	PARENT LIAISON HOURLY	\$0
TOTAL CLASSIFIED HOURLY:		\$0
SUB-TOTAL PERSONNEL:		\$97,900
NON-SALARIED CATEGORIES		
4200	SUPPLEMENTARY BOOKS	\$0
4300	MATERIALS & SUPPLIES	\$0
4400	EQUIPMENT (\$500-\$5,000)	\$0
5200	TRAVEL / MILEAGE & CONFERENCES	\$0
5805	MENTAL HEALTH CONTRACT	\$0
SUB-TOTAL NON-SALARIED:		\$0
TOTAL EXPENDITURES:		\$97,900
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$6,950
TOTAL FY 2014 BSEP ALLOCATION:		\$104,850
(DIFFERENCE):		\$0

NOTES:

Priorities for anticipated Fall 2013 Carryover:

Counseling contract - up to a total of \$34,000

BSEP FY 2013 Carryover is projected to be approximately \$40,000-50,000, due to lack of a Literacy Coach in FY 13

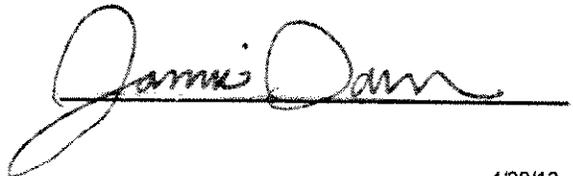


I. Consolidated School Plan for Educating The Whole Child

School Name: Washington Elementary School	School Year: 2013-14
<p>Summary of School Goals:</p> <p>Goal #1: Academic Achievement Washington Elementary School will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments.</p> <ul style="list-style-type: none"> • Actions: RTI/CARE staff development, RTI modeling/staff development. Teacher Collaboration, CARE/Best Practices teacher observation, coaching, mentoring each other 3 x year. Visit expert teachers at other schools. Language Lab four afternoons a week for all students. • Academic Practices: TCRWP-Lucy Calkins writing, Lucy Calkins reading, BEAR spelling, Guided reading/guided reading plus, CORE Math adoption materials, Foss Science <p>Goal #2: Strategies to Promote Student Success Washington Elementary School will implement strategies to engage students in their learning and interventions to eliminate barriers to student success.</p> <ul style="list-style-type: none"> • Actions: Professional Learning Community: Courageous Conversations, Teachers Coaching Teachers Teams: observation, coaching, planning protocols of engagement and strategies for African American and Latino students, Target Student Assessment in CARE and Assessment Wall. Yearly cumulative focus list of target students and assessments; Coordination of Services Team, Snapshot meetings, Positive Behavior Systems Strategies and Plans. Teaching Practices: 30 minute EL lessons daily, daily culturally relevant lessons, Each teacher will be a culturally relevant coach for 2 or 3 other teachers. • Actions: Healthy food, Cooking, Gardening, Swimming, Music, Art, Field trips, PE. Berkeley Mental Health and interns, new Learning Environment project: connecting the outdoors with curricular linking activities/structures/plans. After-School Programs: homework support, enrichment, tutoring, Buddy Reading groups, SAGE mentors, BILD mentors, High School mentors, tutor coordinator. • Actions: Safety plan communication and implementation, Positive Behavior System Activities, Student Training, Bi-weekly assemblies for recognition, motivation, COS team support for parent and student needs, behavior plan support. Continue to implement the Welcoming Schools' curriculum. <p>Goal #3: Partnerships With Families And Community / Cultural and Linguistic Responsiveness Washington Elementary School will establish Partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.</p> <ul style="list-style-type: none"> • Actions: Meetings with teachers and parents to inform parents about reading, math, expectations and how to help. Numerous parent and student events: Culture Night, Science Night, Black History Celebration, 3 Student performance evenings, Art night, Games night, Spring Fair, Talent Show. Parent classes, Latino Literacy meetings, African American Unity Meetings, PTA, SST meetings. Coordinate the actions of the COS team for under-served families, After School Parent team, PTA room parent coordinator, Outdoor Learning Project coordinator. 	
Site Committee Representatives:	
Parents/Community	Staff
(Chair): Eva Klein	(Principal): Rita Kimball
(Co-Chair, if applicable): Jamie Almanzan	(Teacher): Laura Jokela
Rachel Dent	(Teacher): Michelle Peyton
Jennifer Kaufer	(Teacher): Anne Muse-Fisher
Marcela Moreno	(Classified): Edith Brozoksy
	Teacher: Jamie Davidson
Alt: Collin Doran	
Alt: Kym Dorman	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



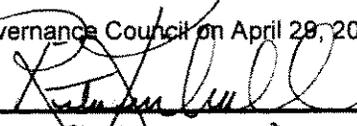
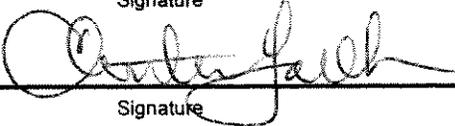
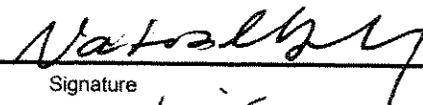
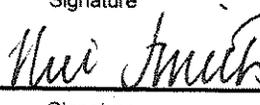
II. Recommendations and Assurances

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1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on April 29, 2013.
8. This school plan was adopted by the School Governance Council on April 29, 2013.

Rita Kimball Principal	 Signature	4/30/13 Date
Eva Klein School Governance Council Chair	 Signature	4/30/13 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6/13/13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Washington School

Location Code: 121

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER - EL (.50 FTE)	\$32,750	
1202	COUNSELOR	\$0	
TOTAL CERTIFICATED MONTHLY:			\$32,750
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	TEACHER HOURLY	\$0	
1116	CURRICULUM DEVELOPMENT	\$0	
1116	HOURLY TEACHING	\$0	
1117	TEACHER STIPEND	\$0	
TOTAL CERTIFICATED HOURLY:			\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST - P.E. (.73 FTE)	\$63,000	
2182	INSTRUCTIONAL SPECIALIAST	\$0	
2902	HOME SCHOOL LIAISON	\$0	
TOTAL CLASSIFIED MONTHLY:			\$63,000
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR	\$0	
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$95,750
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	MATERIALS & SUPPLIES (INCLUDES SOFTWARE)	\$0	
4350	OTHER SUPPLIES / POSTAGE	\$0	
4380	RESERVE FOR MENTAL HEALTH COUNSELING	\$0	
5200	TRAVEL / MILEAGE & CONFERENCES	\$0	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
SUB-TOTAL NON-SALARIED:			\$0
TOTAL EXPENDITURES:			\$95,750
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$8,401
TOTAL FY 2014 BSEP ALLOCATION:			\$104,151
(DIFFERENCE):			\$0

NOTES:

Priorities for anticipated Fall 2013 Carryover:

- EL Teacher Professional Development Workshops - Hourly Curriculum Development
- Berkeley Mental Health - \$5,000
- Art Program - \$3,400

BSEP FY 2013 Carryover projected to be approximately \$9,000.

In FY 2014 , the Afterschool Program will fund .27 FTE of the Instructional Specialist - P.E. position. That position works 2 hours/day in the Afterschool Program.



**The Single Plan for Student Achievement 2013-2014
Berkeley Child Development Program**

School Site Information:

Berkeley Unified School District Child Development Program
C/O King CDC
1939 Ward St.
Berkeley, CA 94704

Summary of School Goals:

The BUSD Pre-K program is dedicated to meet the goals for the 2020 Vision and ensuring all students attending Berkeley Schools have access to high quality preschool programs and services. We are committed to supporting all students through the development of a Universal Learning Support System (ULSS) and Response to Intervention (RtI) at the Pre-K level to identify and support each students' unique needs. We are also committed to continuing communication between the pre-K program and families and the BUSD school sites, between pre-K teachers and BUSD kindergarten classroom teachers in an effort to better support the transitional years between pre-K and Kindergarten. Finally, in our efforts to ensure access to foundational knowledge we will provide all students with experiences such as access to the pre-K book bag program, at least two experiential field trips that supports the pre-K Learning Foundations, and sharing information about the developmental level of the students with the BUSD kindergarten teachers.

School Governance Committee

Name	Site Rep	Parent/Staff
Vicki Davis	Franklin	Parent
Angelica Espinoza	Franklin	Parent
Ardel Haefele-Thomas	Franklin	Parent
Amanda Ibarra	Franklin	Staff
Maura Blanco	Franklin	Staff
Michael McLaughlin	Hopkins	Staff
Lupe Mora	Hopkins	Staff
Danielle Perez	King	Parent
Moshe Cohen	King	Parent
Lily Howell	King	Parent
Mindy Williams	King	Parent
Bonita Walker	King	Staff
Maria Carriedo	All	Staff

Assurances:

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Governance CouncilThe School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.
5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was adopted by the School Governance Council on April 23, 2013.

Signatures:

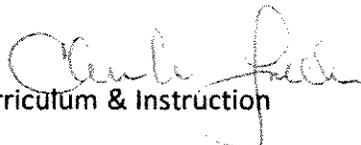
Vicki Davis, SGC Chair



Maria Carriedo, Administration



Christina Faulkner, Director, Curriculum & Instruction



Natasha Beery, Director, Berkeley Schools Excellence Program



Neil Smith, Co-Superintendent



**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Pre-K

Location Code: 262

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER	\$0	
1102	TEACHER	\$0	
TOTAL CERTIFICATED MONTHLY:			\$0
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	HOURLY TEACHING	\$0	
1116	CURRICULUM DEVELOPMENT	\$0	
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT	\$0	
2182	INSTRUCTIONAL SPECIALIST - DANCE (.15 FTE)	\$11,000	
2902	PARENT LIAISON	\$0	
TOTAL CLASSIFIED MONTHLY:			\$11,000
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	I.A. HOURLY BOOKBAG PROGRAM (720 hours)	\$13,000	
2146	TUTORS HOURLY	\$0	
2216	MICROCOMPUTER TECHNICIAN	\$0	
TOTAL CLASSIFIED HOURLY:			\$13,000
SUB-TOTAL PERSONNEL:			\$24,000
NON-SALARIED CATEGORIES			
4200	BOOKBAG PROGRAM BOOKS	\$1,000	
4300	INSTRUCTIONAL MATERIALS - \$200/CLASSROOM	\$6,000	
4300	INSTRUCTIONAL MATERIALS - TECHNOLOGY	\$1,500	
5751	FIELD TRIPS / BUSD BUSES	\$9,450	
5805	FIELD TRIP ADMISSIONS	\$7,550	
5805	ULSS - BAY AREA CHILDREN FIRST (BACF) CONTRACT	\$19,850	
5805	YMCA CONTRACT	\$14,524	
5805	TECH SUPPORT CONTRACT	\$1,500	
SUB-TOTAL NON-SALARIED:			\$61,374
TOTAL EXPENDITURES:			\$85,374
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$2,001
TOTAL FY 2014 BSEP ALLOCATION:			\$87,375
(DIFFERENCE):			\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- YMCA contract - \$7,706
- Additional YMCA support for summer months (up to \$10,000)
- Gardening Program

BSEP FY 2013 Carryover is projected to be approximately \$40,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Martin Luther King Middle School	School Year: 2013-2014
<p>Summary of School Goals: Goal #1: Continue to build and implement a 6th-8th grade comprehensive and aligned system of core curriculum, instruction, and assessment in order to address and eliminate the achievement gap.</p> <p>Math SMART Goals: 90% of King students (student by student) will score at or above the same performance level band as the previous year. For example a student who scored basic as a 5th grader would score at basic or above as a 6th grader on the 6th grade assessment. The measurement tool will be the BUSD math final.</p> <p>75% of African-American and 85% of Latino students will score at level 3 or above on the BUSD math final (analyzed in separate ethnic groups)</p> <p>Reading SMART Goals: 90% of King students not already at the max level in the fall will rise at least one grade level as scored by the Renaissance Place STAR Reading exam or BUSD reading comprehension test (not the CST)</p> <p>75% of African-American and Latino students will read at grade level or above as measured by the STAR Reading exam or BUSD reading comprehension test (not the CST)</p> <p>Goal #2: Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.</p> <p>SMART Goal: The average Habits of Work (HOW) grade point average will be 3.3 or above for each of the largest three ethnic groups at King (white, African-American, and Latino) each quarter of the 2013-2014 school year.</p> <p>Goal #3: Partner meaningfully with parents to continue to understand and support academic expectations to increase student achievement and work habits.</p>	

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Angie McAllister	(Principal): Janet Levenson
(Co-Chair, if applicable):	(Teacher): Jacob Dalton
Michele Arreola-Burl	(Teacher): Barbara Lind
Elizabeth Cazares	(Teacher): Katherine Schaaf
Gwyneth Galbraith	(Classified): John Alford-Leaks
Jena Resner	(Teacher) Julie Searle
Elisabeth Hensley	
(Alternate) Bruce Simon	
Elisabeth Hensley (P&O Rep)	
Bruce Simon (B&O Rep)	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Elisabeth Hensley

Bruce Simon

DELAC Representative (District English Learner Advisory Committee):

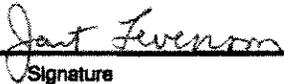
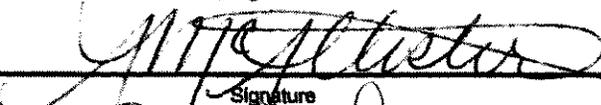
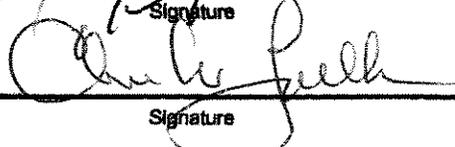
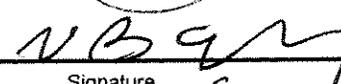
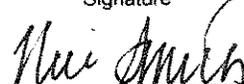
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
School Leadership Team

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on April 15, 2013.

