



Excellence • Equity • Engagement • Enrichment

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

MEETING NOTICE

COMMITTEE: BSEP Planning & Oversight Committee
DATE: Tuesday, April 22, 2014
TIME: 7:00 p.m. Gavel down: 7:15 p.m.
LOCATION: 2020 Bonar Street, Room 126
Parking on street or in open lot at Browning and Addison St.

AGENDA

- 7:15 1. Call to Order/Introductions & Site Reports
2. Establish the Quorum/Approve Agenda
3. Chairperson's Comments (Chris Martin & Elisabeth Hensley)
4. BSEP Director's Comments (Natasha Beery)
[Action] 5. Approval of Minutes 4.15.14
6. Public Comment
[Discussion/Action] 7:30 7. Recommendation for BSEP Funds in FY 2014-15: Music and Visual & Performing Arts (VAPA)
[Discussion/Action] 7:50 8. Recommendation for BSEP Funds in FY 2014-15: Library
[Discussion] 8:10 9. P&O Draft Statement: CSR Budget and Fund Balance (Chris Martin & Elisabeth Hensley)
[Presentation] 8:30 10. Overview of the BSEP "9% Budget" Professional Development, Program Evaluation, and Technology
[Presentation] 9:10 9. Recommendation for BSEP Funds in FY 2014-15: Program Evaluation (Debbi D'Angelo)
9:30 10. Adjournment

This meeting is open to the public and subject to the Brown Act.

Next P&O Meeting: May 6, 2014

Recommendation for 2014-15 - Parent Outreach, Public Information, Professional Development, Technology. Possible Action: Recommendation for Program Evaluation

Next Subcommittee Meetings:

Tuesday, April 29, 2014, Parent Outreach & Public Info, 7 pm, 2020 Bonar St #126
Tuesday, April 29, 2014, Music and VAPA, 7 pm, Willard Middle School, Room D19C

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**April 15, 2014**

BUSD Offices –Technology Room 126  
2020 Bonar Street, Berkeley, CA 94702

**P&O Committee Members Present:**

Moshe Cohen, <i>Pre-K</i>	Elisabeth Hensley, <i>King (co-Chair)</i>
Tim Frederick, <i>Cragmont</i>	Bruce Simon, <i>King</i>
Shauna Rabinowitz, <i>Jefferson</i>	Dawn Paxson, <i>Emerson/Willard</i>
Danielle Perez, <i>John Muir</i>	Aaron Glimme, <i>Berkeley High</i>
Chris Martin, <i>LeConte (co-Chair)</i>	Larry Gordon, <i>Berkeley High</i>
Catherine Huchting, <i>Malcolm X</i>	Catherine Lazio, <i>Berkeley High</i>
Lea Baechler-Brabo, <i>Oxford</i>	Ramal Lamar, <i>B-Tech</i>
Dan Smuts, <i>Rosa Parks (co-Rep)</i>	Louise Harm, <i>Independent Study</i>
Patrick Hamill, <i>Thousand Oaks</i>	
Keira Armstrong, <i>Washington</i>	

**P&O Committee Members Absent:**

Lily Howell, <i>Pre-K (Alt)</i>	Kim Sanders, <i>Longfellow</i>
Sergio Duran, <i>Arts Magnet</i>	Ellen Weis, <i>Longfellow</i>
Boyd Power, <i>Emerson</i>	Margaret Phillips, <i>Willard</i>
Darryl Bartlow, <i>John Muir (Alt)</i>	John Lavine, <i>Berkeley High</i>
Yusef Auletta, <i>LeConte (Alt)</i>	Austin Lloyd, <i>BHS (Alt)</i>
Catherine Huchting, <i>Malcolm X</i>	Orlando Williams, <i>BHS (Alt)</i>
Juliet Bashore, <i>Rosa Parks (co-Rep)</i>	

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

Cathy Campbell, *President, Berkeley Federation of Teachers*  
Mark Coplan, *BUSD Public Information Officer*  
Suzanne McCulloch, *Visual and Performing Arts Coordinator*  
Jay Nitschke, *Director of Technology*  
Becca Todd, *BUSD Library Coordinator*  
Josh Daniels, *Board President*

**BSEP Staff:**

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

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

At 7:16 p.m. Co-chair Chris Martin called the meeting to order by welcoming attendees and asking them to introduce themselves. Martin also asked P&O members to report on School Governance Council activity at their sites.

**2. Establish the Quorum**

The quorum was approved with 14 voting members initially present, with 17 total voting members present later in the meeting. 13 voting members are required for a quorum.

**3. Chairperson's Comments**

*Co-Chairs Chris Martin and Elisabeth Hensley*

No comments were made.

**4. BSEP Director's Comments**

*Natasha Beery, BSEP Director*

Beery announced that there would be a LCAP Community Forum at Rosa Parks elementary School, Wednesday, April 16, 2014 at 7pm. She also indicated that Board Director Josh Daniels would be attending this evening's meeting in time to hear about the VAPA Budget recommendations. Beery also stated that Berkeley High's Green Academy was next door at the new Board Room presenting their Senior Project on LCAP.

**5. Approval of Minutes 4.8.14**

**MOTION CARRIED (Glimme/Lamar):** To approve the meeting minutes of the April 8, 2014 P&O Committee Meeting with the change noted below. The motion was approved with a showing of 15 hands, with no objections, and 1 abstention.

The meeting minutes are to be revised to correct the sentence on page 4, middle of page to read: *Liz Karam, noted that the increases will be paid this year and the ending fund balance will be \$275,855. Next year, FY2014-15, the impact of the Net Change to Fund Balance of -\$451,163 (the difference between revenues and expenditures) would create a negative Projected Ending Fund Balance of -\$175,308.*

**6. Public Comment**

There was no public comment.

