

Office of Family Engagement and Equity 2014 and Beyond

Levels of Support

SCHOOL LEVEL SUPPORT (Site Coordinators)

- Academic support for students (attend RTI, IEP's, SST meetings)
- Behavior support for students
- Attendance/health monitoring and support for students
- ELAC support PCAD support
- Monthly Plans
- Focal family contact

DISTRICT LEVEL SUPPORT (Supervisor)

- DELAC planning and facilitation
- PAC support
- 2020 Vision Design Team participation
- Professional development for staff
- SARB support
- Black Parent Affinity Group

FAMILY LEVEL SUPPORT (Site Coordinators and Supervisor)

- Ombudsman/advocacy services
- Parent Education workshops
- Parenting classes
- Clearinghouse of community resources and services

COMMUNITY LEVEL SUPPORT (SC, Super)

- Charitable distributions
- School supplies
- Food
- Clothing
- Health fairs
- Summer resource fair

Who are we serving?

- 18% English Language Learners
- 50% African American, 28% Hispanic, 11% Mixed Ethnicity, 11% (White, Asian and Other)
- 85% of the students we serve are Socio-Economically Disadvantaged

Program Models for Discussion

A. Part-Time Site Coordinators

Year One

- Elementary:
 - Site Coordinators at every K-12 site, from 0.4 FTE to 0.8 FTE
 - Staffing levels to be determined by school size and student demographics
 - The work of the Site Coordinator would be structured with a systematic frame, such as focusing on attendance and focus students, working with site systems to improve outcomes defined in the yearly plan;

Years Two and Three

- Middle School:
 - One FTE Coordinator to work with all three middle schools.
- High School:
 - 1.5 FTE for Berkeley High and 0.5 FTE to Berkeley Technology Academy

Part-time Staffing Model

	Size	Size and Need
• BAM:	.6	.8
• CRAGMONT:	.6	.6
• EMERSON:	.4	.4
• JEFFERSON:	.4	.6
• JOHN MUIR:	.4	.4
• LECONTE:	.6	.6
• MALCOLM X:.6		.8
• OXFORD:	.4	.4
• ROSA PARKS:	.6	.8
• THOUSAND OAKS:	.6	.8
• WASHINGTON:	.6	.6
Total	5.8 FTE	6.8 FTE

B. Full-Time Site Coordinators (Hybrid Model)

Six Coordinators to support Elementary schools

- OFEE Staff would provide Monthly plan services
- Staff would be at school 1.5 to 2.5 days/week to provide parent drop-in hours and attend SST, IEP, School Site Staff or Committee meetings,
- Site Coordinators would work in pairs to better serve the sites, staff would jointly plan each month's Parent workshops and support their sites

Three Site Coordinators would be added in years 2 and 3 to provide support to Middle and High Schools

ADJUNCT TO MODELS: District Welcome Center

Eventually, a District Welcoming Center with public health representatives, computer lab, and space for parent workshops/classes would be a strong adjunct to site-based services. This would require reconfiguration of district space.

Part-time and Hybrid Considerations

- **Part-Time:**
 - Difficulty in hiring and retaining part-time employees for high skilled positions
 - If sites want to increase part-time FTE to include different duties, the supervision can become complicated
 - Less flexibility in deciding who works where compared to Hybrid?
- **Hybrid:**
 - Has the advantage of offering full-time employment and zone partners
 - Sites may feel less connected to “their” person?
- **Both**
 - Building infrastructure and relationships will be challenging if a Site coordinator is not on site every day
 - There is limited site space available for meeting with families
 - Some sites have current employees who are similar to Site Coordinators but not part of the OFEE