Janet Levenson Principal	 Signature	4/15/13 Date
Angie McAllister School Governance Council Chair	 Signature	4.15.13 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6/13/13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

King Middle School

Location Code: 132

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER		\$0
1202	COUNSELOR - .60 FTE		\$50,200
1302	VICE PRINCIPALS FOR RTI - 3 @ .25 FTE EACH		\$95,500
TOTAL CERTIFICATED MONTHLY:			\$145,700
CERTIFICATED HOURLY SALARIES & FRINGE:			
1114	SUBS FOR AVID TEACHERS - FIELD TRIPS (25 days)		\$3,800
1116	HOURLY CURRICULUM DEV - EARLY BACK (336 hours)		\$10,000
1116	HOURLY TEACHING		\$0
1116	CURRICULUM DEVELOPMENT		\$0
TOTAL CERTIFICATED HOURLY:			\$13,800
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		\$0
2182	INSTRUCTIONAL SPECIALIST		\$0
2182	INSTRUCTIONAL SPECIALIST		\$0
2902	PROGRAM ASSISTANT		\$0
TOTAL CLASSIFIED MONTHLY:			\$0
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS		\$0
2117	CLASSIFIED STIPEND (COACHES)		\$0
2146	TUTORS HOURLY		\$0
2146	TUTORS HOURLY		\$0
2916	NOON DIRECTOR		\$0
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$159,500
NON-SALARIED CATEGORIES			
4200	CLASSROOM LIBRARY BOOKS		\$0
5751	FIELD TRIPS - BUSD BUSES		\$2,000
5805	SOFTWARE CONTRACT - WEB CURRICULUM (EXL)		\$3,600
5805	ACCELERATED READER (AR) CONTRACT		\$2,400
5805	KEEPIN' IT REAL (NIKAO) MENTORING CONTRACT		\$32,400
5805	STILES HALL MENTOR/TUTOR CONTRACT		\$2,000
SUB-TOTAL NON-SALARIED:			\$42,400
TOTAL EXPENDITURES:			\$201,900
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$3,140
TOTAL FY 2014 BSEP ALLOCATION:			\$205,040
(DIFFERENCE):			\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Additional Hourly Teaching - \$2,000
- Substitutes for Professional Development - \$1,600
- Instructional Materials - \$8,000
- Noon Director - \$7,000

BSEP FY 13

Carryover projected to be at least \$10,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Longfellow Arts and Technology Middle School	School Year: 2013 - 14
Summary of School Goals: K-8 Site Plan Goals: 2013-14	
A. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention <ul style="list-style-type: none"> • Improve the implementation and consistency of the academic program, specifically the English language arts (including English language Development) and mathematics curriculum, assessments and interventions for students needing additional support • Continue to develop early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle • Improve transitions for students as they move from 5th to 6th and 8th to 9th grade 	
B. Strengthen the ability of BUSD staff to educate a diverse student body <ul style="list-style-type: none"> • Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline • Support all teachers in developing programs to personalize the learning environment for all students • Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research 	
C. Partner meaningfully with parents <ul style="list-style-type: none"> • Provide parent forums and educational events on topics identified as critical by diverse parent groups • Assist parents and staff in their efforts to strengthen parent-school relationships • Conduct parent institutes, for example, Latinos Unidos por Nuestros Adolescentes (LUNA), to help parents navigate our educational system and prepare their children for the future 	

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Beth Gerstein	(Principal): Patricia Saddler
(Co-Chair, if applicable): Pearline Brown	(Teacher): Dana Merryday
Michele Fromson	(Teacher): Nina Ziskin
Monica Gyulai	(Teacher): Jennifer Johnson
Margot Reed	(Classified): Angela Gilder
Abigail Surasky	(Classified): Jacqueline Cunningham
(Alternate) Ellen Weis	(Alternate): Crystal Paschel
Margot Reed P & O	
Ellen Weis P & O	
Maria Luisa Garcia DELAC	Angela Gilder DAC

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Margot Reed

Ellen Weis

DELAC Representative (District English Learner Advisory Committee):

Maria L. Garcia

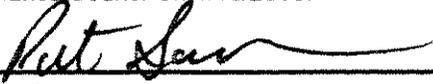
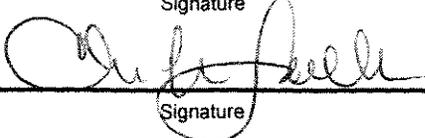
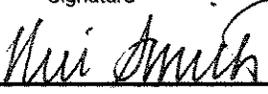
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
 PTA
 Student Leadership (12- 8th Grade Students)
 Student Grade 6 through 8

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 5/21/2013.
8. This school plan was adopted by the School Governance Council on 4/10/2013.

Patricia Saddler Principal	 Signature	4/22/13 Date
Beth Gerstein School Governance Council Chair	 Signature	4/24/13 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6/13/13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Longfellow Middle School

Location Code: 127

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	TEACHER - COMPUTER (.20 FTE)	\$16,000
1102	TEACHER - MUSIC (.04 FTE)	\$10,000
1202	COUNSELOR (.40 FTE)	\$29,000
TOTAL CERTIFICATED MONTHLY:		\$55,000
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	HOURLY TEACHING - EDP ARTS ENRICHMENT (157 hrs)	\$5,500
1116	CURRICULUM DEVELOPMENT	\$0
1116	HOURLY TEACHING	\$0
1116	HOURLY TEACHING - PROJECT SMILE (29 hrs)	\$1,000
TOTAL CERTIFICATED HOURLY:		\$6,500
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2902	PARENT LIAISON	\$0
TOTAL CLASSIFIED MONTHLY:		\$0
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	ATHLETIC COACH STIPENDS (6 1/2 Stipends)	\$4,500
2146	AVID TUTORS	\$0
2916	NOON DIRECTOR (431 hours)	\$6,000
TOTAL CLASSIFIED HOURLY:		\$10,500
SUB-TOTAL PERSONNEL:		\$72,000
NON-SALARIED CATEGORIES		
4200	BOOKS - PROFESSIONAL DEVELOPMENT	\$1,500
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$10,000
4300	INSTRUCTIONAL MATERIALS (CC, ELD, AVID, Parent Ed)	\$3,700
4400	TECHNOLOGY EQUIPMENT	\$5,000
5751	FIELD TRIP / BUSD BUS - AVID PROGRAM	\$4,800
5805	WRITERCOACH CONNECTION CONTRACT	\$12,500
SUB-TOTAL NON-SALARIED:		\$37,500
TOTAL EXPENDITURES:		\$109,500
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$2,107
TOTAL FY 2014 BSEP ALLOCATION:		\$111,607
(DIFFERENCE):		

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Afterschool Arts Enrichment
- Academic Support

BSEP FY 13 Carryover projected to be approximately \$6,700.



I. Consolidated School Plan for Educating The Whole Child

School Name: Willard Middle School	School Year: 2013-2014
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Summary of School Goals:

1. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention with particular attention focused on closing the school's achievement gap
 - a. Improve the implementation and consistency of the academic programs, including humanities (including ELD), mathematics, science, and visual and performing arts.
 - b. Continue to develop early intervention strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle.
 - c. Improve transitions for students as they move from elementary to middle school and from middle school to high school.
 - d. Continue to develop an inclusive school where all students are valued and respected, where all students are members of the general education classroom, and where all students have access to all support and services needed to be successful. The school is committed to improving the achievement of all students, particularly African-American and socioeconomically disadvantaged students.

2. Strengthen the ability of Willard staff to educate a diverse student body and provide learning that focuses on the whole child.
 - a. Provide professional development to improve teaching methods and strategies of delivering universal access to the curriculum for students, and allow teachers to learn and implement a positive behavioral support system intended to increase student engagement and achievement and reduce inequities in discipline.
 - b. Support all teachers in developing programs to personalize the learning environment for students.
 - c. Identify successful models within the district to facilitate teachers learning from one another through an organized structure, for example, lesson study, walk throughs, or action research.
 - d. Provide opportunities and programs directed at educating the whole child in terms of physical, social, and emotional health and well-being.
 - e. Provide arts and technology integration and arts-based learning opportunities.

3. Partner meaningfully with parents, guardians, families as well as foster community partnerships.
 - a. Provide parent forums and educational events on topics identified as critical by diverse parent groups.
 - b. Assist parents and staff in their efforts to strengthen parent-school relationships.
 - c. Provide opportunities for parents to participate in institutes to help parents navigate our educational system and prepare their children for the future.
 - d. Pursue the possibility of a consultancy that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap.
 - e. Enable parents to easily communicate with the school, readily access resources and information, and provide input.

4. Include students in planning and implementing academic and non-academic activities and obtain student feedback.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Rani Marx	(Principal): Robert Ithurburn
(Co-Chair, if applicable):	(Teacher): Sharon Arthur
Abdo Abdella	(Teacher): Nina Ackerberg
Eunice Figueroa	(Teacher): Andrea Pritchett
Christine Mattsson	(Classified): Rolan (Zoey) Zotigh
Matthew Schiffigens	
(Altermate) Dawn Paxson	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Dawn Paxson

Vacant

DELAC Representative (District English Learner Advisory Committee):

Eunice Figueroa

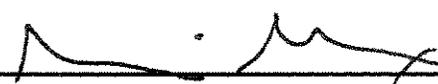
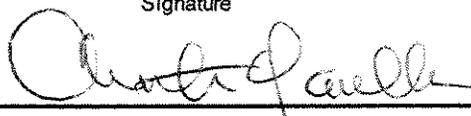
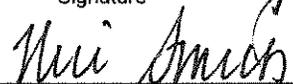
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on **NA**.
8. This school plan was adopted by the School Governance Council on April 17, 2013.

Robert Ithurburn Principal		6/10/13 Date
Rani Marx School Governance Council Chair		6/10/13 Date
Christina Faulkner Director, Curriculum & Instruction		6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6-13-13 Date
Neil Smith Co-Superintendent		6/13/13 Date

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Willard Middle School

Location Code: 131

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	TEACHER - READ 180 (.22 FTE)	\$22,000
		\$4,000
1202	COUNSELOR (.13 FTE)	\$13,500
TOTAL CERTIFICATED MONTHLY:		\$39,500
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	TEACHER HOURLY - MATH/SCIENCE	\$0
1116	TEACHER PROFESSIONAL DEVELOPMENT	\$0
1116	HOURLY TEACHING - AVID	\$0
1117	TEACHER STIPEND	\$0
TOTAL CERTIFICATED HOURLY:		\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT	
2182	INSTRUCTIONAL SPECIALIST - ATHLETICS (.40 FTE)	\$25,650
2182	INSTRUCTIONAL SPECIALIST - GARDEN (.10 FTE)	\$7,150
2902	HOME SCHOOL LIAISON	
TOTAL CLASSIFIED MONTHLY:		\$32,800
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	ATHLETIC COACH STIPENDS	\$0
2146	TUTORS HOURLY	\$0
2916	NOON DIRECTOR	\$0
2916	PARENT LIAISON HOURLY	\$0
TOTAL CLASSIFIED HOURLY:		\$0
SUB-TOTAL PERSONNEL:		\$72,300
NON-SALARIED CATEGORIES		
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0
4300	MATERIALS & SUPPLIES	\$800
4350	OTHER SUPPLIES / POSTAGE	\$0
4400	EQUIPMENT (\$500-\$5,000)	\$0
5200	TRAVEL / MILEAGE & CONFERENCES	\$0
5805	WRITERCOACH CONNECTION CONTRACT	\$4,500
5805	YOUTH SUPPORT PROGRAM (BACR) CONTRACT	\$10,000
5805	GREENING PROJECT - AMERICORPS (BACR) CONTRACT	\$28,000
SUB-TOTAL NON-SALARIED:		\$43,300
TOTAL EXPENDITURES:		\$115,600
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$3,463
TOTAL FY 2014 BSEP ALLOCATION:		\$119,063
(DIFFERENCE):		\$0

NOTES:

Priorities for anticipated Fall 2013 Carryover:

- Hourly Teaching & Curriculum Development
- Athletic Coach Stipends
- Instructional Materials & Equipment
- Professional Development
- TSP (BACR) 2nd Semester Contract - \$10,000

BSEP FY 2013 Carryover projected to be at least \$10,000.



BSEP SCHOOL ENRICHMENT FUND PLAN

SCHOOL NAME: Independent Study Program

2013-14

SUMMARY OF SCHOOL GOALS:

Independent Study's BSEP Plan for the 2013-14 school year is focused on direct services for students, essential for their success in the program. The Plan will:

- Articulate and implement school safety plan.
- Support all core subjects by maintaining tutoring (with priority given to secondary students).
- Support the K-12 program with instructional technology .
- Facilitate diversity seminars.
- Provide a garden experience, with supplies, for K-8 students.
- Develop science curriculum with enrichment features such as lab-garden correlation.
- Provide science, art and garden supplies.
- Provide for additional professional development on and off campus, including CCIS Conference (independent study-related practices), participation in BHS staff development, etc.
- Provide enriched learning experiences through field trips and other experiential/interactive opportunities.
- Facilitate better learning via an enhanced on-site learning environment, including a supportive atmosphere for private mentoring and independent study, as well as areas for seminars and group work.

SITE COMMITTEE REPRESENTATIVES:	
Parents/Students/Community	Staff
(Parent-Chair) Paula Dodd Aiello	(Principal) Edith Smiley
(Parent) Jennifer Braun	(Teacher) Michelle Cruciani
(Alternate) Maria Einaudi	(Teacher) Gerald Jaimin
(Alternate) Ken Lewis	(Alternate) Christina Balch
(Student) Andres Heredia	
(Alternate) Mara Schneider	

BSEP Planning & Oversight Committee Representative: Vacant

II. RECOMMENDATIONS & ASSURANCES

The School Governance Council recommends this BSEP School Enrichment Fund Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

The Independent Study Program School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy and local statute.

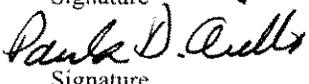
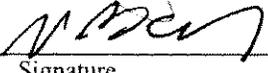
The Independent Study School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.

The Independent Study School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the Independent Study School Governance Council stands to benefit financially from any decision of the Council.

The Independent Study School Governance Council reviewed the content requirements for programs included in this Plan, and believes all such content requirements have been met, including those found in district governing board policies and the Berkeley School Excellence Program local tax measure.

This BSEP School Enrichment Fund Plan is based upon an analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.

This school plan was adopted by the Independent Study Program School Governance Council on May 21, 2013.