**7. Updates and Next Plans: LCAP Draft Overview**

*Natasha Beery, BSEP Director*

Beery provided the following handouts:

- *Local Control Accountability Plan (LCAP Components dated 4/15/14*
- *Welcome to Berkeley High School's Final Presentation for Y-Plan!*

Beery presented the *Local Control Accountability Plan LCAP Components dated 4/15/14* handout. Beery stated that there is a standard template from the State for to be used by Districts for the Local Control and Accountability Plan (LCAP), and the handout represents a BUSD overview of LCAP components, which is formatted similarly but in a simplified manner. The BUSD overview is a summary organized in accordance with the State priority areas - Conditions of Learning, Student Achievement and Student and Family Engagement. The first column, entitled "Our students NEED" reflects the needs assessment areas within each priority. For each need there are one to three goals listed under the column "Our Three-Year GOAL." In answer to questions about what the District is currently providing, there is a column "What we are doing NOW" that describes those current programs and services. (That section is not part of the official LCAP but is provided for context.) The last column details "What we are doing NEXT" by providing information about actions, programs or services that meet the needs and goals.

Beery went through the handout information and the following are some questions and responses to the LCAP Component areas:

- Great Teachers: It was confirmed that the “Transition to Teaching” program leads to a teaching credential.
- Beery noted that there could be various sources of funding for programs. All funds deriving from the Local Control Funding Formula (LCFF) Supplemental funding would be accounted for in the plan, along with other sources, such as BSEP, categorical or District Base Funding, which contribute to the same goals and services.
- Student Achievement/Literacy Skills: Elementary literacy coaches would be funded district-wide through a combination of LCAP Supplemental funding and BSEP Site Funds and CSR Funds, with sites likely to be contributing less from their discretionary funds.
- With regards to summer school, it would likely be for the LCAP targeted student populations.
- Beery confirmed that class size for Middle School Math could be reduced to 24:1 for 7<sup>th</sup> and 8<sup>th</sup> grade with LCAP funding.. Lamar suggested that there be a TSA for Math at B-Tech as well.
- Harm asked if the Independent Study tutor (non-credentialed) could be funded by LCAP funds, as it would allow funds to go to other uses. Beery noted that ISP is under the umbrella of BHS and the specific details for ISP are not necessarily indicated.
- Beery noted that the City of Berkeley gives each school \$5000 to help with mental health counseling. RtI<sup>2</sup> funding will fall under the social-emotional tools. Martin noted that RtI<sup>2</sup> is often part of the site funds. It was confirmed that Toolbox teacher training and materials would come from categorical funds. Campbell added that some Professional Development funds may be used for the teacher training portion.
- Beery noted disparities in suspension rates for African American students would be a major focus within Student Engagement.
- Beery noted that LCAP and BSEP funds would be used together in order to expand Family Engagement, as requested by a variety of groups consulted with in the LCAP development process. There was a discussion about school composition/population distribution and how it is complicated by a variety of factors. There is not a uniform composition to the elementary schools. Director Daniels noted that the factors within zones are comparable but there is a 5-10% variable in the composition of the schools.

Beery handed out *Welcome to Berkeley High School's Final Presentation for Y-Plan!* as an example of student input on LCAP.

Beery acknowledged the help of Lea Baechler-Brabo in developing the *Local Control Accountability Plan (LCAP Components dated 4/15/14* handout.

## **8. Recommendation for the Allocation of BSEP Class Size Funds in FY 2014-15:**

*Natasha Beery, BSEP Director*

Beery provided the following handouts:

- *Recommendation for Allocation of BSEP Class Size Reduction Funds in FY 2014-15 from Neil Smith, Assistant Superintendent for Educational Services to the BSEP Planning & Oversight Committee, dated April 15, 2014*
- *BSEP CSR Multi Year Projections Based on CSR Recommendations for FY 2014-15*
- *BUSD Class Size Reduction FTE Planning Document – FY 2014-15 Proposal with Raises in Average Calculation v 2014-04-08 w/o Math*

Beery reviewed the BSEP CSR discussion of the last P&O meeting in which a deficit was noted and therefore no action was taken on it at that time. Beery also noted that the 3% reserve had been viewed as a possible source for the funds to start using. However, Deputy Superintendent Javetta Cleveland recommended that the reserve not be spent but held for the next Measure. It was noted that there was a “One-Time Contribution from GF for negotiated salary increases (if needed) of \$200,000 for the FY 2013-14. It was noted that the GF was able to support salary increases but those affect BSEP, which does not have the revenue increases to carry them. Superintendent Cleveland thought that if relief was needed to close the books and prevent this fund from falling into a deficit, it could be provided through the GF.

Lazio noted that the Program Support expenditures could have been further reduced [by the GF picking up the cost] to assist in balancing the budget, and expressed concern that the BSEP fund has allowed for shifting funding in and out of the GF. BSEP funding for Program Support had at one point jumped up to 21 FTEs, which begs the question of “what is or is not the role of the GF in supporting these positions?”

Glimme stated that he thought it was appropriate for BSEP to be able to expand funding for Program Support, when fund balances permit as otherwise there would be a big ending balance, and the purpose of BSEP is to serve the needs of students rather than build up large fund balances. There have been periods of expansion but now it was a time of budget contraction and Program Support budget has to shrink also. Beery stated that she could provide a picture of how Program Support works over time and how this resource provides room to expand and support programs.

Frederick said that he shared concerns about the contribution from the GF and preferred to see Program Support cuts, but was comfortable in knowing that there was a Math class size reduction and noted that half of what BSEP funds in Program Support will have to be removed from the budget in the next three years to balance the budget. Beery pointed out that the plan is for one year and may not factor in all the possible variables for enrollment, COLA, future salary increases, as well as the LCAP funding. Beery mentioned that the P&O had discussed shifts and cuts in the meeting minutes and one of those discussed was the RtI<sup>2</sup> program. She confirmed that the reason that some RtI<sup>2</sup> funding was taken out of the BSEP budget was that Special Ed had reductions in costs. Martin suggested that the Committee could offer a statement for next month expressing the P&O’s concerns and suggestions for balancing the budget over the next three years.