Parent Outreach Budget FY 2014/15

	2014/15		Total FTE	2015/16		Total FTE	2016/17		Total FTE
	0857	LCAP		0857	LCAP		0857	LCAP	
Revenue	303,476			310,152			324,583		
Expenses									
Staffing	318,502	215,000	1.00	278,726	339,000	6.63	288,565	521,000	9.84
Certificated Hourly	5,000			5,000			5,000		
Classified Hourly	6,000			6,000			6,000		
Services and Operating Expenses	20,000			20,000			20,000		
Equipment and Supplies	8,000			8,000			8,000		
Cell Phone Service	2,000			2,000			2,000		
Staff Development and Mileage	8,000			8,000			8,000		
Reserve for Personnel Variance	16,000			16,000			16,000		
Indirect Cost	27,689			24,817			25,527		
Total Expenses	<u>411,191</u>	<u>215,000</u>		<u>368,543</u>	<u>339,000</u>		<u>379,092</u>	<u>521,000</u>	
Net Change to Fund Balance	(107,715)			(58,390)			(54,509)		
Fund Balance									
Beginning Fund Balance	255,000			147,285			88,895		
Net Increase/(Decrease)	<u>(107,715)</u>			<u>(58,390)</u>			<u>(54,509)</u>		
Ending Fund Balance	<u>147,285</u>			<u>88,895</u>			<u>34,386</u>		
Notes									
Supervisor FTE	1.00	0.00	1.00	1.00	0.00	1.00	1.00	0.00	1.00
Staff FTE	3.27	3.36	6.63	2.50	5.12	7.62	2.50	7.34	9.84
Statutory COLA				2.20%			2.40%		
Average Cost Site Coordinators	64,000			66,259			71,020		

Assumptions

- BSEP staffing cost estimates based on projection for current staffing.
- LCAP staffing cost based on estimated average cost for Site Coordinators
- Beginning Fund Balance revised for estimated actuals for 2014/15
- Revenue Projection based on School Services Dartboard Statutory COLA and may not materialize
- Staffing cost in subsequent years based on 1.5% increase for step and column and 2% for salaries

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Jay Nitschke, Director of Technology
DATE: May 6, 2013
SUBJECT: Preliminary 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 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 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.

Program Objectives

Up-to-date technology is an asset for schools in several ways:

- The use of technology engages students in learning, improves attendance, increases graduation rates and facilitates parent involvement.
- The use of technology improves learning skills, such as thinking and problem-solving skills, information and communication skills, and interpersonal and self-directional skills.
- The use of technology helps schools meet the needs of all students with opportunities for differentiation of instruction.
- The use of technology promotes equity and access in education.
- The use of 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.
- The use of 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.

The 2013-14 year has been a transformative year for the use of technology in schools.

- Common Core State Standards (CCSS) were adopted. These standards incorporate guidelines of how all students need to be competent with technology.
- At last count, 1,818 Chromebooks were in use in Berkeley schools; the vast majority have been purchased in the last 12 months.
- The addition of a second K-8 Teacher on Special Assignment for Instructional Technology energized efforts to incorporate technology in classrooms. The productive weekly meetings of the “DigiTech” committee have worked on two levels:
 1. To create a framework for instructional technology within the new CCSS curriculum; and
 2. To troubleshoot problems that teachers were having incorporating technology.
- The committee consists of Library Coordinator Becca Todd, the Library’s half-time TSA Mary Ann Scheuer, K-8 Instructional TSAs Allison Krasnow and Wally Gutierrez, and Tech Director Jay Nitschke; with visits from BHS TSA Matt Albinson, and Oxford TSA Robin Harley (0.2 FTE).
- The field test of the computer-based Smarter Balanced Assessments given in mid April and May have gone quite successfully from the technology point-of-view. They have highlighted the need for keyboarding and other computer literacy skills.
- A keyboarding curriculum was developed and implemented at many of the elementary schools. Keyboarding was popular with students, with many students attaining the 20 words per minute goal. Dance Mat Typing (free) and Typing Club (fee-based) were the two web-based software programs utilized.

Themes in 2014-15:

- Ongoing integration of instructional technology tools into professional development given in core subjects.
- Continue individual, department, and district-wide professional development on tech tools and student engagement.
- Pilot a tech-infused project at upper grades in an elementary school.

- Reconstitute the district Technology Committee in order to write an Instructional Technology Plan as well as a state-mandate Technology Plan, and investigate various Learning Management Systems and the possibility of tech teacher leads at each school.
- Mouse Squad teams of students at B-Tech, Longfellow, and Willard
- More Chromebooks: Common Core money will provide additional devices. With this amount of Chromebooks, there will be sufficient resources to provide SBA testing without movement of carts between schools, as was necessary in spring 2014.
- Improve wireless capacity to ensure all classrooms can support a computer cart.