Edith Smiley Principal	 Signature	5/28/13 Date
Paula Dodd Aiello School Governance Council Chair	 Signature	5/28/13 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-13-13 Date
Neil Smith Co-Superintendent	 Signature	6/13/13 Date

**Appendix A
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Independent Study

Location Code: 135

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	LITERACY COACH/TEACHER	\$0
1102	ULSS TEACHER	\$0
1102	COLLEGE/CAREER COUNSELOR	\$0
TOTAL CERTIFICATED MONTHLY:		\$0
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	CURRIC DEV - K-8 FACILITATOR (91 hours)	\$2,700
1116	HOURLY TEACHING - K-8 ART SEMINARS (13 hours)	\$450
1116	HRLY TEACHING - STUDY SKILLS MENTORING (114 hours)	\$4,000
1117	TEACHER STIPEND	
TOTAL CERTIFICATED HOURLY:		\$7,150
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2182	INSTRUCTIONAL ASSISTANTS	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2902	PROGRAM ASSISTANT	\$0
TOTAL CLASSIFIED MONTHLY:		
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0
2117	CLASSIFIED STIPEND (COACHES)	\$0
2146	TUTORS HOURLY (1,078 hours)	\$15,000
2146	TUTORS HOURLY	\$0
2186	INSTRUCTIONAL SPECIALIST - GARDEN (176 hours)	\$5,000
TOTAL CLASSIFIED HOURLY:		\$20,000
SUB-TOTAL PERSONNEL:		\$27,150
NON-SALARIED CATEGORIES		
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$1,500
4300	INSTRUCTIONAL MATERIALS - ART & GARDEN	\$1,500
4380	RESERVE FOR PARENT INVOLVEMENT	\$0
4400	INSTRUCTIONAL TECHNOLOGY EQUIPMENT	\$2,000
5805	COUNSELING CONTRACT	\$0
5805	CONTRACTED SERVICES	\$0
SUB-TOTAL NON-SALARIED:		\$5,000
TOTAL EXPENDITURES:		\$32,150
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$2,800
TOTAL FY 2014 BSEP ALLOCATION:		\$34,950
(DIFFERENCE):		\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Teacher Hourly - Art & Science Seminars (\$4,000 - 114 hrs)
- Teacher - Tutor Hourly (\$10,000)
- Curriculum Development - Professional Development (\$6,000 - 202 hrs)
- Field Trips (\$4,500)
- Supplementary Books, Instructional Materials, Instructional Technology

BSEP FY 13 Carryover is projected to be approximately \$26,000.



I. Consolidated School Plan for Educating The Whole Child

School Name: Berkeley Technology Academy		School Year: 2013-2014
Summary of School Goals:		
<p>Upon completion of high school, Berkeley Technology Academy students will become more ...</p> <p>Literate Literate Students: Think critically and problem solve Demonstrate growth in multiple academic disciplines Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations Value life-long learning Apply 21st Century technological competencies</p> <p>Healthy Healthy Students: Show respect for themselves, others, and the environment Are responsible for their action, the choices that they make and for the resulting outcomes Possess effective social skills and manage conflict constructively Are active and positive members in their communities who seek ways to serve or give back Are proactive in the use of appropriate tools to avoid destructive behaviors or lifestyles</p> <p>Involved Involved Students: Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability Discover their unique talents and abilities and utilize them to passionately advocate for themselves and their communities Understand the connection between school, family, and the community Can advocate for themselves in a post-secondary academic community and in the world of work Develop and utilize resources that are culturally and linguistically authentic in order to reach their potential</p>		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Roger Smith-Truss		(Principal): Sheila Quintana
(Co-Chair, if applicable): Deborah Willis, Parent		(Teacher): Meres-Sia Gabriel
Ruby Holder		(Teacher):
William Warren		(Teacher):
(Alternate) Janye Waller		(Classified): Erica Johnson
		(Classified): Michael Younger

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

Vacant

DELAC Representative (District English Learner Advisory Committee):

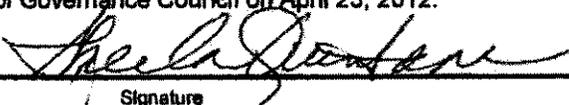
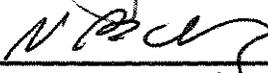
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
B-Tech PTSA, Career Technical Education (CTE)++++ Committee, Berkeley Student Services Department, City of Berkeley Mental Health, Berkeley Teen Center, Children's Hospital CORE Program, Omega Boys' Club, Aspire Tobacco and Alcohol Intervention Program, TUPE, Alameda County District Attorney's Office

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on n/a.
8. This school plan was adopted by the School Governance Council on April 25, 2012.

Sheila Quintana Principal		6/10/13 Date
Roger Smith-Truss, Teacher School Governance Council Chair		6/10/13 Date
Christina Faulkner Director, Curriculum & Instruction		6-13-13 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6-13-13 Date
Neil Smith Co-Superintendent		6/13/13 Date

6/12/13

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Berkeley Technology Academy

Location Code: 136

CERTIFICATED MONTHLY SALARIES & FRINGE:		
1102	TEACHER	\$0
1102	TEACHER	\$0
TOTAL CERTIFICATED MONTHLY:		\$0
CERTIFICATED HOURLY SALARIES & FRINGE:		
1116	HOURLY TEACHING	\$0
1116	CURRICULUM DEVELOPMENT	\$0
1117	TEACHER STIPEND	
TOTAL CERTIFICATED HOURLY:		\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:		
2102	INSTRUCTIONAL ASSISTANT	\$0
2182	INSTRUCTIONAL SPECIALIST	\$0
2902	STUDENT WELFARE & ATTENDANCE SPECIALIST (.47 FTE)	\$30,000
TOTAL CLASSIFIED MONTHLY:		\$30,000
CLASSIFIED HOURLY SALARIES & FRINGE:		
2116	INSTRUCTIONAL ASSISTANT	\$0
2146	TUTORS HOURLY	\$0
2216	MICROCOMPUTER TECHNICIAN HRLY	\$0
TOTAL CLASSIFIED HOURLY:		\$0
SUB-TOTAL PERSONNEL:		\$30,000
NON-SALARIED CATEGORIES		
4200	BOOKS	\$0
4300	INSTRUCTIONAL MATERIALS	\$0
5751	FIELD TRIPS / BUSD BUSES	\$0
5805	FIELD TRIP ADMISSIONS	\$0
5805	CONTRACTED SERVICES	\$0
5805	CONTRACTED SERVICES	\$0
SUB-TOTAL NON-SALARIED:		\$0
TOTAL EXPENDITURES:		\$30,000
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):		\$4,950
TOTAL FY 2014 BSEP ALLOCATION:		\$34,950
(DIFFERENCE):		\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

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

BSEP FY 13 Carryover is projected to be approximately \$900.



BSEP SCHOOL DISCRETIONARY FUND PLAN

SCHOOL NAME: Berkeley High School	2013-14
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SUMMARY OF SCHOOL GOALS:

As presented in the BHS WASC Plan, the following school goals were used to guide the development of this Plan:

- To increase student academic achievement at high levels, while eliminating the achievement gap;
- To ensure that students transition successfully into the 9th grade, and are successful throughout their high school years;
- To support safety and discipline at Berkeley High, through the fostering of a positive school culture, effective use of student data, and prompt and coordinated intervention when needed;
- To improve communication among all members of the BHS learning communities through various media and languages;
- To increase student support and build positive relationships at BHS through cultural and academic activities;
- To create a school culture of high academic and behavioral standards.

SITE COMMITTEE REPRESENTATIVES:

Parents/Community*	Students*	Staff*
BSEP Site Committee		
(Chair) Hector Cardenas	Amelia Archer	(Principal) Pasquale Scuderi
Laura Babbit	Joseph Battles	(Teacher) Eileen Jacobs
Carol Brownstein	Clover Brown	(Teacher) Ariel Morris
John Lavine	Esther Robinson-Abrams	(Teacher) Heidi Ramirez-Weber
Michael Peltz	Maya Smith	(Classified) Rhonda Jefferson
Seth Chazin (Alt - Parent)	Nathan Albrink (Alt-Student)	(Teacher-Alt) Aaron Glimme
Catherine Lazio (Alt - Parent)	Julia Murphy (Alt-Student)	(Teacher-Alt) Maria Kersey
	Students share 5 votes.	

*A quorum of 8 voting members includes at least 2 parents, 2 students, and 2 staff (including the principal or designee).

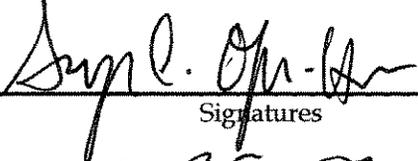
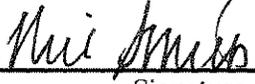
BSEP Planning & Oversight Committee Representatives:

• Amelia Archer	• Aaron Glimme	
• Rhonda Jefferson	• Catherine Lazio	
• Larry Gordon (Alt)	• John Lavine (Alt)	

II. RECOMMENDATIONS & ASSURANCES

The BSEP Committee and the School Site Council recommend this BSEP School Discretionary Fund Plan and its related expenditures to the District governing Board for approval, and assure the Board of the following:

1. The Berkeley High School BSEP Committee is correctly constituted, and was formed in accordance with District governing board policy and local statute.
2. The BHS BSEP Committee reviewed its responsibilities under the *Berkeley Public Schools Educational Excellence Act of 2006*, District governing board policies, and the State of California Brown Act.
3. The BHS BSEP Committee members do not have a conflict of interest in making budget decisions regarding these school funds. No one sitting on the BSEP Committee stands to benefit financially from any decision of the Committee.
4. In developing this Plan, the BHS BSEP Committee visited current and proposed BSEP-funded programs, looking for efforts and measurable results in the areas emphasized in the WASC Plan, including: increasing academic achievement and reducing the Achievement Gap, ensuring a successful transition into the 9th grade, fostering a positive and safe school environment, improving communication among all members of the Berkeley High School community, creating a college-going culture for all students, supporting multicultural activities and the arts, and fostering high academic and behavioral standards for all students.
5. The BHS BSEP School Discretionary Fund Plan reflects the goals of the Berkeley High School WASC Schoolwide Action Plan, which was presented to the Board of Education on April 25, 2012. This BSEP School Enrichment Fund Plan for the 2013-2014 school year was approved by the BHS BSEP Committee on April 8, 2013 and by the BHS School Site Council on May 7, 2013.

Pasquale Scuderi Principal	 Signature	6/7/13 Date
Hector Cardenas BHS BSEP Committee	 Signature	6/7/13 Date
Sophia Olaya-Hermes (student) Rita Himes (parent) BHS School Site Council co-Chairs	 Signatures	6/7/13 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6-7-13 Date
Neil Smith Co-Superintendent	 Signature	6/13/13 Date

Berkeley High BSEP School Enrichment Funded Programs - FY 2013-2014

Department / Program	Proposal	Title	Allocation
School-wide (000)	#17	Instructional Materials	45,000
School-wide (000)	#12	Volunteer Coordinator (Prog. Asst.) - .67 FTE*	52,000
School-wide (000)	#15	BSEP Committee Support	2,500
African-American Studies (306)	#5	Instructional Specialist (Dance & Drum) - .53 FTE*	38,200
Physical Education (307)	#18	Athletic Equipment – Football Pad Repair	7,625
College/Career Advising (310)	#1	College / Career Advisors – 1.82 FTE*	146,900
R.I.S.E. Program (315)	#2	R.I.S.E. Scholars Program Support	10,000
Parent Resource Center (317)	#8	Parent Liaison - .53 FTE*	30,700
Music (318)	#10	Musical Excellence @ All Levels	5,100
ELL Education (319)	#13	Bilingual Home-School Liaison - .53 FTE* & Tutors (1,159 hrs)	45,400
Special Education (320)	#16	Outsiders' Club College Prep Class Hourly Teachers	6,160
Video Arts (321)	#11	Instructional Media Technician - .1.0 FTE*	44,000
Academic Choice (323)	#4	Academic Resources Coordinator (ARC) - .20 FTE	17,700
Intervention Services (326)	#19	Counselor (Intervention Coordinator) - .60 FTE*	46,800
Intervention Services (326)	#20	Student Welfare and Attendance Specialist (On-Campus Intervention Coord.) – 1.0 FTE*	66,100
Academic Support Services (327)	#14	Teacher on Special Assignment (Student Academic Support Coordinator) – .80 FTE* & Tutors (1,180 hrs)	90,700
Student Court (328)	#7	Student Court Coordinator – .53 FTE*	<u>30,000</u>
TOTAL FY 2013-2014 FUNDED PROGRAMS			\$ 684,885
RESERVE FOR PERSONNEL VARIANCE			<u>20,173</u>
TOTAL FY 2013-2014 GRANTS & RESERVE			\$ 705,058

Priorities for Anticipated FY 13 Carryover (in priority order)	
#1 & 2) Tutors (split evenly between EL and SLC, up to \$3,000 each)	6,000
#3) Outsiders Club – increase to \$12,320	6,160
#4) RISE – increase to \$12,500	2,500
#5) Instructional Materials – increase to \$100,000	<u>55,000</u>
Total Carryover Priorities	\$ 69,660

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

**BERKELEY HIGH SCHOOL
BSEP SCHOOL ENRICHMENT FUNDED PROGRAMS - 2013-2014**

Project Title (Supervisor)	Allocation
SCHOOL-WIDE - 000	
<p>Instructional Materials (Scuderi) - #17</p> <p><i>Provides enriching classroom materials, supplies, and equipment to Berkeley High's departments, programs, and small schools, as allocated by the Principal in consultation with the faculty Leadership Team. Such educational materials as books and magazines (not textbooks), science supplies and equipment, technology hardware and software, physical education and outdoor education materials, math manipulatives and calculators, fine and performing arts supplies and equipment may be purchased with this allocation. This item is a priority for additional funding from anticipated Carryover monies.</i></p> <p><i>See Carryover Priority List</i></p>	45,000
<p>Program Assistant (Volunteer Coordinator) - .67 FTE* (Scuderi) - #12</p> <p><i>Provides a five hour/day Program Assistant who serves as Volunteer Coordinator to: 1) identify and fill volunteer needs at Berkeley High School, and 2) support school-to-home communication via the 3,100 member BHS e-tree. The Volunteer Coordinator recruits, trains, places, and monitors parent and community volunteers to: work at the Front Desk, give BHS tours, read College Essays, help with school opening, testing, mailings, Rally Day, etc. (The numbers are substantial: 603 visitors September 2010 – March 2011 and 59 Front Desk volunteers working 28 1½ hr shifts/wk.) The Volunteer Coordinator also helps to increase student attendance by communicating with families of absent students, and works closely with the PTSA newsletter and e-tree editors to enhance parent-school communication and the parent-school bond.</i></p>	52,000
<p>BSEP Site Committee Support (Scuderi) - #15</p> <p><i>Provides Extra Duty compensation for a Clerk to take minutes at BSEP Committee meetings, to maintain the records of the Berkeley High BSEP Site Committee, to prepare documents and notebooks, and to do mailings, as needed by the Committee. Funding also covers office supplies, postage and photocopying as needed for Committee operations.</i></p>	2,500
SUB-TOTAL SCHOOL-WIDE	99,500

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

BERKELEY HIGH SCHOOL BSEP SITE ENRICHMENT PROGRAMS FOR FY 2013-2014

AFRICAN-AMERICAN STUDIES - 306	
<p>Instructional Specialist (Dance & Drum) - .53 FTE* (Walton) - #5 <i>Provides a half-time Instructional Specialist Lead Drummer for the African/Haitian dance course. The class serves approximately 300 students, strengthening their physical conditioning while instilling in them a sense of community and appreciation for the cultures of the world, teaching them how the work of each leads to the success of all.</i></p>	38,200
SUB-TOTAL AFRICAN-AMERICAN STUDIES	
38,200	