Hamill raised the issue of the use of the 3% reserve and its carryover to the next Measure and suggested that a new fund reserve could be created out of the next Measure. Beery said that she could ask Superintendent Cleveland to come to a future P&O meeting to discuss the pros & cons of doing that. The committee discussed the history and importance of the 3% reserve and what a reasonable reserve looks like. Lazio pointed to the sentence in Superintendent Smith’s report (bottom of page 2) “The increased cost of the teacher transfer and the need to maintain appropriate reserves means that amount of funding remaining for discretionary expenditures is smaller than in previous years” and stated that the Committee should establish what the reserve should be. Beery noted that the topic of the reserve could be discussed on a future agenda.

**MOTION CARRIED (Glimme/Gordon):** To approve the allocation of BSEP Class Size Reduction Funds in FY 2014-15 per the memo *Recommendation for Allocation of BSEP Class Size Reduction Funds in FY 2014-15 from Neil Smith, Assistant Superintendent for Educational Services to the BSEP Planning & Oversight Committee, dated March 8, 2014*

as presented at the April 15, 2014 P&O Committee Meeting by Natasha Beery, BSEP Director.

**The motion was approved by a showing of 13 hands for the motion, with 1 objection and 2 abstentions.**

**9. Recommendation for BSEP Funds in FY 2014-15: Music and Visual & Performing Arts (VAPA)**

Suzanne McCulloch, *Visual and Performing Arts Coordinator*

McCulloch provided the following handouts:

- *Recommendation for Expenditure of Funds from the Berkeley Public Schools Educational Excellence Act of 2006 for the Visual and Performing Arts Programs in 2014-15 from Suzanne McCulloch, Visual & Performing Arts Coordinator, and Neil Smith, Assistant Superintendent for Educational Services to the BSEP Planning & Oversight Committee, dated April 15, 2014*
- *Music/VAPA Multi Year Projection v 2014-04-14*

McCulloch presented the *Recommendation for Expenditure of Funds from the Berkeley Public Schools Educational Excellence Act of 2006 for the Visual and Performing Arts Programs in 2014-15 from Suzanne McCulloch, Visual & Performing Arts Coordinator, and Neil Smith, Assistant Superintendent for Educational Services to the BSEP Planning & Oversight Committee, dated April 15, 2014* and the *Music/VAPA Multi Year Projection v 2014-04-14*. McCulloch noted that BSEP allocates 6.25% of available revenues to VAPA and presented an outline of the program objective and program summary. She noted that the BUSD music program was recognized both locally and nationally and noted that 43% of the middle school students were electing to participate in music. McCulloch stated that music is an incentive for some students to come to school (addressing attendance issues). McCulloch noted that there has been an increase in the students participating in middle school and in enrollment overall, which means an increased need for staffing. The VAPA multi-year budget does not include staffing increases beyond next year.

McCulloch pointed out that on page 8 of the *Recommendation* there was a “Reduction in Transfer for Release Time” of \$209,000 for the next three years of the budget. The GF is providing some relief to the budget through this Reduction in Transfer by accepting partial responsibility for release time teacher funding. Although some committee members struggled with the rationale of BSEP paying half and the GF paying half of the teacher transfer, others of the Committee noted that it was a positive direction and first step in having the District provide this relief especially since the VAPA program had provided relief to the GF when it was needed over the last 6 to 10 years when there were massive cuts to the GF.

Simon suggested that there could be data on Student and Family Engagement for the VAPA program. McCulloch does not have a lot of data. She has some evidence of students scoring higher in music than on their other scores, which were proficient and basic, so the program is reaching the interests of some students that need it.

Lamar told the Committee and McCulloch that B-Tech had no arts or music programs and that as a math teacher he recognizes and uses the correlation of math to music. Would it be possible to get some arts/music programs for B-Tech? McCulloch noted that the Measure is written to provide the VAPA program for grades 4-8 and stated that there had been a small program there in the past. She noted that could be something to lobby for and that such a program is a “hook” for attending school.

McCulloch stated that in writing the new Measure, proposals for funding high school arts could be included. She also confirmed that the high school arts and music program was paid for by the GF and expanded course offering funds.

#### **10. Recommendation for BSEP Funds in FY 2014-15: Library.**

Becca Todd, *BUSD Library Coordinator*

Todd provided the following handouts:

- *Recommendation for Expenditure in 2014-15 from the Library Portion of the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP) from Becca Todd, BUSD Library Coordinator to the BSEP P&O Committee, dated April 15, 2014*

Todd presented her budget recommendation for Libraries. She explained that she was able to find only a .5 FTE teacher/librarian instead of her preliminary idea of having a full-time teacher/librarian. She stated that because of salary increases that her staff might be receiving after the BUSD Compensation and Classification study findings are implemented, she is a little more cautious about spending money on more staff. In addition to K-12 libraries, the department provides materials for the Pre-school students.

Todd noted that the Library Staffing expenditure shown on page two was to be \$1,502,800. The work of the librarians is described on page 3 and 4. She noted that the staffing for 2014-15 was the same as the previous year. The budget difference of \$56,000 was due to salary increases.

Todd reduced the library per pupil allotment to \$15/pupil and bumped up the library materials for the four new Transitional Kindergartens. Net changes in the budget items are noted with their description.

The Library budget summary was listed on page 7. The Ending Fund Balance is \$238,890, which should leave an adequate fund balance for the next two years, as she does have the flexibility to reduce discretionary expenditures such as materials.

Simon asked if Todd had any sense of how the online resources are used and Todd responded that it depends on research season, when it is more heavily used, but generally its use has an ebb and flow.