BUDGET RECOMMENDATIONS for FY 2013-14

Staff	\$653,950
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- Microcomputer Technicians 6.20 FTE
- Student Systems Specialist 0.60 FTE
- Director of Technology 0.20 FTE
- Instructional Technology TSA 0.60 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 BHS (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

0.60 FTE

Since 2010-11, a TSA for Instructional Technology was co-funded by Tech, BSEP Professional Development and federal categoricals at 33% each. For 2014-15, the proposal is to fund this position 50% from the Tech budget, and 50% from the BSEP PD budget.

Common Core money has provided one-time, two-year funding for an additional Instructional TSA: A 1.0 position in 2013-14, and 0.7 FTE in 2014-15. The current 1.0 teacher will be working 0.6 in 2014-15, and this budget's recommendation includes an additional 0.1 FTE to create a 0.2 position that will focus on a target elementary school running a pilot technology-infused project.

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	\$97,000
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Funding for technology in the schools is about \$9 per student. Fortunately, the passage of Measure I (BUSD's Prop 65 facilities bond) in November 2010 has enabled \$250,000 per year to be dedicated to technology, per the plan adopted by the School Board. In 2012-13 and 13-14, Measure I bond funds improved the wireless infrastructure across the district. A goal of an HP 460 access point (or better) in 50% of classrooms was met in the new BHS M building, the C and G buildings and Thousand Oaks school.

BUDGET SUMMARY

Additional BSEP Technology carryover monies beyond the projected estimate could be added to the budget for instructional technology for the schools, or for additional extra duty support of microcomputer technicians or the Teachers on Special Assignment, or teacher professional development, as needed.

BSEP Resources

Revenue Allocation for FY 2014-15 \$786,611

Projected Expenditures

Staffing	653,950
Hourly Extra Duty/Summer Work	3,000
Teacher Hourly	3,000
Equipment, Printer Maintenance, and Supplies	97,000
Reserve for Personnel Variance	5,000
Indirect Cost of 7.22%	<u>55,013</u>

Total Expenditures **\$776,781**

Net change to Fund Balance (30,352)

Fund Balance **\$20,625**

Beginning Fund Balance	49,000
Net Increase / (Decrease)	<u>(30,352)</u>

Ending Fund Balance **\$18,648**

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 2014-15 for funds allocated to Technology from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0862).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Neil Smith, Assistant Superintendent of Educational Services and
Charity DaMarto, Supervisor of Family Equity and Engagement
DATE: May 6, 2014
SUBJECT: Recommendation for Expenditures in 2014-15 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.

The pilot program was intended to create a sustainable model with clear procedures and processes to increase parent involvement. The Family Engagement Office focused on strategies and trainings on school achievement and school climate for parents, district staff and school site staff. Topics for improving school climate included: reviewing the physical environment of the school, volunteering in schools, and collaborating with the community. Training on supporting school achievement included 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.

On February 12, 2014, the Supervisor of Family Engagement and Equity provided a report on preliminary accomplishments and lessons learned from the pilot program. Additional quantitative and qualitative data from the program will be shared at the May 21 Board meeting in order to inform discussions of possible expansion of the program through the Local Control and Accountability Plan (LCAP). While the parameters of an expanded program may not be fully determined before the BSEP plan goes before the Board, it is clear that at a minimum, a continuation of the current staffing levels will be part of the plan, with additional staffing provided through the Local Control Funding Formula.

BUDGET RECOMMENDATIONS FOR FY 2014-15

Staff	\$305,100
<ul style="list-style-type: none"> • Supervisor, Family Equity and Engagement 1.0 FTE • Site Coordinators, 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 currently helps coordinate Parenting classes and support groups on site. The duties are similar to a Site Coordinator in some respects, but are not currently under the supervision of the Family Engagement and Equity Supervisor.

Meeting and Family Event Support (Hourly) **\$5,000**

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 **\$6,000**

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 **\$20,000**

To provide high quality parent education and support, experts in specialized subject areas will offer staff development to Site Coordinators and Parent Leaders in Parent Leadership training, and Equity and Cultural Competency training. Funds will also provide guest speakers to present at school sites and/or district trainings.