PHYSICAL EDUCATION/ATHLETICS - 307	
<p>Athletic Equipment – Football Pad Repair - (Scuderi) - #18 <i>Provides funds to repair the protective pads used by the three BHS football teams (frosh, junior varsity, and varsity), both during practices and games. This safety equipment must be kept in good repair in order to function properly, to protect the roughly 100 students who play football at Berkeley High.</i></p>	7,625
SUB-TOTAL PHYSICAL EDUCATION/ATHLETICS	
7,625	

COLLEGE / CAREER ADVISING - 310	
<p>College/Career Advisors – 1.82 FTE* (Milton) #1 <i>Provides two College/Career Advisors to build a “College Going Culture” at Berkeley High School. The Advisors support students through all steps of the college application process, including: SAT test preparation and essay writing, identifying compatible colleges and on-site college visits, college and financial aide applications. The Advisors work with 10th graders who are not interested in going straight to college to assess their career goals and investigate ways to fulfill those goals through internships, apprenticeships, and other forms of training. Workshops in job search, resume writing, and interview technique are offered. The College/Career Advisors reach out to students through the BHS e-tree, the daily Bulletin, the College Center website and moodle, as well as via presentations to all juniors and seniors, and individual meetings with all seniors. The Advisors encourage all students to see the relationship between success in high school and meeting future goals.</i> <i>BSEP site funds have supported at least one College/Career Advisor position at Berkeley High for the past two decades. For FY 14 it is intended that two full-time College/Career Advisors continue to provide this valuable service. BSEP site funds will provide two College/Career Advisors @ .91 FTE each (total 1.82 FTE). It is expected that Carl Perkins funds will provide an additional .18 FTE (2 @ .09 FTE each) to complete the funding for these positions.</i></p>	146,900
SUB-TOTAL COLLEGE / CAREER ADVISING	
146,900	

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

BERKELEY HIGH SCHOOL BSEP SITE ENRICHMENT PROGRAMS FOR FY 2013-2014

R.I.S.E. PROGRAM - 315	
<p>R.I.S.E. Program Support – contract (Melgoza) - #2 <i>R.I.S.E. is college preparation program which serves 100 Berkeley High students from low-wealth, non-college degree-holding families. Founded in 1976 by BHS students and initially implemented under the umbrella of the East Bay Asian Youth Center (EBAYC), the R.I.S.E. program's goals are to ensure that R.I.S.E. members: 1) graduate from high school, 2) enter higher education, and 3) are engaged in service to their community. One of R.I.S.E.'s four strategies is to provide an Academic Tutorial program: homework assistance and study skills coaching, before/after school and at lunch every day, plus weekends as needed. The allocation for 2013-2014 will fund a contract with R.I.S.E. to provide approximately 20 Tutor hours per week for 35 weeks during the school year.</i></p> <p><i>See Carryover Priority List</i></p>	10,000
SUB-TOTAL R.I.S.E. PROGRAM	10,000

PARENT RESOURCE CENTER – 317	
<p>Parent Liaison (Parent Resource Center) - .53 FTE* (Scuderi) - #8 <i>Begun in 1998 as a pilot program of the BHS Diversity Project, the Parent Resource Center's mission is to provide resources and support for all parents and families at Berkeley High, particularly the underserved. The Parent Resource Center is open daily and offers a dependable point of access to Berkeley High School. The Center strives to develop parent trust in the school, and to build essential parenting skills. Core services of the Parent Resource Center include Spanish translation for families and students, calls and home visits, tutoring and job referrals for students, BART Youth Discount Ticket sales, dissemination of information of interest to parents of teens. The Center also presents numerous workshops on issues ranging from planning for college to family health and wellness. This allocation provides a half-time* Parent Liaison who works in the Parent Resource Center.</i></p> <p><i>*It is anticipated that this position will continue to be multi-funded in 2013-2014, with .27 FTE from district-wide BSEP Parent Outreach funds, making the position .80 FTE. In FY 12-13 an additional .20 FTE was provided by BHS Economic Impact Aid (EIA) funds, making the position full-time. It is unclear whether this will continue in 2013-14.</i></p>	30,700
SUB-TOTAL PARENT RESOURCE CENTER	30,700

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

BERKELEY HIGH SCHOOL BSEP SITE ENRICHMENT PROGRAMS FOR FY 2013-2014

MUSIC - 318	
<p>BHS Jazz Program: Musical Excellence at All Levels - (Melgoza) - #10 <i>With the goal of enhancing musicianship, inspiring student participation, and setting higher standards at all levels of the BHS Jazz Program, this allocation is to:</i></p> <ul style="list-style-type: none"> • <i>Enable broad participation at jazz festivals for BHS students in both the Jazz Ensemble (advanced) and the Lab Band (entry and intermediate), with opportunities to perform and to participate in workshops;</i> • <i>Provide master classes at Berkeley High School, offered by great jazz artists and clinicians; and</i> • <i>Provide basic jazz instruments and materials, needed for the increasing numbers of students entering the BHS Jazz Program.</i> 	5,100
SUB-TOTAL MUSIC	5,100

ELL EDUCATION - 319	
<p>ELL Intervention Program: Bilingual Home-School Liaison .53 FTE* and Tutors & At-Risk Youth Advisors (1,159 hours) (Melgoza) -#13 <i>In 2012-13 there are roughly 224 English Learners (EL students) at Berkeley High School, who speak 27 different languages. Nearly half (49%) speak Spanish, with 7% speaking Arabic, 5% Punjabi, 4% Amharic, 3% Cantonese, and 22 more. Over one third of these students are Newcomers--recent arrivals to the U.S. The ELL Intervention Program assists EL students in three main ways, by providing:</i></p> <ol style="list-style-type: none"> 1) <i>A half-time Bilingual Home-School Liaison** to serve as an advocate and a link with their homes, encouraging regular school attendance and consistent study habits;</i> 2) <i>Bilingual Tutors*** to give students access to the core curriculum in their native languages, while also helping them practice listening, speaking, reading, and, writing English one-on-one, in pairs, and in small groups; and</i> 3) <i>At-Risk Youth Advisors to work with EL students who have GPAs below 2.0 or attendance problems and are deemed to be at risk of dropping out and failing to graduate.</i> <p><i>**In previous years an additional .47 FTE was provided by BHS EIA-LEP funds, to make the Bilingual Home-School Liaison position full-time. It is hoped that this will continue in 2013-14.</i></p> <p>***See Carryover Priority List</p>	45,400
SUB-TOTAL ELL EDUCATION	45,400

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

SPECIAL EDUCATION - 320	
<p>Outsiders' Club College Prep Class-Hourly Teachers (352 hours) (Colborn) -#16 <i>Begun in 2003, the BHS Outsiders' Club College Prep Class is designed to facilitate a successful transition from high school to post-secondary education and career training for some of the most at-risk students at Berkeley High. The target population is students at risk of failing to graduate due to lack of credits and/or failure to pass the California High School Exit Exam (CAHSEE). In Spring 2013 the class serves 64 students. Over half (59%) are students with disabilities; 30% are English Learners. No student is turned away. The class is offered through Berkeley City College, with two sections meeting three hours per week. Students receive 10 units toward BHS graduation as well as 3 college credits. Students in the class hear weekly guest speakers and visit each of the Peralta Community Colleges, learning about the various career and support programs. The goal is for them to: 1) better understand their own interests and aptitudes, 2) see post-secondary education/training as a critical step in career development, 3) meet appropriate adult role models who demonstrate the ongoing relationship between work and education, and 4) develop their own plan for post-secondary growth. This class is taught by two teachers: a Berkeley Community College Instructor, and a Berkeley High School Educational Specialist. This allocation (including the portion planned to come from BSEP Carryover) is funded for the third year by BSEP site funds in FY 14, to provide approximately 352 Teacher Hours for this class (8 hrs/wk x 2 teachers x 22 wks = 352 hrs.)</i></p> <p><i>See Carryover Priority List</i></p>	6,160
SUB-TOTAL SPECIAL EDUCATION	
6,160	

VIDEO ARTS - 321	
<p>Berkeley High School Instructional Media Technician – 1.0 FTE* (Melgoza) - #11 <i>This allocation, which has been granted by the BHS BSEP Committee since 2001, provides a full-time Instructional Media Technician to work as: 1) Technical Support for the BHS Media Center and Sound Studio, utilized by all BHS students and staff; 2) Equipment Manager to purchase, monitor, and maintain all media equipment for CAS (Communications Arts & Sciences) and BHS (approximately \$350,000 in value); 3) Instructional Support for eight CAS Video/Multimedia class sections; 4) Technical Support for all CAS academic teachers who regularly integrate media in the classroom; 5) Technical Support for all BHS teachers interested in integrating media into the classroom. This position is an integral part of the BHS and BUSD Technology departments.</i></p>	44,000
SUB-TOTAL VIDEO ARTS	
44,000	

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

ACADEMIC CHOICE - 323	
<p>Academic Resources Coordinator for Academic Choice – .20 FTE* (Walton) - #4 <i>This program, which has been in place since 2011-12, provides a part-time Teacher on Special Assignment (TSA) to coordinate an enhanced academic environment for a number of non-Special Education students in the Academic Choice program who score “basic” and “far below basic” on standardized tests, and who are at high risk of not graduating. The TSA:</i></p> <ol style="list-style-type: none"> 1) <i>Teaches a class for at risk Academic Choice students, focusing on study and organizational skills;</i> 2) <i>Instructs students in use of online CAHSEE prep program (developed by BHS volunteer Robert Bennin);</i> 3) <i>Coordinates a daily after-school tutoring and support program for Academic Choice students, attended by up to one third of Academic Support students (funded with non-BSEP monies).</i> 4) <i>Collaborates daily with On-Campus Suspension staff, Health Center staff, and the College/Career Center, to ensure that AC students resolve behavioral, emotional, and scheduling issues that interfere with their learning;</i> 5) <i>Checks in with each student in the program every day, to hold them accountable for their academic progress, and to plan next steps; and</i> 6) <i>Recruits volunteers to tutor at-risk students in homework and CAHSEE preparation.</i> <p><i>FY 2013-14 will be the third year that BSEP site funds have supported this position. In FY 2012-13 BSEP provided .40 FTE for this position. BSEP support will reduced in FY 2013-14 to .20 FTE.</i></p>	<p>17,700</p>
SUB-TOTAL ACDEMIC CHOICE	17,700

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

INTERVENTION SERVICES – 326	
<p>Counselor (Intervention Coordinator) - .60 FTE* (McDonald) #19</p> <p><i>This allocation provides a .60 FTE Counselor/Intervention Coordinator to:</i></p> <ul style="list-style-type: none"> • <i>Facilitate the work of the BHS Intervention Team (Intervention Coordinator, On Campus Intervention –OCI–Program Coordinator, Dean of Students, Student Learning Center Coordinator, Student Leadership Coordinator, Dean of Attendance);</i> • <i>Identify 9th and 10th grade students who are unsuccessful in: grades (failing 2 or more classes), attendance (high absentee rate, especially unverified absences), and behavior (frequent discipline problems);</i> • <i>Serve as Counselor for the On Campus Intervention Program along with a caseload of “at risk” students in the Academic Choice program, providing academic support, college and career guidance, crisis intervention, and conflict mediation (with the OCI Coordinator and Dean of Students);</i> • <i>Train Counselors and at least two teachers in each learning community on bullying prevention/intervention;</i> • <i>Serve as primary liaison to the Berkeley Technology Academy (B-Tech), BUSD’s alternative high school, helping to identify 11th and 12th grade students who have low credits and are not on track to graduate for referral to B-Tech;</i> <p><i>This is a full-time position, jointly funded by BSEP (.60 FTE and the General Fund (.40 FTE).</i></p>	46,800
<p>Student Welfare & Attendance Specialist (On Campus Intervention Program Coordinator) – 1.0 FTE* (McDonald) - #20</p> <p><i>This allocation provides a full time Student Welfare & Attendance Specialist to serve as the On Campus Intervention Program Coordinator. The BHS On Campus Intervention (OCI) Program is a clearinghouse for referrals from all Small Schools & Programs for discipline, attendance, and counseling issues. Over 950 such referrals, mainly for discipline matters, were received by OCI during the first semester of 2012-13. The overall objective of the OCI Program is to maintain an appropriate school culture at Berkeley High. Removing a student who is behaving inappropriately enables teachers to maintain a positive learning environment in class. OCI de-escalates and counsels students, listening to their experiences and holding them accountable. OCI provides a range of interventions including: counseling, conflict mediation, family support and interventions, a restorative justice program, as well as collegial support to teachers. Under the supervision of the Dean of Students, the OCI Coordinator assesses all incoming referrals and works with the Intervention Coordinator (Counselor) and the Student Court Coordinator to implement a range of interventions, such as suspension diversion, service referrals, community involvement, and detention.</i></p>	66,100
SUB-TOTAL INTERVENTION SERVICES	112,900

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

STUDENT ACADEMIC SUPPORT SERVICES - 327	
<p>Teacher on Special Assignment (Student Academic Support Coordinator) – .80 FTE* & Student Learning Center Tutors (1,180 hours) (Melgoza) - #14</p> <p><i>This allocation provides 1) an 80%-time Teacher on Special Assignment to serve as the Student Academic Support Coordinator (SASC), and 2) Student Learning Center Tutors** (1,180 total hours). The Student Academic Support Program consists of a variety of components, including:</i></p> <ul style="list-style-type: none"> • <i>The Student Learning Center (SLC), which offers drop-in and one-on-one tutoring every day before and after school and at lunch. The SLC serves as a hub for after-school studying, hosting the Y Scholars mentor program, R.I.S.E., MESA, and California High School Exit Exam (CAHSEE) tutoring. There were over 5,000 student visits to the SLC in the Fall Semester, 2012-13.</i> • <i>After-school Teacher Tutorial Program, funded by the BHS Development Group. There were over 5,100 student visits to Teacher Tutorials in Spring Semester, 2011-12.</i> <p><i>The Student Academic Support Coordinator is responsible for the above programs, recruiting, hiring, training, scheduling, and monitoring SLC Tutors, coordinating the After-school Teacher Tutorial program, and marketing the tutorial programs to students in need of academic support.</i></p> <p><i>For FY 2013-14 BSEP funding for the SASP Coordinator position will be partially restored to .80 FTE (an increase from FY 13, but not up to full-time, as in years previous). It is intended that this increased FTE be utilized to continue and expand such efforts as:</i></p> <ul style="list-style-type: none"> • <i>Increasing the participation in tutoring programs of students who are behind in credits, including the 130 identified students in the Intervention Support Cohort;</i> • <i>Increasing the participation in tutoring programs of 9th grade students;</i> • <i>Continuing to work with district technology staff to track student participation in tutoring programs and to examine the trends in those students' academic performance.</i> <p>**See Carryover Priority List</p>	90,700
SUB-TOTAL ACADEMIC SUPPORT SERVICES	90,700