Todd confirmed that keyboarding time was not always during "library time." Starting last year and continuing this year, from 3<sup>rd</sup> grade on up, keyboarding was presented at other times. It is supported and there are banks of computers in the libraries, and it varies from school to school as to when they launch their computer programs. Various typing programs are being used for keyboarding through a combination of free and for fee programs (tracking is provided in the for fee program).

Hamill stated that at Thousand Oaks they are still building up materials for their Spanish-speaking students, and Todd responded that she has been keeping them in mind.

Rabinowitz asked about what crossover there was with classroom libraries and the school libraries because the PTA is providing funds for classroom libraries. Todd responded that the classroom libraries are also supported by the General Fund for the Teacher's College Reading and Writing program that is based on having leveled classroom libraries. There is some overlap and they try to build on the classroom libraries, but the breadth and quality of the school library for current literature is primary, and it takes a few years to get books into paperback that can be included in the classroom library.

#### **11. Adjournment**

Martin stated that next weeks meeting would include action on the Music/VAPA budget and the Library budget. There would also be several presentations including one from Technology.

The meeting was adjourned by acclamation at 9:15 p.m.

*Minutes submitted by Linda Race, BSEP Staff Support*

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning & Oversight Committee  
**FROM:** Suzanne McCulloch, Visual & Performing Arts Coordinator, and Neil Smith, Assistant Superintendent for Curriculum and Instruction  
**DATE:** April 22, 2014  
**SUBJECT:** Recommendation for Expenditure of Funds from the *Berkeley Public Schools Educational Excellence Act of 2006* for the Visual and Performing Arts Programs in 2014-15

## **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)*

## **Program Objectives**

Mission Statement: *The BUSD Music Department provides a musical foundation in an equitable, culturally responsive and respectful classroom environment that facilitates cooperation and perseverance.*

Studies have shown positive links between engagement with music and academic achievement. Music helps develop students who are curious, motivated, engages and confident in their ability to succeed in society. Students learn the value of discipline, determination and grit, all twenty-first century skills needed to achieve goals in the face of obstacles.

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 2014, BUSD was recognized by the NAMM Foundation as one of the Best Communities in the United States for Music Education 2014. Berkeley is one of 335 recognized districts across the United States and one of only two to be awarded 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, as many more students emerge from elementary school confident and interested in continuing their musical education in middle school. Forty-three per cent (43%) of middle school students participate in music, an increase from 35% participation in 2012-13.

Classes are held five days a week, usually during zero period. Choices include 6<sup>th</sup> 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. Mariachi and Music Technology meet two days a week at Longfellow. For 2014-15 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. Teachers have developed a culturally relevant supplemental music book especially for BUSD students.

### 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. In addition, there is financial support for conferences and professional development, and middle school drama materials allocation of \$2,000 per middle school.

## **BUDGET RECOMMENDATIONS FOR MUSIC, VISUAL and PERFORMING ARTS for FY 2014-15**

### **Staffing**

<b>Release Time Music Teachers</b>	<b>\$443,612</b>
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### **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. The music teachers providing release time have been funded by the General Fund in the past, but are currently 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. A discussion of an adjustment to the transfer cost is discussed in the budget summary at the end of the document.

<b>Music Program Staffing</b>	<b>\$905,238</b>
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**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 4<sup>th</sup> and 5<sup>th</sup> 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 2014-15 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.

**Middle School (6-8<sup>th</sup> grade) Music Teachers****2.84 FTE**

There are currently 840 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**

This position 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 assessments 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**

The Music Librarian maintains an database (library information software) of all instruments and sheet music. 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 2,500 instruments from the school sites.

<b>Hourly Staffing</b>	<b>\$15,000</b>
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**Middle School Music Tutors and Instructional Specialists - \$4,000**

Three Instructional Specialists 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 - \$5,000**

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.

<b>Performing Arts Teachers for the Middle School</b> <b>\$30,440</b>
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VAPA funds will continue to support after school performing arts courses in Dance and Jazz at the three middle schools. In 2013-14, Jazz Band was provided at Willard and Longfellow. Approximately 105 students are served in those three classes. Longfellow and Willard add .04 FTE from their PTA funds to support jazz class a fourth day of the week.

<b>Professional Development &amp; Arts Anchor Schools</b>	<b>\$73,000</b>
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**Professional Development Workshops - \$10,000**

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 2013-14, all music teachers participated in the year-long Mills Teachers Scholars inquiry PD and plan to continue that data collection, inquiry and evaluation in 2014-15. In this second year, Mills staff will be training teacher leaders to gradually take over the leadership of the professional learning community. Visual arts teachers participated in workshops on Visual Thinking Strategies and the new National Arts Core Standards. Dance teachers shared curriculum and arts integration strategies. Similar staff development workshops are scheduled for 2014-15.

**Arts Anchor School Programs - \$63,000**

The Arts Anchor school program provides professional development in arts to K-5 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.

In 2014-15, nine elementary schools plan to participate in the Arts Anchor program. The two schools not participating have a part time visual art teacher on staff. Principals and teachers report an increased 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; teachers who

are new to the staff or who have not participated previously engage in the work. The Arts Anchor Team chooses a new theme each 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 integration with the Common Core.

<b>Instruments and VAPA Instructional Materials</b>
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<b>\$117,400</b>
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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 to all students, in order to provide 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. 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 (17%) increase in school enrollment over the past four 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 2013-14, there was a 24% increase in the number of middle school students enrolled in music classes, and there were 145 more 4th and 5th graders. This translates to 360 additional instruments. This year the music program was completely out of some of the basic instruments such as trumpets, flutes and clarinets.

Although there will not be such a large enrollment jump affecting these grades for another three 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** - \$43,400

The music library collection will continue to be expanded in 2014-15 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, \$400, is for memberships with the National and California Music Educators Associations, The Kennedy Center Partners in Education Program and the Orff Music Association.

