

**BERKELEY
SCHOOLS
EXCELLENCE
PROGRAM**



**ANNUAL PLAN
FY 2013-14**

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	<u>5.10</u>	<u>462,500</u>
Transfer from BSEP to GF for CSR	<u>131.53</u>	<u>\$11,925,900</u>
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	<u>21.50</u>	<u>1,874,100</u>
Total Discretionary	<u>34.30</u>	<u>\$3,063,560</u>
Total projected BSEP/Measure A expense	<u>165.83</u>	<u>\$ 14,989,460</u>
Indirect Costs @ 6.73%		<u>\$ 1,008,791</u>
TOTAL EXPENDITURE BUDGET		<u>\$ 15,998,251</u>

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	<u>4.8</u>		<u>464,100</u>

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	<u>21.5</u>		<u>1,874,100</u>



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	<u>288,000</u>
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%)	<u>106,297</u>
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
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Projected Expenditures

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

Total Expenditures	419,022
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Estimated Fund Balance	178,974
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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

Spanish translation for key District materials, supplemented by hourly translators/ interpreters when needed. In addition, a contract with a multilingual Language Line telephone service provides instant access to simultaneous interpretation, such as for parent conferences, with requests in the past year including Arabic, Cantonese, Farsi, Mandarin, Spanish and Turkish.

BSEP Planning and Oversight Support: The BSEP Measure of 2006 delineates the stewardship responsibilities of a Planning and Oversight (P&O) Committee. The Director of BSEP and Community Relations ensures that the P&O Committee has the necessary information to carry out its role. The Director provides program and budget plans, revenue projections, reports and analysis for each of the eight distinct purposes of the measure, working with Budget Managers, Senior Staff, a Senior Budget Analyst, and P&O Subcommittees. In addition, the Director advises District Staff, School Governance Councils, and the School Board on the parameters of the BSEP Measure to ensure compliance.

School Governance Council Support: The BSEP office provides training and support to School Governance Councils and the BHS BSEP Site Committee, working with principals, teachers, support staff, students and parents to develop each school’s annual *Single Plan for Student Achievement*, including the development and monitoring of the annual plan for expenditure of BSEP School Site Discretionary Funds and the BHS BSEP Annual Site Plan.

BUDGET RECOMMENDATIONS FOR 2013-14

The staffing model proposed for 2013-2014 continues a structure that was implemented during the 2012-13 school year. The position of Director of BSEP and Community Relations replaced the former BSEP Manager position, and was filled in October 2012. The BSEP Program Specialist replaced the BSEP Administrative Coordinator position in March 2013.

Staff	\$392,700
<ul style="list-style-type: none"> • Director of BSEP and Community Relations 1.0 FTE • BSEP Program Specialist 1.0 FTE • Public Information Officer 1.0 FTE • Specialist Translator/Interpreter 0.5 FTE • Hourly support staff 	

Director of BSEP and Community Relations 1.0 FTE

This position is responsible for the management and fiscal oversight of BSEP, including the planning and reporting required by the Measure. The Director works with District leaders and BUSD senior staff, budget managers, budget analysts, the Policy and Oversight Committee, and the Board. The Director has

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)