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

STUDENT COURT – 328	
<p>Program Assistant (Student Court Coordinator) – .53 FTE* (McDonald) #7</p> <p><i>Provides a half-time Program Assistant to coordinate the Berkeley High Student Court, which provides a positive alternative to out-of-school suspensions for students who face disciplinary action for violating school rules. The Student Court's restorative justice program is an integral part of BHS' On-Campus Intervention Program, aimed at providing alternatives to suspension for students who take responsibility for their actions, and to involve students in setting standards of behavior at Berkeley High. The intention of this program is to address the Discipline Gap, in which disproportionate numbers of African-American and Latino students are referred for discipline, by proving alternatives to suspension that instead draw students in to school and ultimately improve student achievement. Students are helped to understand how their actions have harmed others, and are provided ways to repair the harm done. The BSH Student Court is part of both the School Safety Plan and the WASC plan. Participation in the Student Court is voluntary. The Student Court Coordinator (SCC) is responsible for outreach, recruitment, case solicitation, intake interviews, case management, and data collection and reporting. The SCC works closely with trial coordinators from UC Berkeley's Boalt Hall. Typically, up to 50 students are trained as Student Advocates and an additional 75 students serve on juries each year. Approximately 60 cases are heard each year.</i></p>	30,000
SUB-TOTAL STUDENT COURT	30,000

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

BERKELEY HIGH SCHOOL BSEP SITE ENRICHMENT PROGRAMS FOR FY 2013-2014

A) TOTAL FUNDED PROGRAMS (GRANTS)	\$ 684,885
B) RESERVE FOR PERSONNEL VARIANCE	20,173
C) TOTAL FY 2014 GRANTS & RESERVE (A + B)	\$ 705,058
D) FY 2014 ALLOCATION	\$ 705,058
E) DIFFERENCE (D - C)	0

PRIORITIES FOR FALL 2013 FUNDING FROM ANTICIPATED BSEP CARRYOVER FUNDS	
Priority #1 Increase ELL Tutors to \$19,700 – 1,367 hours (Melgoza) #13	3,000
Priority #2 Increase Student Learning Center Tutors to \$20,000 – 1,388 hours (Melgoza) #14	3,000
Priority #3 Increase Outsiders' Club to \$12,320 (Colborn) #16	6,160
Priority #4 Increase R.I.S.E. Scholars to \$12,500 (Melgoza) #2	2,500
Priority #5 Increase Instructional Materials to \$100,000 (Scuderi) #17	55,000
Total Carryover Priorities	69,660

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

**Appendix A
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Berkeley High School

Location Code: 137

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TSA - STUDENT LEARNING CENTER COORD. - .80 FTE	\$70,000	
1102	TSA - ACADEMIC CHOICE RESOURCE COORD. - .20 FTE	\$17,700	
1202	COUNSELOR - INTERVENTION COORD - .60 FTE	\$46,800	
1202	COLLEGE/CAREER ADVISORS - 1.82 FTE	\$146,900	
TOTAL CERTIFICATED MONTHLY:			\$281,400
CERTIFICATED HOURLY SALARIES & FRINGE:			
1103	HOURLY TEACHING	\$0	
1116	HRLY TCHRS - OUTSIDERS' CLUB (176 hrs)	\$6,160	
1116	CURRICULUM DEVELOPMENT	\$0	
TOTAL CERTIFICATED HOURLY:			\$6,160
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2182	IS - DANCE & DRUM - .53 FTE	\$38,200	
2202	INSTRUCTIONAL MEDIA TECH - 1.0 FTE	\$44,000	
2902	BILINGUAL HOME-SCHOOL LIAISON - .53 FTE	\$28,500	
2902	PARENT LIAISON - PARENT RES CTR - .53 FTE	\$30,700	
2902	PROGRAM ASST - VOLUNTEER COORD - .67 FTE	\$52,000	
2902	STUDENT W & A SPEC (OCI) - 1.0 FTE	\$66,100	
2902	PROGRAM ASST - STUDENT COURT COORD - .53 FTE	\$30,000	
TOTAL CLASSIFIED MONTHLY:			\$289,500
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	HOURLY CLASSIFIED	\$0	
2146	TUTORS HOURLY - SLC (1,488 hrs)	\$20,700	
2146	TUTORS HOURLY - EL (1,215 hours)	\$16,900	
2416	HOURLY CLERICAL SUPPORT - BSEP COMMITTEE	\$2,500	
TOTAL CLASSIFIED HOURLY:			\$40,100
SUB-TOTAL PERSONNEL:			\$617,160
NON-SALARIED CATEGORIES			
4300	INSTRUCTIONAL MATERIALS - SCHOOLWIDE	\$45,000	
4300	ATHLETIC EQUIP - FOOTBALL PAD REPAIR	\$7,625	
4300	INSTRUCTIONAL MATERIALS	\$0	
4380	JAZZ PROG RESRV-INSTRMNTS, MASTER CLASS	\$5,100	
5805	R.I.S.E. SCHOLARS - CONTRACT	\$10,000	
SUB-TOTAL NON-SALARIED:			\$67,725
TOTAL EXPENDITURES:			\$684,885
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$20,173
TOTAL FY 2014 BSEP ALLOCATION:			\$705,058
(DIFFERENCE):			\$0

NOTES:

Priorities for Fall 2013 Carryover Funding:

- Increase Tutors by \$6,000 (split evenly between EL and SLC, up to \$3,000 addl each)
New totals: EL Tutors = \$19,900; SLC tutors = \$23,7000
- Increase Outsiders' Club by \$6,160 (new total \$12,320)
- Increase R.I.S.E. contract \$2,500 (new total \$12,500)
- Increase Instructional Materials by up to \$55,000 (new total up to \$100,000)

BSEP FY 13 Carryover is projected to be approximately \$70,000.

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Library
Program

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Neil Smith and Javetta Cleveland, Co-Superintendents
FROM: Natasha Beery, Director of BSEP and Community Relations, and
Becca Todd, Library Coordinator
DATE: May 22, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 for Funds Allocated
to the Library Program from the *Berkeley Public Schools
Educational Excellence Act of 2006* (BSEP Resource 0860)

BACKGROUND INFORMATION

The Berkeley Public Schools Educational Excellence Act of 2006 (BSEP/Measure A) allocates 7.25% of the available annual revenues to:

“...provide student access to quality school libraries which shall be maintained by providing library staff to operate the District’s K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries.” (Section 3.B.ii.a)

This recommendation was presented to the BSEP Planning and Oversight Committee on April 23, 2013 and adopted by the Committee on May 7, 2013.

Program Objectives

Addressing every student’s academic and independent reading needs with a wide range of books, online resources and integrated programming is at the core of the library mission. The library lens of the 2020 Vision focuses on a commitment to developing 21st century skilled thinkers and learners throughout the entire Berkeley school community.

Program Summary

BSEP funds provide the backbone for library staffing and resources throughout the Berkeley school system. Recognizing the integral role that school libraries play in our children’s education, the *Berkeley Public Schools Educational Excellence Act of 2006* continues the successful stabilization of library staffing which began with *Measure B of 2004*. This has allowed a consistent level of service and support in each of our school libraries.

Early Childhood Education Libraries

A print-rich and story-filled environment is important from the earliest ages of our students. Our preschools have lending libraries from which students borrow a book every week to take home as part of the Book Bag Program. BSEP Site funds provide funding for preschool library staff, while BSEP Library funding provides the materials. Author studies and special guest read-aloud days are also coordinated in conjunction with the Early Childhood Department.

Elementary Libraries

Our elementary students visit their school site library on a weekly basis for read-alouds, book check-out, and beginning research. Depending on the school schedule, students may also drop in before or after school, at recess, lunch, or for special projects.

Secondary Libraries

Our secondary students move into flexibly scheduled project-based library visits coordinated between the classroom teacher and the Teacher Librarian in alignment with the curriculum. With a pass from their classroom teacher, students may also come to the library to work on a specific project. There are very active programs during the lunch break, including book clubs, art projects, and homework help, in addition to reading. At the high school, students may also use the library for an hour before and after school.

Community Space

Our libraries are often used for site or district meetings, music classes, geography bees, and many other projects and programs that require additional space and resources unavailable at the classroom level.

BUDGET RECOMMENDATIONS FOR LIBRARIES FY 2013-2014

During this past year, under the leadership of the District Library Coordinator, the “Friends of the BUSD Libraries” committee met bimonthly to discuss and support BUSD’s library program. The committee includes teachers, parents, BUSD and City of Berkeley library staff, community members, and former P&O and BUSD Board members, and is always open to new members. (See sites.google.com/site/friendsofbusdlibraries).

The following recommendation is for the allocation of funds for the Purpose of Libraries in accordance with BSEP/Measure A.

The staffing model shown below, with 12.86 FTE classified staff and 7.6 FTE certificated staff, follows the same basic structure as in FY 2012-13, with two adjustments, both at the elementary level:

- 1) An increase the hours of the Library Media Technicians at the six larger elementary schools (those with more than 400 students) from 0.8 FTE to 0.9 FTE to provide additional time to manage the increased demands of a larger student body.
- 2) The addition of a Temporary Teacher on Special Assignment (TSA) as an Elementary Teacher Librarian position.

Library Staffing	\$1,476,100
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- Elementary TSA Teacher Librarian 1.0 FTE
- Elementary School Library Media Technicians 9.4 FTE
- Middle School Teacher Librarians 3.0 FTE
- Middle School Library Media Technicians 1.86 FTE
- BHS Teacher Librarians 2.0 FTE
- BHS Library Media Technician 0.8 FTE
- B-Tech Teacher Librarian 0.6 FTE
- District-wide Central Media Library Technician 0.8 FTE
- District Library Coordinator 1.0 FTE

Elementary TSA Teacher Librarian 1.0 FTE

The Elementary TSA Teacher Librarian would assist with the transition to Common Core State Standards (CCSS) during the 2013-14 school year. A powerful component of this position would be identifying and promoting a core library collection at each site in support of CCSS, focusing greater attention on the integration of nonfiction works. The TSA would work directly with the site Library Media Technicians and classroom teachers to develop enhanced curricular coordination and integration with CCSS.

Teacher Librarians 5.6 FTE

Teacher Librarians are multidisciplinary educators, dually credentialed with a California Teaching Credential and a Teacher Librarian Credential. They provide lessons in information literacy and the research process, collaborate with classroom teachers on curricular units, offer guidance in reading selections and reading promotions, and manage their library’s acquisitions and circulation. They also oversee the management of the site’s textbook collection. A full-time Teacher Librarian serves each middle school, two full-time Teacher Librarians serve Berkeley High School, and a 0.6 FTE Teacher Librarian works at B-Tech.

Library Media Technicians 12.86 FTE

Our Library Media Technicians (LMTechs) are paraprofessionals who provide students and staff with the library resources they seek. At the elementary level, they manage the circulation and reshelving of all materials (1000 to 2000 per month per site). They provide weekly class visits, complete with read-alouds and guidance in using the online catalog, as well as offering drop-in access during recess time when school schedules permit. Five LMTechs would continue to work at 0.8 FTE at the five smaller elementary schools, while the six LMTechs at the larger schools would increase their time to 0.9 FTE each.

At the Middle School level, the LMTechs assist the Teacher Librarian with much of the resource management, including textbooks. Longfellow and Willard would continue to be served by a 0.53 LMTech position, working with a

full-time Teacher Librarian, while King Middle School would continue to have a 0.8 FTE LMTEch position, working alongside the full-time Teacher Librarian. At the high school level, the 0.8 FTE LMTEch position is an 11 month, rather than 10 month position, and continues to manage the entire textbook collection for the entire BHS campus, and also assists in the library when the textbook crunch has abated. At the Central Media Library, half of the 0.8 FTE LMTEch's time is spent at the large elementary sites providing additional support, and half is spent managing and circulating the collection of DVDs and VHS (gasp!) still in use in our schools.

District Library Coordinator

1.0 FTE

The District Library Coordinator administers the annual library plan for the district, overseeing staffing, collection development, technology upgrades and professional development throughout the school library system. Through on-site visits, monthly meetings and periodic workshops, the District Library Coordinator guides the school level library staff in staying abreast of library and information literacy trends, and integrates districtwide initiatives into the library program.

Hourly Extra Duty	\$19,500
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Summer Extended Day Library Program - \$5,000

The BEARS Summer School Library program will continue in the summer of 2013, with a Library Media Technician at both BEARS/EDC summer school sites (this year BAM and Rosa Parks) for twelve hours per week at each site, a total of 24 hours per week for five weeks. This program supports our focus on literacy, and yields strong results by mitigating the common “summer slide”. The Library Media Technician provides library visits and book circulation for the EDC students and staff.

School Year Preparation - \$7,000

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

Middle School Textbook Management - \$4,500

To provide support for textbook management at the middle school level, two extra duty days are needed at the beginning of the school year, and one at the end. In addition, the equivalent of two extra duty days spread out over the first and last week of school (i.e. adding one hour per day to the work day) are added to the Middle School Library Technicians' schedule, as well as an additional day at each end of the school year for the Middle School Teacher Librarians.

Library Media Technician Substitutes - \$3,000

A welcome (and long overdue) addition to the program was instituted in 2012-13, providing trained Library Media Technician substitutes, rather than shuttering the doors of the library when a Library Media Technician must be absent.

Professional Development	\$8,000
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School library staff participates in District, regional and statewide workshops and conferences to strengthen instructional and managerial skills and to stay abreast of developing instructional and library technologies. Professional Development monies pay for registration fees, and for substitutes if the workshops fall during the school day. Some workshops include: San Mateo County Office of Education Library Staff Summer Training Program; California School Library Association (CSLA) annual conference and regional workshops; American Library Association (ALA) annual conference; Computer Using Educators (CUE) annual conference; Association of Children’s Librarians (ACL) Spring Institute; San Francisco Public Library workshops.