<b>Mileage for Music Teachers; Festival Participation</b>
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<b>\$8,000</b>
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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.

<b>Performances and Exhibitions</b>
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<b>\$2,400</b>
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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 music performed by grades 5-12 at the Berkeley Community Theater. In March of 2014 over 800 students participated in Chorus, Orchestra, Band and Jazz ensembles by grade level. This was a 30% increase (200 students since 2012) An enthusiastic audience of over 2,500 cheered the student musicians.

In February 2014, 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, exhibition installation and the Arts Bus costs.

<b>Collaborative Partnerships</b>
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<b>\$10,400</b>
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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 2014-15 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**

The current challenge for this BSEP resource is to maintain a strong program while ensuring that BSEP funds are sustained through the life of the current BSEP Measure. In the last four years, there has been a significant increase in the number of fourth and fifth grade students, resulting in both increased music class sizes, additional FTE for classroom teachers, and decreased per student funding for books, instruments and supplies. Enrollment in middle school music classes has also increased dramatically over the years, as many more students now have the advantage of public music education in the elementary schools and are ready and eager to take advantage of the middle school offerings.

BSEP revenues increase with COLA, not with ADA, and have not kept pace with enrollment growth and increased staffing costs in the district. There have already been reductions in allocations in this budget, including the portion of that supports programs other than music, such as arts integration in the elementary schools, and drama materials and additional electives at the middle school level.

A presentation to the board on March 26, 2014 reviewed possible program or FTE reductions for this budget. For example, eliminating a teacher from each team at the elementary schools would be a savings of about 2.2 FTE. This would mean classes sizes of 18-26, and either an attempt at teaching multiple instruments taught per class, or merging classes so that fewer options are offered. Therefore, a reduction in the cost of the transfer of \$209,000 is proposed in order to sustain the fund for the coming year. A multi-year projection (Attachment A) shows the projections for the remainder of the measure based only on that reduction.

In summary, the recommendation for the expenditure of the BSEP funds in FY 2014-15 is:

**Revenue**

BSEP Allocation for FY 2014-15	1,517,382
Music Teacher Transfer to General Fund	(443,612)
Reduction in Cost of Transfer	209,000

**Total Revenue**

1,282,770

**Projected Expenditures**

Music Teachers and Program Staffing	905,238
Hourly Staffing	15,000
Middle School Performing Arts	30,440
Professional Development and Arts Anchor	73,000
Instruments, Instructional Materials, Contracts	117,400
Teacher Travel/Mileage Reimbursements	8,000
Performing Arts Showcase, Arts Bus	2,400
Collaborative Partnerships	10,000
Reserve for Personnel Variance	25,000
Indirect Cost (7.22%)	102,603

1,289,081

**Net Increase (Decrease)**

(6,311)

**Fund Balance**

Beginning Fund Balance	54,950
Net Increase (Decrease) in Fund Balance	(6,311)
Ending Fund Balance	48,639

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP P&O Committee  
**FROM:** Becca Todd, District Library Coordinator  
**DATE:** April 22, 2014  
**RE:** Recommendation for Expenditures in 2014-15 from the Library portion of the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP)

### **BACKGROUND INFORMATION:**

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

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

### **Program Objectives**

Our library program aims to foster curiosity, creativity and critical thinking. Our focus is to provide a wide range of print and digital books, online resources and integrated programming to address every student’s academic and independent reading needs. We work with classroom teachers and families to deepen reading engagement, build digital literacy and digital citizenship, and improve student achievement for each and every student.

### **Program Summary**

BSEP monies fund the library staffing and resources throughout the Berkeley school system. Recognizing the integral role 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 improves the level of service and support in each of our school libraries with updated collections and ongoing professional development in current library and information literacy practices.

### **Early Childhood Education Libraries**

From their earliest ages, our students benefit from a print-rich and story-filled environment. 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. We augment the lending library through author studies, special guest read-aloud days and family literacy fiestas in our preschools, coordinated in conjunction with the Early Childhood Education Department.

### **Elementary Libraries**

Our elementary students find a welcoming environment in the library, developing a culture of reading in a place where they can pursue their own interests in addition to fulfilling class assignments. Most classes visit their school site library on a weekly basis; depending on the school schedule, students may also drop in before or after school, at recess, or for special projects. The students are introduced to quality children's literature through read-alouds and booktalks, are guided to develop computer skills using the online library catalog and digital resources, and learn beginning research skills with library staff and classroom teacher collaboration.

### **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. Substantial print collections are augmented with vetted online databases, utilizing both school site and the public library resources. Students may also come to the library to work on a specific assignment with a pass from their classroom teacher. There are very active programs during the lunch break(s), including book clubs, art projects, and homework help, in addition to reading. At the middle schools, the libraries are open for 20 minutes before classes begin, and the high school library is open for a full hour before and after school for student use.

### **School Community Space**

Our libraries often serve as a school community space for special events such as author visits, tutoring, geography bees, after school staff meetings and programs. Our school library resources belong to the entire school community and as such are a great equalizer both in terms of access to books and access to computers.

## **BUDGET RECOMMENDATIONS FOR LIBRARIES FY 2014-2015**

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/](http://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.

**Library Staffing****\$1,474,750**

The staffing model shown below, with 12.86 FTE classified staff and 7.1 FTE certificated staff, follows the same basic structure as the previous year:

● Elementary TSA Teacher Librarian	0.5 FTE
● Elementary Library Media Technicians	9.4 FTE (5x.8FTE+6x.9FTE)
● Middle School Teacher Librarians	3.0 FTE
● Middle School Library Media Technicians	1.86 FTE(2x.53FTE+1x.8FTE)
● 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

**Teacher Librarians - 6.1 FTE**

Teacher Librarians (TL) are multidisciplinary educators, dually credentialed with a California Teaching Credential and a Teacher Librarian Credential. They provide lessons in information literacy, the research process, and digital citizenship, collaborate with classroom teachers on curricular units, offer guidance in reading selections and reading promotions, and manage their library's acquisitions and circulation.