Collection and Resource Development	\$181,400
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School Library Collections - \$162,400

BUSD libraries provide print and digital resources for a broad range of reading levels and interests. The titles are selected to be in alignment with curriculum content and library standards, promoting students’ access to the materials they need for reports and research. In addition, our collections are geared to stimulating students’ selections for free reading and pursuing individual interests. The average price of a library book currently ranges from \$13-\$30, with nonfiction titles such as those required for the Common Core State Standards tending toward the higher end of the range. The allotment of \$15 per pupil for library books and materials has not increased in five years; a \$1 increase to \$16 per pupil is proposed for 2013-14. This allotment includes support of the Preschool Book Bag Program at all three BUSD Child Development Centers, providing books for students to borrow, as well supplying materials for Author/Illustrator projects throughout the school year. The allocation for the ongoing development of the district’s audio-visual collection of the Central Media Library will continue at \$6,000, which can be applied to streaming video in the transition to a blended DVD/streaming video model.

Book Award Collection - \$3,000

There are two “student choice” reading awards in which our students participate. The California Young Reader Medal (CYRM) is a statewide book award program coordinated by the California Association of Teachers of English (CATE), California Library Association (CLA), California Reading Association (CRA), and California School Library Association (CSLA). The Cook Award is a

new program run by the Bank Street College of Education and is designed to honor the best science, technology, engineering and math (STEM) picture books published this year for children aged eight to ten. Students must read all nominated books before voting; providing the nominated titles centrally ensures that all students are able to participate.

Interactive ebooks and audiobooks - \$16,000

Our libraries' audio and digital book collections are minimal and have not received a focused allocation. The proposed allocation will serve as seed money to broaden the development of this section in our library collections.

Information Literacy and Access
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\$23,400

Library and Textbook Management System - \$15,500

The Library and Textbook Management System, Destiny, was implemented in the current school year and has been well-received. The annual license renewal fee includes technical support for all 16 school sites, the Central Media Library and the Music Library.

World Book, and TeachingBooks, Online Webpages - \$7,900

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

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

Central Library Services

\$30,000

Technology Upgrades - \$25,000

An ongoing cycle of maintenance and upgrade of the network of computers and other equipment is needed to keep our libraries responsive to patrons' needs, coordinated in conjunction with the Technology Department. A more consistent instructional capacity (LCD projector, document camera, projection cart, speakers, screen) is being provided to each library.

Central Library Office - \$5,000

The District Library Coordinator’s office can most efficiently handle ongoing needs such as preparation of Author Study materials, support for the African American Read-In, posters for the California Young Reader Medal and Cook Award, brochures, materials for professional development, reading promotions, and in-town transportation costs.

BUDGET SUMMARY

BSEP Resources

Revenue Allocation for FY 2013-14 \$1,728,377

Projected FY 2012-13 Carryover 491,500

Total Resources \$2,219,877

Projected Expenditures

Library Staffing \$1,470,000

Hourly Extra Duty 19,500

Professional Development 8,000

Collection and Resource Development 181,400

Information Literacy and Access 23,400

Central Library Services 30,000

Reserve for Personnel Variance 55,000

Indirect Cost of 6.73% 120,285

Total Expenditures \$1,907,585

Estimated Fund Balance \$312,292

POLICY/CODE

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

DISTRICT GOAL

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

FISCAL IMPACT

Projected expenditures of \$1,907,585 from the BSEP funds for Libraries.

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2013-14 for funds allocated to the Library Programs from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0860)

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Music, Visual &
Performing Arts
(VAPA)

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Neil Smith and Javetta Cleveland, Co-Superintendents
FROM: Natasha Beery, Director of BSEP, and
Suzanne McCulloch, Visual & Performing Arts Coordinator,
DATE: May 22, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 for Funds
Allocated to the Visual and Performing Arts Programs from
the *Berkeley Public Schools Educational Excellence Act of
2006* (BSEP Resource 0853)

BACKGROUND INFORMATION

The Berkeley Public Schools Educational Excellence Act of 2006 allocates 6.25% of the available revenues annually to:

Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs. (Section 3.B.ii.b)

This recommendation was presented to the BSEP Planning and Oversight Committee on April 23, 2013 and adopted by the Committee on May 7, 2013.

Program Objectives

Music is an integral part of human experience. Used in celebrations, rituals and everyday life, it expresses the heights and depths of human feelings and emotions, the joys and the sorrow encountered by all. Significantly, the study of music combines human emotional experience and intellectual cognition.

One of the greatest values of a comprehensive music program is that it allows all students to fully develop those qualities that will help them understand and enjoy life. It provides a means for creativity and self-expression. Through music they learn that their thoughts and feelings can be communicated nonverbally by composing and improvising music using higher-order thinking processes, such as those involved in skill mastery, analysis and synthesis.

Program Summary

BSEP funds provide the instrumental and choral music program for grades 4-8 and support arts instruction and professional development in

arts integration in the elementary and middle schools. In March 2013, BUSD was recognized by the NAMM Foundation as one of the Best Communities in the United States for Music Education 2013. Berkeley is one of 307 recognized districts in the United States and one of only two in Northern California.

Music Program Summary

All Fourth and Fifth Grade students receive music instruction twice per week. Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), world music (percussion, ukuleles, guitars).

The Middle School music program continues to expand. Fifty-two per cent (52%) of middle school students participate in music, an increase from 35% in 2011-12. Classes are held five days a week, usually during zero period.

Choices include 6th Grade Band, 7th-8th grade Band, two levels of Orchestra, Chorus, Jazz Band, Guitar, and the Academy of Choral Arts and Modern Music (ACAAM, Longfellow). Jazz Band is an after school elective four days a week at the middle schools. Modern Music meets one day a week at King. For 2013-14 there will continue to be two Orchestras and three Bands during zero period at King to accommodate the large number of students who have signed up for music. Jazz Band will continue at all three middle schools.

Visual and Performing Arts Program Summary

The VAPA BSEP resource provides curriculum and professional development support to the district’s dance, drama and visual art teachers K-8 by providing workshops as well as facilitating meetings with their Berkeley High School peers on district PD days. By request, dance, drama and visual arts teachers may choose to have the VAPA Program Supervisor as their evaluator. In addition, there is financial support for conferences and professional development, and middle school drama materials (\$2000 per school).

BUDGET RECOMMENDATIONS FOR FY 2013-14

Staffing	\$1,267,100
Release Time Music Teachers	\$424,400
• Release Time Transfer to General Fund	4.64 FTE

In accordance with the teacher contract, fourth and fifth grade teachers receive five periods of release time per week. The General Fund pays for the science, dance and art teachers who provide part of this release time.

However, the music teachers providing release time, formerly funded by the General Fund, are now funded by BSEP. This is done through a transfer to the General Fund equal to cost of the music teacher FTE required for two periods per week of fourth and fifth grade teacher release time.

Music Program Staffing **\$842,700**

- Additional Fourth-Fifth Music Teachers 4.72 FTE
- Middle School Music Teachers 2.6 FTE
- Program Supervisor and Librarian 2.0 FTE

Additional Fourth-Fifth Grade Music Teachers **4.72 FTE**

Three music teachers are scheduled for the prep period of every two classroom teachers in order to offer a variety of options, including strings, woodwinds, brass, and world music.

Several additional music teachers may be assigned for 4th and 5th grades as needed to provide an optimal learning environment and to allow for grade level groupings where there are combination classes. The total number of classes for the 2013-14 school year may need to be altered when school opens based on variances in enrollment. Music class size averages 13:1 so that all students receive the instruction and coaching they need to be successful musicians. The salaries for teachers increase due to step and column movement of these certificated positions.

Middle School (6-8th grade) Music Teachers **2.6 FTE**

There are currently 963 middle school students who participate in the music program, requiring multiple before and after school sections in jazz, band, orchestra, chorus and guitar.

Visual and Performing Arts Program Supervisor **1.0 FTE**

Supervises and evaluates 17 music teachers, plans all arts professional development, facilitates all arts partnerships, serves as liaison to Bay Area arts organizations and supports district arts teachers and programs. The supervisor supports the four arts curricula and assessment as well as Standards alignment. This person is the budget manager for all aspects of the VAPA portion in the BSEP measure, as well as for independent contracts and outside grants.

Music Librarian **1.0 FTE**

Keeps an ongoing database (library information software) of all instruments and sheet music. All materials are affixed with barcodes. The librarian works with the music teachers to ensure that they have the materials and supplies they need for their students. This person arranges for repairs, tracks purchase orders, places and receives orders, tracks teacher absences and repairs instruments when possible. In the

fall and the spring the librarian delivers and then picks up over 2500 instruments from the school sites.

Hourly Staffing	\$17,000
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Middle School Music Tutors and Instructional Specialists -\$7,000

Two Instructional Specialists and four tutors provide individual and small group instruction to orchestra and band students by coaching chamber music groups and reinforcing classroom learning in small group settings.

Teacher Substitutes for Special Events - \$6,000

Substitutes for music teachers are necessary when those teachers attend Berkeley Symphony concerts, Cazadero Jumpstart Retreats, Arts on the Run, California Music Education Association student festivals and music conferences.

Teacher Hourly for Performing Arts Rehearsals - \$4,000

In order to properly staff and supervise 800 students rehearsing and performing in the annual Performing Arts Showcase, teachers are paid hourly for their weekend work time, approximately nine hours per teacher.

Performing Arts Teachers for the Middle School	\$34,000
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VAPA funds will continue to support performing arts courses in Dance and Jazz at the three middle schools. In 2012-13, the following after school classes were provided: at King: Dance Production; at Longfellow: Jazz Band; at Willard: Jazz Band. Approximately 105 students are served in three classes. Longfellow and Willard add .04 FTE from their PTA funds to support jazz class a fourth day of the week.

Professional Development & Arts Anchor Schools	\$86,500
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Professional Development Workshops - \$6,500

For the 22 BUSD arts teachers (K-8 visual arts and dance teachers and the K-12 music teachers), the recommendation is to continue to provide professional development on district-wide staff development days. In 2012-13 music teachers participated in workshops with Pamela Harrison-Small (Cultural Competency). Visual arts teachers participated in workshops by Constance Moore and Mariah Landers on the Studio Habits of Mind and new National Arts Core Standards. Dance teachers shared curriculum and arts integration strategies. Similar staff development workshops are scheduled for 2013-14.

Arts Anchor School Programs - \$77,000

The Arts Anchor school program provides professional development in arts to K-8 classroom teachers, utilizing modeling and coaching to encourage classroom teachers to integrate the arts into their curriculum. Teachers at Arts Anchor schools design the professional development focus as a team and work with an arts provider or a certificated arts teacher to plan integrated arts lessons. Classroom modeling and coaching are essential to deepen learning and understanding for all students, as well as greater teaching proficiency of the teachers. At Longfellow the entire teaching staff has received instruction and coaching in Visual Thinking Strategies which uses careful close observation of works of art as a spring board for critical thinking and writing.

In 2013-14 nine elementary and one middle school plan to participate in the Arts Anchor program. Principals and teachers report a new level of confidence among classroom teachers in undertaking arts integration on their own. Classroom teachers eagerly choose curriculum and an art focus for the year. Dance and class plays have become “something we do at this school” and student displays throughout the school express the “student as artist” vision. A new focus will be on arts in the Common Core.

Instruments and VAPA Instructional Materials	\$118,900
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Instruments- \$74,000

The music program provides musical instruments to all fourth to eighth grade music students. Berkeley is one of the few California school districts that loans instruments so that students of all financial levels have equal access to the program. In addition, students are supplied with music method books and workbooks, recorders, reeds, strings, all instrument accessories and sheet music, and classrooms are outfitted with music stands, music carts and music storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

A significant increase in school enrollment over the past few years has increased demand for instruments in the fourth and fifth grades. At the same time, a higher percentage of students are choosing to take music in middle school. Between 2011-12 and 2012-13, there were 220 additional middle school students enrolled in music classes and there were 143 more 4th and 5th graders. That translates to 363 additional instruments. This year the music program was completely out of some of the basic instruments such as trumpets and clarinets.

Although there will not be such a large enrollment jump affecting these grades for another four years, the middle school program continues to

grow. That trajectory will slow, but not plateau. \$45,000 is budgeted for instrument purchases, and \$29,000 for repairs, tuning and moving.

Materials - \$44,900

The music library collection will continue to be expanded in 2013-14 to help students grow and develop as musicians. As the number of students enrolled in music classes continues to increase at the middle schools so does the need for additional instruments, repairs and instructional materials. As the students become more proficient, more sophisticated instruments must be provided. \$37,000 is budgeted for music materials and supplies, and \$6,000 for drama production materials. The balance of the budget is printing and memberships, \$1,900.

Mileage for Music Teachers; Festival Participation	\$8,000
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Mileage reimbursement is needed for the elementary and middle school music teachers, who travel between three or four schools a day and five to seven schools during the course of the week.

Middle school teachers understand the tremendous educational opportunity provided by participation in local chorus, band and orchestra festivals. Students play for adjudicators who give the chorus, band or orchestra a score with comments. In addition, guest conductors work with the ensembles in clinics. The registration fees are covered and teachers raise funds for the buses to transport students.

Performances and Exhibitions	\$2,550
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BUSD participates in March IS Art Education Month each year with a variety of special events. The VAPA Department presents the Performing Arts Showcase, an afternoon of grades 5-12 music at the Berkeley Community Theater. In March of 2013 over 800 students (an increase of 200 students from 2012) participated in Chorus, Orchestra, Band and Jazz ensembles by grade level. An enthusiastic audience of over 2,500 cheered the student musicians.

The Youth Arts Exhibition at the Berkeley Art Center takes place in alternate years; a dynamic show, *Reflect and Express*, was on display in March and April 2013.

In early 2013, several busloads of Berkeley High School performing arts students traveled to the three middle schools, to present a 50 minute sampler of the dance, drama, vocal and instrumental music opportunities at Berkeley High School to the eighth grade students, who would soon be registering for their ninth grade classes at BHS.

Experiencing the many options available for participation in the arts at BHS supports students in their transition from middle school to high school. VAPA monies support the custodians for Performing Arts Showcase and the Arts Bus costs.

Collaborative Partnerships	\$10,400
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This VAPA budget includes \$10,000 to support the Berkeley Symphony Orchestra program at the eleven K-5 schools and \$400 to support Cal Performances in the classroom workshops. BUSD is fortunate to have the support of strong local arts organizations with which there are ongoing partnerships to provide opportunities for our students. As in past years, in 2013-14 BUSD elementary schools will take part in the educational program conducted by the Berkeley Symphony Orchestra (BSO), which involves the Symphony visiting the schools in the fall to present a *Meet the Symphony* concert, BSO musicians visiting K-5 classrooms, and *I Am a Performer* concerts at many schools in February.

Teachers will be able to attend workshops and have guest artists visit their classes in conjunction with “School Time Performances” at Cal Performances. \$400 funds custodial time for the Saturday workshops. Teacher hourly and substitute compensation for these activities are included in the Staffing total.

BUDGET SUMMARY

BSEP Resources

Revenue Allocation for FY 2013-14	\$1,489,980
Projected FY 2012-13 Carryover	288,000
Total Resources	\$1,777,980

Projected Expenditures

Music Teachers, Administration and Clerical Staffing	842,700
Music Teacher Transfer for GF Release Time	424,400
Other Salary (Instructional Specialists, Tutora, Subs)	17,000
Middle School Performing Arts	34,000
Professional Development	86,500
Instruments & Instructional Materials	118,900
Teacher Travel/Mileage Reimbursements	8,000
Performing Arts Showcase, Arts Bus	2,550
Collaborative Partnerships	10,400
Reserve for Personnel Variance	35,000
Indirect Cost (6.73%)	106,297
Total Expenditures	\$1,685,747

Estimated Fund Balance

\$92,233

POLICY/CODE

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

DISTRICT GOAL

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

FISCAL IMPACT

Projected expenditures of \$1,685,747 from the BSEP funds for the Visual and Performing Arts. Staff intends to review options for the VAPA resource, as the current structure for allocations and expenditures may not be sustainable to the end of the current BSEP measure.

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2013-14 for funds allocated to the Visual and Performing Arts Programs from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0853).

APPENDIX

Additional Support for Arts Programs in BUSD

In addition to overseeing the programs directly supported by the BSEP/Measure A Funds for Music and VAPA (Resource 0853), the Program Supervisor of Visual and Performing Arts works with a wide variety of organizations and other funding sources to bring additional opportunities to Berkeley students.

The Berkeley Public Education Foundation (BPEF) traditionally supports a number of arts projects proposed by individual teachers at all grade levels. School Governance Councils also have funded arts teachers and projects at several schools, and most school PTAs have provided arts funding. BPEF contributes \$15,000 per year to the Berkeley Symphony Music in the Schools program and \$1500 a year toward scholarships for students participating in the Cazadero Jumpstart retreats along with numerous small grants to teachers for arts projects in the classroom.

All eleven of the elementary schools provide arts teaching to students beyond the district wide music program. In 2011-12, four elementary schools used their first and/or second grades release time for music instruction and one of those elementary schools provided music for their Kindergarten students. Four elementary schools had part time certificated visual arts teachers and one school had a classified visual arts teacher. Two elementary schools had a certificated dance teacher and two elementary schools employ a classified dance teacher. One of those schools also employs a classified drama teacher.

Third grade students receive music instruction once each week during release time. The instructional focus for third grade is on ear training, rhythm and note reading using Orff pitched percussion instruments, recorders, and the voice. The cost of the music teachers' salaries for the 3rd grade program (1.44 FTE) is paid by the General Fund.

In addition, it is expected that funding from the BSEP Expanded Course Offerings (ECO) budget will continue to support middle school performing arts in 2013-14. Using these funds, King's drama, music, and dance production teachers collaborated on a production of *The Jungle Book* in April 2013. Willard continued an after school drama production class and Longfellow offered a zero period Modern Music class. In 2011-12 ECO funds provided 0.40 FTE for King, and 0.20 FTE each for Longfellow and Willard.

As previously mentioned, in the odd years the Berkeley Art Center sponsors the Youth Art Exhibition. K-8 student drawings, paintings and sculpture are displayed during March IS Art Education month at no cost

to the district. The KALA Institute annually hosts a show of artwork created by Berkeley High School students.

Cal Performances at Zellerbach Hall, a partner with BUSD in the J F. Kennedy Performing Arts Center in Washington DC, Partners in Education Program, sponsors workshops for teachers connected with SchoolTime performances at Zellerbach. Participating teachers may arrange to have the workshop teaching artist(s) visit their classrooms. Cal Performances provides for reduced ticket prices to main stage performances for middle and high school students and arranges clinics with visiting artists.

In 2012-13 students and teachers were thrilled to see Gustavo Dudamel conduct the Simon Bolivar Symphony Orchestra of Venezuela in November after they had interacted with some of the young musicians in La Sistema who visited their classrooms. In February jazz musician Marcus Shelby visited the middle school jazz classes for clinics and the students then went to a performance by the Winton Marsalis Jazz at Lincoln Center Band.

Other organizations which provide enriching arts experiences for BUSD students are the Cypress String Quartet (in class workshops and free performance tickets), East Bay Boys Choir (concerts at assemblies) and Berkeley Rep (classroom workshops for students). The UC Art Museum collaborates with classroom teachers around student visits to the museum.

BUSD, the City of Berkeley and a consortium of Berkeley Arts Organizations have applied to the Kenney Center for their *Any Given Child* Initiative. We have been tentatively accepted and await official word in May 2013. Once an official *Any Given Child* site, we will receive technical assistance to survey schools and arts organizations regarding existing arts programming and strategize ways to make the arts a part of the educational day for all students in the district.

The Music Connection (TMC) is a University of California at Berkeley student club, formed in 2006 to provide tutors for BUSD music classes during and after school. During the music release classes TMC students assist the music teachers by working with individuals and small groups of students on technique and as chamber groups. After school 70 TMC volunteers are working at the eleven elementary schools and the three middle schools offering individual lessons, small ensemble work and music theory. In addition, TMC arranges Cal Band, Chorus and Orchestra Nights for the fifth graders and middle school students, where students participate in the rehearsal playing music at a comfortable level. TMC raises all necessary funds. Parents and students alike have

been thrilled with the musical progress students have made while participating in TMC classes. The Music Connection was recognized with an award for their work in Berkeley Unified in April 2012 by the Chancellor of UC Berkeley.

The UC Chorus presented a free concert and sing along at Berkeley High School in early May in support of the newly offered Concert Choral class at BHS.

A strong articulated music program grades three through twelve encourages and supports students to achieve at the highest levels. In late April four BHS groups (150 musicians) performed at the CMEA (California Music Educators Association) Band and Orchestra festival and all came out winners. This is the first time ever that four BHS groups have performed at a CMEA festival. Chamber Strings earned highest marks from all the judges: a Unanimous Superior. Chamber Winds earned 3 Superiors and one Excellent: a Superior. Concert Band earned 3 Excellents and one Superior. Concert Orchestra earned 4 Excellents.

Bands, chorus and orchestras from the three middle schools also participated in the CMEA Festival with ratings given from Excellent to Superior.

Just two days after winning the combo division at the Reno Jazz Festival, and a month after winning the same division at the prestigious Monterey NextGen Jazz Festival, Berkeley High's Combo A was named last week as the High School Combo of the Year by Downbeat Magazine. This is the number one jazz trade magazine in the US. The BHS students out played groups from across the nation. This is the second year in a row that BHS's Jazz Combo A has won both the Monterey Jazz Festival and the Downbeat Magazine Award.

TO: BUSD Board of Education
FROM: BSEP Planning & Oversight Committee
DATE: May 22, 2013
SUBJECT: Looking ahead at Visual and Performing Arts (VAPA)

P&O Statement Regarding VAPA Budget for 2013-2014

It is with a number of reservations that the P&O committee recommends next year's VAPA budget. Specifically, we have strong concerns that approving this budget does not show good stewardship with respect to maintaining a fund balance that will see it through the end of the measure. The most recently approved budget will have an ending balance of only \$92,233. This budget *cannot* support this rate of expenditures through 2014/15. As the committee is charged with oversight, we feel that we need a complete picture of how the program can be sustainably managed through the life of the measure.

We have been understandably hesitant to recommend any cuts to the VAPA budget. The Visual and Performing Arts section of our BSEP funds produces award-winning programs that are highly visible to the general public, and have garnered not just important community recognition but national and even international recognition as well. The BUSD music program is in many ways symbolic in the eyes of the public of the success of Measure A.

We identified some major points of pressure on the VAPA budget which contribute to its lack of sustainability. In 2002-3, the practice began of using BSEP VAPA monies to support classroom teacher release time. When Measure A of 2006 was passed, BUSD continued this practice. The end result is that each year the expenses eat into the carryover reserve.

Driving this pressure on the VAPA budget is the increase in students. Since school year 2010-11, the number of students participating in music has grown by 17% and the expenses for visual and performing arts programs grades 4-8 have outpaced the income, which has only grown by 8%. This increase is caused by both an increase in general district enrollment and the growing popularity of the music program (more students are choosing to pursue music beyond grades 4 and 5). As our BSEP dollars remain relatively flat, the amount contributed per student decreases, whereas in the General Fund, revenues increase with enrollment. This district-wide

enrollment increase presents major challenges for all BSEP budgets, and should be addressed in the language of future measures.

In 2006, the VAPA Subcommittee successfully lobbied to increase the BSEP VAPA budget allotment by \$200,000 to support the arts beyond the music program. Unfortunately, since 2007, in order to maintain support of music at the current levels, it has been necessary to scale back the VAPA budget support of dance, drama and the visual arts.

The award-winning music program of BUSD stands in the eyes of the community as the crown jewel of the Berkeley Schools Excellence Project. We are extremely concerned about jeopardizing this and other VAPA programs, particularly as they are so visible to the public and thus vital in rallying support for the next measure in the near future. BSEP monies alone cannot support these programs through the end of the measure, and to be forced to make cuts to such highly visible programs on the eve of another measure campaign could prove extremely damaging not only to this prized program but public trust.

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Parent
Outreach

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP, and
Charity DaMarto, Supervisor of Family Equity and Engagement
DATE: May 8, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 of Funds Allocated to Parent Outreach from the *Berkeley Public Schools Educational Excellence Act of 2006* (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.

This recommendation was presented to the BSEP Planning and Oversight Committee on April 9, 2013 and adopted by the Committee on April 23, 2013.

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 parents who are not proficient in English).

Program Summary

A two-year pilot Site Coordinator 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 Family Engagement Office 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 Parent Leadership Action Network trainings.

The Family Engagement Office 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.

BUDGET RECOMMENDATIONS FOR FY 2013-14

Staff		\$305,100
• 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 Instruction and Intervention Team (RtI²), 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
Total Resources	597,996

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
Total Expenditures	419,022

Estimated Fund Balance **178,974**

POLICY/CODE

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

DISTRICT GOAL

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

FISCAL IMPACT

Projected expenditures of \$419,022 from the BSEP funds for Parent Outreach.

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2013-14 of funds allocated to Parent Outreach from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0857)

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Professional
Development

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP, and
Christina Faulkner, Director of Curriculum and Instruction
DATE: May 8, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 of Funds Allocated to Professional Development from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0855)

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.

This recommendation was presented to the BSEP Planning and Oversight Committee on March 26, 2013 and adopted by the Committee on April 23, 2013.

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 (RtI²)
- 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 ² 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 [RtI²] Behavior Specialist

0.30 FTE

The RtI² Program is intended to identify and serve students who need additional academic, behavioral or social support to succeed in school. RtI² 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 RtI² 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.

Appendix A

BSEP Professional Development Program – FY 2012 through FY 2014

Positions & Activities	Grade Level	FY 2011-12	FY 2012-13	FY 2013-14	Funding Source
Current Proposal and Prior Year Comparison					
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	to Cat funds
TWI/Bilingual TSA	K-	n.a.	0.20	0.20	
Math Coach	K-5	0.85	0.50	0.30	to Cat funds
Math Coach	6-8	n.a.	0.40	0.35	to Cat funds
BHS PD Leaders	BHS	1.00	1.20	2.00	from grant
Instructional Technology TSA	K-12	0.34	0.34	0.34	
RtI ² TSA or Behavior Specialist	K-8	0.30	0.40	0.30	to Cat funds
Staff Development Coordinator	Pre-K-12	0.20	0.50	0.40	to Cat funds
	Total FTE	6.84	7.59	7.84	
Previously Funded by BSEP Professional Development Funds					
TSA: Improving Instruction Using Data	K-12	0.80	0.00	0.00	to BSEP Eval
Culturally Responsive Teaching	K-12	0.55	0.50	0.00	ended
Supervisor Family Engagement & Equity	K-12	n.a.	0.50	0.00	to BSEP Outreach
	Total FTE	1.35	1.00	0.00	
Grand Total FTE		8.19	8.59	7.84	
Other Professional Development Activities					
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	
	Total Other PD Initiatives	\$135,600	\$145,155	\$136,200	
Previously Funded Activities					
Math Consultant @ BHS	9-12	\$18,000	\$0	\$0	ended
Culturally Responsive Training		\$30,000	\$25,000	\$0	to Cat funds
Teacher College Program		\$0	\$10,000	\$0	to Cat funds
ACOE Math Consortium		\$0	\$12,000	\$0	to Cat funds
	Total Previously Funded Activities	\$48,000	\$47,000	\$0	to Cat funds
Grand Total Program Activities		\$183,600	\$192,155	\$136,200	
Priorities for Carryover Funds					
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/RtI Workshops		\$12,000	\$8,000	\$8,000	
	Total Carryover Priorities	\$47,000	\$53,000	\$50,000	

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
Total Resources	\$963,406

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
Total Expenditures	\$959,716

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. RtI² Workshops **\$8,000**

Workshops focused on RtI² for teachers and administrators will further the district's efforts to implement and expand this model.

POLICY/CODE

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

DISTRICT GOAL

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

FISCAL IMPACT

Projected expenditures of \$959,716 from the BSEP funds for Professional Development, from the BSEP Professional Development, Program Evaluation, and Technology Fund

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2013-14 of funds allocated to Professional Development from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0855)

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Program
Evaluation

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP, and
Debbi D'Angelo, Director of Evaluation and Assessment
DATE: May 8, 2013
SUBJECT: Recommendation for Expenditures in FY 2013-14 for Funds
Allocated to Program Evaluation from the *Berkeley Public Schools
Educational Excellence Act of 2006* (BSEP Resource 0856)

BACKGROUND INFORMATION

The following recommendation is for the allocation of funds for the Purpose of Program Evaluation in accordance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A):

...assessing the effectiveness of the District's educational programs for improving student achievement (Section 3.C)

This recommendation was presented to the BSEP Planning and Oversight Committee on March 26, 2013 and adopted by the Committee on April 23, 2013.

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 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 RtI² 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 provides supplementary data analysis, assists principals planning or preparing data presentations for their staff or SGCs, and provides 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 RtI² 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 9th 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.

BUDGET RECOMMENDATIONS FOR FY 2013-14

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

The BSEP Measure dedicates nine percent (9%) of the available revenues of the Measure to (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%, and Program Evaluation receives 28% of the 9%.