The Elementary TSA Teacher Librarian is the only TL dedicated to the elementary libraries. Working with the Library Media Technicians and with classroom teachers and literacy coaches, the TL develops lessons and resources aligned with the Common Core State Standards (CCSS), and often models their use in instruction. The TSA TL is also focused on collection development at the elementary level, strengthening our resources in print, ebooks and audiobooks.

At the secondary level, 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 serves at B-Tech. In addition to full library instructional and management responsibilities as noted above, they oversee the management of the site's textbook collection.

**Library Media Technicians - 12.86 FTE**

Our Library Media Technicians (LMTechs) are highly skilled paraprofessionals who provide students and staff with the library resources they seek.

At the elementary level, the LMTechs are responsible for managing the circulation and reshelving of all materials (1000 to 2000 per month at each site). They provide weekly class visits, complete with read-alouds, booktalks, typing club opportunities and guidance in using the online catalog, as well as

offering drop-in access during recess time when school schedules permit. Five LMTEchs work at 0.8 FTE at the five smaller elementary schools, while six LMTEchs at the larger schools work at 0.9 FTE.

At the Middle School level, the LMTEchs assist the Teacher Librarian with much of the resource management, including textbooks. Longfellow and Willard continue to be served by a 0.53 LMTEch position, working with a full-time Teacher Librarian, while King Middle School continues 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 manages the entire textbook collection for the BHS campus. When the textbook crunch has abated, the LMTEch resumes duties in the library.

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 central collection of Systematic ELD Kits, science probes, DVDs and even some enduring VHS tapes (gasp!).

### **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. The District Library Coordinator also has a leadership role facilitating the Instructional Technology team (aka DigiTech) in collaboration with the Technology Director.

<b>Hourly Extra Duty</b>
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<b>\$16,000</b>
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### **Summer Extended Day Library Program - \$6,000**

The BEARS Summer School Library program will continue in the summer of 2014, with a Library Media Technician at both BEARS/EDC summer school sites (this year LeConte and Malcolm X) for fifteen hours per week at each site for four weeks of summer school and two weeks of the BEARS-only program thereafter. This is 3 hours per week per site more than last year. The Library Media Technicians provide library visits, book circulation and special projects for the BEARS/EDC students and staff. This summer program supports our focus on literacy, and yields strong results by mitigating the common "summer slide".

**School Year Preparation - \$7,000**

Two extra duty days at the start of the school year for the 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.

**Library Media Technician Substitutes - \$3,000**

With this small fund we are able to train and provide substitutes for elementary Library Media Technicians. Otherwise Library services are suspended when an elementary Library Media Technician is absent.

<b>Professional Development</b>	<b>\$8,000</b>
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The 2014-15 school year will usher in an unprecedented national library focus in the Bay Area. Both the Association of Library Services to Children (ALSC) National Conference and the California School Library Association (CSLA) Centennial Conference are happening nearby, in Oakland and South San Francisco. Participating in these workshops and conferences strengthens instructional and managerial skills and helps library staff 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. Other workshops can include: San Mateo County Office of Education Library Staff Summer Training Program; American Library Association (ALA) annual conference; Computer Using Educators (CUE) regional workshops; Association of Children’s Librarians (ACL) Spring Institute; San Francisco Public Library workshops.

<b>Collection and Resource Development</b>	<b>\$165,900</b>
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**School Library Collections - \$149,500**

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. Library books can range from \$11-\$30 in cost, 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 is reduced by \$1 from last year’s formula.

**Bilingual, TWI and Transitional Kindergarten Collections - \$6,400**

An additional allotment for the Bilingual and TWI libraries is needed to augment materials for students at our Bilingual and TWI schools who are studying core curriculum and pursuing free reading in Spanish. Four new Transitional Kindergarten classes are being added at Jefferson, LeConte and Malcolm (2), which will be supported with additional funding for preschool-age appropriate library materials.

**Interactive ebooks and audiobooks - \$10,000**

Our libraries' audio and digital book collections are growing and continue to benefit from a dedicated allocation. This allocation will broaden the development of these sections in our library collections.

<b>Information Literacy and Access</b>
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<b>\$26,100</b>
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**Library and Textbook Management System - \$18,200**

Our libraries use the Destiny Library and Textbook Management System from Follet. The online catalog is accessible from any networked computer or mobile device at school, at home or on the road, and supports our ebook collections on the embedded Follett Shelf. Students and staff can view their own accounts, and our library staff uses it to manage patrons, materials and circulation. 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](http://berkeley.net/library-services) which provides links for home access to our electronic resources. The School Libraries web page links to each of the individual school sites at [berkeley.net/school-libraries](http://berkeley.net/school-libraries). All of the library collections of the K-12 schools and the Central Media Library are searchable online. Each of those libraries maintains virtual library web pages guiding students to additional resources appropriate for their studies.

**District Library Services****\$30,000****Technology Upgrades - \$25,000**

Each library has student computer workstations and instructional technology equipment such as an LCD projector, projection cart, screen, and speakers. An ongoing cycle of maintenance and upgrade of this network of computers and other equipment is needed to keep our libraries responsive to patrons' needs, and is coordinated in conjunction with the Technology Department.

**Library Services Office - \$5,000**

The District Library Coordinator's office can most efficiently handle ongoing needs such as preparation of Author Study materials, posters for the California Young Reader Medal and Cook Award, brochures, materials for professional development, reading promotions, and in-town transportation costs.

**BUDGET SUMMARY**

The BSEP revenue combined with the fund balance will allow the library program to continue through the end of the Measure in 2016-17. The increases in student population numbers, and in staffing costs and time, necessitate a substantial reliance on the fund balance, and will continue to be a balancing act for the life of the current BSEP Measure.

In summary, the recommendation for the expenditure of the BSEP Library funds in FY 2014-15 is:

<b>BSEP Revenue Allocation</b> for FY 2014-15	<b>\$1,760,163</b>
<b>Projected Expenditures</b>	
Library Staffing	\$1,474,750
Hourly Extra Duty	16,000
Professional Development	8,000
Collection and Resource Development	165,900
Information Literacy and Access	26,100
Central Library Services	30,000
Reserve for Personnel Variance	50,000
Indirect Cost of 7.22%	127,848
<b>Total Expenses</b>	<b>\$1,898,598</b>
<b>Net Change to Fund Balance</b>	<b>(\$138,435)</b>
<b>Fund Balance</b>	
Beginning Fund Balance	407,400
Net Increase/(Decrease)	<u>(138,435)</u>
<b>Ending Fund Balance (June 2015)</b>	<b>\$268,965</b>

## **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** P & O Committee  
**FROM:** Natasha Beery, Director of BSEP and Community Relations  
Debbi D'Angelo, Director of Evaluation and Assessment  
**DATE:** April 24, 2014  
**SUBJECT:** Recommendation for Expenditures in FY 2014-15 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)

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.

### **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*; since then, staff has added *Illuminate* for Program and Classroom Evaluation to the repertoire of Professional Development offered.

District and Formative Assessment Support: BEA staff provides support for all District assessments, which includes design support, scanning of assessments, test duplication and distribution and online assessment management using *Activate* and *Illuminate*. As assessments are scanned, entered or taken online, reports connected to the assessment are immediately made available to teachers, administrators and District staff. Staff also works one to one with teachers on assessments and through *Illuminate* training days assuring that teachers are dynamically using the system to meet their needs.

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 provide supplementary data analysis, assist principals to plan and deliver data presentations to their staffs, PTA and/or SGCs. BEA staff members also support Principals in using Survey Monkey, *Illuminate* and the new state test.

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 district focus areas. At the High School, this includes an annual report of progress.

2020 Vision Support and Partnership: The 2020 Vision is Berkeley's citywide effort to achieve academic equity for all children and youth in Berkeley by the year 2020. The 2020 Vision uses eight goals to measure success each year: Kindergarten Readiness, Reading Proficiency by Third Grade, Attendance, Math Completion by 9<sup>th</sup> Grade, College and Career Readiness, Alternatives to Suspension, Fewer Police Encounters, and Student Engagement. The BEA Director oversees the implementation of Phase III of the 2020 Vision, which include a series of seven 2020 Design Team meetings with City and Alliance staff.

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. Work includes a WE CARE survey to assess customer service in and amongst district departments; a survey of staff, parents and students regarding Smarter Balanced Assessment (SBA) Field Testing; evaluating current SGC surveys and if they meet all targeted LCAP sub-groups and finally, the development of a template to begin the design of a new districtwide family survey. (To be designed in collaboration with an SGC/P&O joint committee next fall.)

## **BUDGET RECOMMENDATIONS FOR FY 2014-15**

### **Staffing**

**\$467,000**

The staffing model proposed for BSEP funding in FY2014-2015 would continue with 4.6 FTE, with assignments and site responsibilities allocated in accordance with current program priorities. (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 Analyst 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, LCAP Committees 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 will work with the Coordinator of Professional Development to provide training on the new CCSS local and state assessments and for K-5 teachers and families, the new Elementary CCSS Report Card.

**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 for evaluation 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*, how to create and understand formative and summative assessments aligned to CCSS and how to administer the assessments online so students can use technology to take the tests much like their new state assessment. Finally, TSAs ensure that teachers and administrators know to monitor student progress overall and by special program to ensure that all students receive the support they need. In addition to the 2.1 FTE funded by BSEP, TSAs are multi-funded through GATE, BSEP Professional Development, LEARNs, LCAP, CCSS to support the evaluation of specific programs as outlined in Appendix A.

**Data Analyst (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 Analyst serves as the manager of the data warehouse, user access to *Illuminate* 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**

**Certificated Hourly (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****\$10,000**

For 2014-15, funds will be used to continue summer and break-time *Illuminate* trainings for teachers. In addition to assessment sessions, the focus for 2014-15 will be on implementing the new Elementary Report Card for K-5 and for Grades 6-12, creating and administering CCSS-aligned online assessments for ELA, Literacy in Social-Science, Math and additional online assessments linked to the most recent standards for World Language, Science, Visual and Performing Arts and other subjects.

**Illuminator Teacher Leader Stipend****\$22,000**

In order to assure full implementation of *Illuminate*, funds will be used to pay an annual stipend to one lead teacher at each elementary site who will serve as “Illuminators”. The eleven Illuminators will attend a monthly meeting, be trained on the new Elementary Report Card and then coach others at their site on how to report progress and use local and formative assessments in *Illuminate* and tie them to the Elementary Report Card.

**Contracted Services:*****Illuminate*, *Activate*, SPSS, Survey Monkey****\$65,000**

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. *Illuminate* will now serve as the host for the Elementary CCSS Report Card and provides access to assessments both on paper and online that use similar testing technologies as the Smarter Balanced Assessment (SBA). These questions include: selected response (more than one answer), drag and drop, multi-media sources, constructed response and other technology-enhanced items.

*Activate* (formerly Intel-Assess) provides additional test items and “quick checks” that are specifically developed to measure student mastery of the CCSS. In both systems, assessments can be used formatively to help educators improve instruction or summatively to help inform what students know and are able to do at the end of a unit or section. Both systems include a Teacher Rationale document that explains student error and reveal common student misconceptions. In *Illuminate* the rationale also links to the sub-strand, claims in Smarter Balanced, Blooms Taxonomy and Levels of

Knowledge. *Activate* 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 *Activate*.