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

Total Resources	\$658,760
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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

Total Expenditures	\$657,094
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Estimated Fund Balance	\$1,666
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Carryover Funding Priorities

The projected carryover amount for 2011-12 in the BSEP Program Evaluation fund is projected to be \$58,000. These carryover funds are 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

POLICY/CODE

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

DISTRICT GOAL

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

FISCAL IMPACT

Projected expenditures of \$657,094 from the BSEP funds for Program Evaluation, from the BSEP Professional Development, Program Evaluation, and Technology Fund

STAFF RECOMMENDATION

Approve the recommendation for expenditures in FY 2013-14 for funds allocated to Program Evaluation from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0856)

Professional Development 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)

Professional Development 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

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Technology

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP and Community Relations, and
Jay Nitschke, Director of Technology
DATE: June 12, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 of Funds Allocated
to Technology from the *Berkeley Public Schools Educational
Excellence Act of 2006* (BSEP Resource 0862)

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, of the revenues available in this fund, Professional Development and Technology each receive 36% of the allocation, and Program Evaluation receives 28%.

The following recommendation is for the allocation of funds for the Purpose of Technology in accordance with BSEP Measure A of 2006, Section 3.C:

"... providing and maintaining computers and technology in schools. All costs attendant to providing these services are permissible."

This recommendation was presented to the BSEP Planning and Oversight Committee on April 9, 2013 and adopted by the Committee on May 14, 2013.

Program Objectives

Working, effective technology is an asset for schools in several ways:

- Technology engages students in learning, improves attendance, increases graduation rates and facilitates parent involvement.
- Technology improves learning skills, such as thinking and problem-solving skills, information and communication skills, and interpersonal and self-directional skills.
- Technology helps schools meet the needs of all students.
- Technology promotes equity and access in education.
- Technology improves school efficiency, productivity, and decision-making on all levels, from the teacher in the classroom, to grade-level collaboration, to principals and school leadership.

- Technology helps teachers meet professional requirements.

Program Summary

The programmatic goal of these funds is to support technology used at the school sites. Staff provide expertise in integrating technology into classroom practice; provide hardware and software support to school teachers and administrators, including instructional technology and information systems such as PowerSchool and Illuminate; and provide funds and ordering assistance for school technology purchases made by school governance councils and committees.

BUDGET RECOMMENDATIONS for FY 2013-14

Staff	\$600,564
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- Microcomputer Technicians 6.2 FTE
- Student Systems Specialist 0.60 FTE
- Director of Technology 0.20 FTE
- Instructional Technology TSA 0.33 FTE

Microcomputer Technicians 6.2 FTE

The job of the technicians is to work with teachers and staff to keep computers, tablets, projectors, printers etc. working, to help integrate technology with the curriculum, to support teachers in using the Illuminate assessment data system, which was introduced district-wide in 2012-13, and PowerSchool, as well as to help technology committees and School Governance Councils make decisions about technology money.

- 2.0 FTE positions are at the high school (of which 0.2 FTE is for B-Tech Academy),
- 1.6 FTE support the middle schools, and
- 2.6 FTE support the elementary schools, Independent Studies, and preschools, and provide support for site technology purchases.
- Since all but one of these positions are 10-month positions, an extra \$3,000 is budgeted for extra duty work over the summer.

Teacher on Special Assignment – Instructional Technology 0.33 FTE

Since 2010-11, the Professional Development budget has included a Teacher on Special Assignment for Instructional Technology, filling a gap in providing teachers with knowledgeable expertise on how to integrate technology into classroom practice. The recommendation is to continue co-funding this position equally from the BSEP Technology budget, the BSEP Professional Development budget, and district categorical funds (0.33 FTE each).

Student Systems Specialist**0.60 FTE**

The recommendation is to continue funding of 0.60 FTE of the Student Systems Specialist from the BSEP Technology budget. This position supports PowerSchool, as well as various other systems, including the associated servers used for communication to students and families (such as the one that principals use to do phone blasts), and ensuring student information is correct in the library and nutrition systems. *(Funded to 1.0 FTE with 0.40 from the General Fund.)*

Director of Technology**0.20 FTE**

The recommendation is to continue funding 0.2 FTE of the Director of Technology from the BSEP Technology budget in 2013-14. *(Funded to 1.0 FTE with 0.80 from the General Fund.)*

Technology Equipment for Schools, Repairs, Software Licenses	\$100,153
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Funding for technology in the schools is about \$10 per student, a decrease of \$3 from 2012-13. Fortunately, the passage of Measure I (BUSD's Prop 65 facilities bond) in November 2010 has enabled about \$250,000 per year to be dedicated to technology, per the plan adopted by the School Board. In 2012-13, Measure I funds completed the installation of wireless access at all elementary and preschools (thus completing wireless functionality at all district sites). In August 2013, the district received a donation of 350 HP computers; additional BSEP and Measure I funds were spent on monitors to make these donations functional.

Study Topics for 2013-14

The amount of BSEP funds for technology hardware has declined from a one-time high of \$24/student to \$13/student last year, and \$9/student in 2013-14. This amount will be supplemented by one-time funds and bond funds in 2013-14, but there is a concern is that the amount of school-directed funds for technology has become so minimal as to be insufficient for any significant project aimed at piloting the use of new technology. The Technology Subcommittee will study the various needs over the course of the 2013-14 school year, including the allocation of funds for computer technicians, professional development both in the form of direct instruction to teachers and in coaching from the Teacher of Special Assignment for Technology, and hardware/software.

BUDGET SUMMARY

Additional BSEP Technology carryover monies beyond the projected estimate of \$20,625 could be added to the budget for instructional technology for the schools, for additional extra duty support of microcomputer technicians, the Teacher on Special Assignment, or teacher professional development, as needed.

BSEP Resources	
Revenue Allocation for FY 2013-14	\$772,406
Projected FY 2012-13 Carryover	25,000
Total Resources	\$797,406
Projected Expenditures	
Staffing (7.33 FTE)	602,800
Hourly Extra Duty/Summer Work	3,000
Equipment and Supplies	65,000
Printer Supplies and Repairs	25,000
Reserve for Personnel Variance	32,000
Indirect Cost of 6.73%	48,981
Total Expenditures	\$776,781
Estimated Fund Balance	\$20,625

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Measure A) Section C.

DISTRICT GOAL

V-A – Resources – Efficient Use of Resources: Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time to meet current and future student needs.

FISCAL IMPACT

Projected expenditures of \$776,781 from the BSEP funds for Technology, from the BSEP Professional Development, Program Evaluation, and Technology Fund.

STAFF RECOMMENDATION

Approve the recommendation for expenditures in FY 2013-14 for funds allocated to Technology from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0862).

Berkeley Unified School District

Berkeley Schools
Excellence Program
(BSEP)

Annual Plan
2013-2014

Public
Information
& Translation

RKELEY UNIFIED SCHOOL DISTRICT

TO: Javetta Cleveland and Neil Smith, Co-Superintendents
FROM: Natasha Beery, Director of BSEP and Community Relations
DATE: June 12, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 of Funds Allocated to Public Information, Translation, and Support of the Planning and Oversight Committee from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0854)

BACKGROUND INFORMATION

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

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

This recommendation was presented to the BSEP Planning and Oversight Committee on May 7, 2013 and adopted by the Committee on May 14, 2013.

Program Objectives

- Provide timely, informative, and meaningful communication to the Berkeley community about District programs and activities.
- Provide information to the District’s non-English speaking families to improve understanding of and promote access to programs and services for district families.
- Support the BSEP Planning and Oversight Committee in its stewardship of the BSEP funds.
- Support program managers in the strategic development and financial oversight of BSEP funded programs, and develop a thorough understanding of BSEP programs among district and school staff and teachers.
- Train and support School Governance Councils and the BHS BSEP Site Committee to ensure compliance with state and local fiscal oversight and to improve the effectiveness of school site decision-making.

Program Summary

The BSEP tax measure generates nearly \$25 million annually, allocated to most of the major educational programs of the District. Before funds are allocated to each purpose defined in the Measure, 2% of the revenue generated each year is allocated to directing and supporting the implementation of the

BSEP Measure, and providing clear, comprehensive and consistent public information. These objectives are supported by a focus on Communications, Translation, BSEP Planning and Oversight, and School Governance Council support.

Communications: Multiple communication channels are needed to reach diverse audiences, including parents, students, employees, and community stakeholders, each with distinct interests and concerns. The channels include the bi-weekly A+ News, in both email and print formats, Superintendent Messages, a Weekly Bulletin (management), the PIO News (all staff), Press Releases, Biannual Reports, flyers, brochures, school site newsletters, e-trees, and phone blasts, as well as public presentations, forums, and events.

In order to examine the ways the District can best engage and communicate with families and the community, a strategic communications planning process began in 2011 that included community meetings, an online survey, stakeholder meetings, and the formation of the Superintendent's Communications Team. The team now meets bi-weekly, lead by the Director of BSEP and Community Relations, and includes the Public Information Officer, the Translation/Interpretation Specialist, a Communications Consultant, the Supervisor of Family Engagement, the Director of Technology, and the Assistant to the Superintendent.

A more consistent voice in district publications and communications is now seen in the redesigned district website, with frequently updated content and an issue-driven blog, a focus on top content areas, and translated material online. A new District logo is now replacing the one associated with the previous District office building. Roles and responsibilities for each member of the Communications Team are delineated for both regularly scheduled and special projects.

For the coming year, the Communications Team, support staff and contractual services will tackle additional goals set out in the Communications Plan, including identifying best practices for dissemination of information to school sites and key communicator and stakeholders, enhancing the A+ email and print newsletter to include tips for parents, and improving two-way communications opportunities. An analytic review of website and email metrics will be conducted to focus on top priority content. The Communications Team will also focus on increasing public awareness, interest and understanding of BSEP funded programs, and make BSEP more visible at public and school events.

Translation/Interpretation: Enrollment at some school sites now includes a population that is more than 15% Spanish-speaking, triggering a State mandate to provide Spanish language translation of District materials, reports and/or interpretation of meetings. A Specialist Translator/Interpreter provides

significant operational responsibilities, requiring a high level of expertise in budget and systems management, as well as skill in program planning and reporting, policy analysis, and facilitating group processes. In addition, the Director provides strategic direction and oversight of the district’s public information, parent engagement, and translation services.

BSEP Program Specialist **1.0 FTE**

The Program Specialist provides administrative support to the Director, communication with the Planning and Oversight Committee, and training and support to the School Governance Councils. The position serves as a compliance officer for the BSEP Site Discretionary Funds section of the BSEP Measure, and performs significant operational duties required to analyze the school site budgets, work in the district’s financial system, and support Principals in planning funding sources for a wide range of educational programs.

Public Information Officer (PIO) **1.0 FTE**

The District PIO is responsible for managing public information and public relations for the District. The PIO responds to requests for information and produces communications to target audiences through written publications, an ongoing broadcast on Berkeley Community Media Channel 33, on the BUSD website, at community meetings, and through ongoing relations with the media.

Specialist Translator/Interpreter **0.5 FTE**

This position is responsible to translate into Spanish the key district print, web, and email communications and documents. In consultation with the Director of BSEP and Community Relations, this position prioritizes requests for translation/interpretation, and assesses the need for and the oversight of hourly translators. The Specialist also advises district staff and collaborates with the Office of Family Engagement and Equity in improving parent outreach to Spanish speaking families. *(The Translator position will continue to be funded at 0.5 FTE from this BSEP fund and 0.5 FTE from the General Fund.)*

Hourly staff	\$32,000
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On an as-needed basis, hourly staff will provide support in the following areas:

- P&O and Public Meeting Support (set-up, minutes, custodial);
- Training and assistance for BSEP Program Specialist, provided by the former BSEP Administrative Coordinator;
- Translators and interpreters to supplement the District Specialist Translator/Interpreter;
- Hourly staff to support photo, document, and website archiving.

Contracted Services	\$70,000
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Parents and the general public have increased expectations for responsive and comprehensive communications, with a demand for up-to-date information by emails, instant messaging, blogs, and online in addition to traditional print media. Project-based contracts with service providers provide the flexibility to assist the Superintendent, Board and other district staff in writing and graphic design of documents for the *A+ e-News*, Press Releases, the BUSD Website, the *BUSD Bi-Annual Report*, programmatic brochures, and a variety of other district documents and public information materials. The budget for 2013-14 will also support improved public awareness of the impact of BSEP in the District through an updated logo and materials which clearly identify programs funded through BSEP.

- Project-based writing, editing and graphic design contracts;
- A web-based “Constant Contact” e-messaging service;
- Website metrics and design support;
- Language Line, for simultaneous interpretation.

Printing & Mailing	\$27,000
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The primary expense in this category comes from two mailings of the *BUSD Bi-Annual Report*: one issue about BUSD programs and one issue about district finances and facilities. Each issue costs approximately \$11,000 for the printing and citywide mailing. Other print documents include copies in English and Spanish of the bimonthly *A+ e-News*, SGC training materials, the BSEP Annual Plan, and financial reports.

Equipment and supplies	\$25,000
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This budget provides one laptop for BSEP staff, office supplies, binders for the BSEP P&O Committee and other documents related to the BSEP Programs, with a slightly increased budget to provide public event booth, signage, logo and event materials as part of the effort to make BSEP more visible to the general public.

Travel, Conferences and Memberships, Cell Phone	\$5,000
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This budget provides cell phone service for the PIO, as well as membership fees and a professional conference budget for the specialist interpreter/ translator.

BUDGET SUMMARY

During FY 2012-13, a transition in staffing lead to lower than budgeted salary and benefit expenditures, contributing to an increase in projected carryover funds.

Should the carryover exceed the projected \$320,000, an additional \$15,000 could be allocated as needed: to hourly staff in support of translation or the BSEP office, and/or an increase in contracted services and supplies focused on

continued implementation of the Communications plan, including enhanced public awareness of BSEP contributions to the preK-12 programs and services.

BSEP Resources

Revenue Allocation for FY 2013-14	\$486,524
Projected FY 2012-13 Carryover	320,000

Total Resources \$806,524

Projected Expenditures

Staffing	\$392,700
Classified Hourly	32,000
Contracted Services	70,000
Equipment and Supplies	25,000
Printing and Mailing	27,000
Travel, Conferences, Memberships	4,000
Cell Phone	1,000
Reserve for Personnel Variance	12,000

Total Expenditures \$563,700

Estimated Fund Balance **\$242,824**

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Measure A), Section 6-A.

DISTRICT GOALS

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

IV-A. Culture and Climate of District and Schools:providing language access.

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

FISCAL IMPACT

Projected expenditures of \$563,700 from the BSEP funds for Public Information, Translation, and Support of the Planning and Oversight Committee.

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2013-14 for funds allocated for Public Information, Translation, and Support of the Planning and Oversight Committee from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0854)