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 departments 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 revenue for this resource is projected to increase only slightly, the fund balance for this resource is very small. The current deficit spending model may require adjustment in the coming years in order to maintain the resource through the end of the Measure in FY2016-17.

In summary, the recommendation for the expenditure of the BSEP Class Size Reduction monies in FY 2014-15 is (see following page):

**BSEP Evaluation Budget FY 2014/15**

<b>Revenue</b>	\$611,808
<b>Expenses</b>	
Program Evaluation Staff	467,000
Certificated Hourly (Extra Duty)	12,000
Summer and School Year Staff Development	10,000
Teacher Stipends (Illuminate)	22,000
Contracted Services (Illuminate, Intel Assess, SPSS, Survey Monkey)	65,000
Professional Development for BEA Staff	10,000
Supplies and Equipment	10,000
Reserve for Personnel Variance	10,000
Indirect Cost of 7.22%	43,753
<b>Total Expenses</b>	<u>649,753</u>
<b>Net Change to Fund Balance</b>	(37,945)
<b>Fund Balance</b>	
Beginning Fund Balance	60,000
Net Increase/(Decrease)	<u>(37,945)</u>
<b>Ending Fund Balance</b>	<u>\$22,055</u>

## ***Professional Development Appendix A***

In addition to BSEP Funded Activities, BEA also supports the following with funding from the General Fund, LCAP Supplemental funds, LEARNS, Lumina Grant or Categorical Funds:

- I. Full Implementation of State Required Testing (see list of tests):
  - California Standards Test (CST), gr. 5, 8 and 10, in Science
  - California Alternative Proficiency Assessment (CAPA), 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.
  - Operational Testing for the Smarter Balanced Assessment Consortium.
  
- II. Gifted and Talented Education (GATE) Identification using Spring Fifth Grade CST Scores. GATE Identification will use CST in 2013-14 and SBA in 2014-15.
  - 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 99% 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)
  
- IV. Evaluation of the 12 goals of the Local Control Accountability Plan (LCAP).
  
- V. College-Readiness Evaluation as supported by the Lumina Grant.

## 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  
Local Control Accountability Plan

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

Berkeley-Tech and Independent  
Study  
Longfellow  
King  
Malcolm X  
Oxford  
Thousand Oaks  
Willard  
MS ELA and Math  
BUSD/BFT Surveys\*

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

Berkeley Arts Magnet  
Cragmont  
Emerson  
Jefferson  
John Muir  
LeConte  
Rosa Parks  
Washington  
Universal Screeners  
Elem. Math, Music and Science  
RTI2 / SPED / PBIS Support\*

### **TSA (.6 FTE)**

Berkeley High School  
BHS College Readiness Grant\*  
BHS Assessments, Grants  
BHS Common Assessments

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

SBAC Implementation  
LCAP Evaluation  
LEARNS Evaluation  
Parent Engagement Support

### **ALL STAFF**

CCSS Implementation  
SBAC Support  
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  
SBA Data Management

### **Administrative Coordinator**

State Test Coordination\*  
Printing, Ordering of Assessments  
Manages BEA office  
SBA Online Support

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

\*Indicates alternate funding source.

TO: BUSD Board of Education  
FROM: BSEP Planning & Oversight Committee  
DATE: May 14, 2014  
SUBJECT: Looking ahead at the Class-Size Reduction (CSR) Fund

### **P&O Statement Regarding CSR Funds beyond 2014-15**

On April 15, the P&O voted to approve the district's proposal for the CSR 2014-15 budget, but with concerns about the future of this resource. Pressures on the resource include enrollment growth, increased staffing, and salary increases. To reduce the impact of these increases, the district has committed General Fund dollars to ensure that the CSR resource does not end FY 2013-14 with a negative fund balance. However, there are three more years under the current Measure A, and the P&O committee is committed to ensuring that these funds can deliver their full promise to the voters for the life of the measure. The P&O committee views the \$200,000 contribution as a temporary solution and would like to see a plan that manages the budget appropriately through school year 2016-17.

Increases in state allocations for education and increasing enrollment in the district mean that the General Fund will benefit from increased revenues from the state over the next few years; unfortunately BSEP funds will not. Thanks to those increasing state dollars, the district can entertain providing salary increases to our hardworking, dedicated faculty. But because BSEP Class-Size Reduction dollars pay for roughly a third of all teachers in BUSD, as those salaries increase, the amount of CSR funds available for other programmatic investments decreases.

In the 2013-14 school year, in addition to funding class size reduction, CSR funds also provide for counselors at the middle schools, Expanded Course Offerings (ECO) at the middle and high schools such as AP augmentation and music, as well as elementary literacy coaches, and RTI<sup>2</sup> teachers at the elementary and middle schools. However, with increased enrollment and pending salary increases making just the cost of class-size reduction greater, the P&O recognizes that BSEP's contributions to additional programs will have to diminish. In fact, the FY 2014-15 plan already includes reductions, specifically elimination of additional class-size reduction for middle and high school math classes which BSEP has provided for the last 5 years, and even

with these cuts the projected ending fund balance for 2014-15 is less than \$40,000, roughly a quarter of one-percent of the fund's total budget for this year.

The P&O wishes to respectfully remind the Board that in order to meet the obligations of the Measure through the end of 2016-17, the BSEP CSR fund will have to reduce its contributions to programs beyond class-size reduction. For example, over the prior three years, during a period when the district faced severe recession-related budget restrictions, the BSEP CSR fund provided program support for several core programs, including support for RTI<sup>2</sup> teachers. After 2014-15, the district's General Fund will need to provide expanded funding to maintain many of these program support priorities, in order to avoid depleting the CSR resource. We thank you for your demonstrated commitment to BSEP and for your support of the responsible use of BSEP resources per the measure and the voters.