Staff Development and Mileage **\$8,000**

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

Materials and Supplies **\$8,000**

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

Cell Phone Service **\$2,000**

Funding will provide cell phone service to facilitate contact for the site coordinators.

BUDGET SUMMARY

With deficit spending of the fund balance, this BSEP Resource is capable of funding staffing for 2014-15 at the same FTE level as in 2013-14. However, in

the two subsequent years, the fund balance will only be sufficient to support a total of 3.5 FTE, including the Supervisor. However, it is expected that increased resources from LCFF will allow for continued expansion of the program.

Revenue 2014-15	\$303,476
Expenses	
Staffing	318,502
Certificated Hourly	5,000
Classified Hourly	6,000
Services and Operating Expenses	20,000
Equipment and Supplies	8,000
Cell Phone Service	2,000
Staff Development and Mileage	8,000
Reserve for Personnel Variance	16,000
Indirect Cost	27,689
Total Expenses	<u>\$411,191</u>
Fund Balance	
Beginning Fund Balance	255,000
Net Increase/(Decrease)	<u>(107,715)</u>
Ending Fund Balance	<u>\$147,285</u>

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Donald Evans, Superintendent and
Natasha Beery, Director of BSEP and Community Relations
DATE: May 6, 2014
SUBJECT: Recommendation for Expenditures in 2014-15 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)

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 improve the ways the District engages and communicates with families and the community, a strategic communications planning process began in 2011 that included community meetings, an online survey, stakeholder meetings. The resulting Communications Plan has led to a more consistent voice in district publications and communications, including a redesigned district website with frequently updated content and an issue-driven blog, a focus on top content areas, more translated material both in print and online, and the formation of the Superintendent's Communications Team.

The Communications Team meets bi-weekly, chaired 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. The team supports district initiatives and addresses goals set out in the Communications Plan. In the coming year, the team intends to support the Office of Family Engagement in improving the flow of information to and from school sites and families, and will also improve outreach to key communicators and stakeholders in public planning processes such as for LCAP and BSEP. The Communications Team will also continue to work with the BSEP Public Awareness Subcommittee to ensure that BSEP-funded programs are visible and clearly explained in publications and public 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 translator/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 and subcommittees have the necessary information to carry out their role by providing program and budget plans, revenue projections, reports and analysis for each of the nine distinct purposes of the measure. The Director consults with all BSEP-funded program Directors, Coordinators and Supervisors, and works with the Superintendent, Deputy Superintendent for Business Services, and Assistant Superintendent for Educational Services to ensure that District and BSEP plans are aligned. A Senior Budget Analyst works with the Director and each Budget Manager to ensure that plans and reports are provided in accordance with the measure and with auditing and budgeting best practices.

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. SGC training workshops include sessions on school survey design, BSEP-funded program information, and best practices for school leaders. The BSEP Director and Program Specialist provide materials, advice and support for school principals in conducting parent elections of SGC representatives in order to ensure broad and diverse participation in elections and governance.

BUDGET RECOMMENDATIONS FOR 2013-14

The staffing model proposed for 2014-2016 continues a structure that was implemented during the 2012-13 school year.

Staff	\$416,452
<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 planning and reporting to the P&O Committee and Board, and advises District Staff, School Governance Councils, and the School Board on the parameters of the BSEP Measure. The Director acts as the Superintendent’s designee, as assigned, to represent, coordinate, facilitate and/or support the functions of the Superintendent’s Office, including the district’s public planning processes, Communications Team, and district

committees. As a member of the Superintendent’s Cabinet, the Director participates in developing the District’s vision, goals and programs.

BSEP Program Specialist 1.0 FTE

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. 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..

Public Information Officer (PIO) 1.0 FTE

The District PIO is responsible for managing public information and public relations for the District and interacts with government agencies, community organizations, local businesses and other school districts to coordinate public information and media relations. 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	\$20,000
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On an as-needed basis, hourly staff provide support in the following areas:

- P&O and Public Meeting Support (set-up, minutes, custodial);
- Translators and interpreters to supplement the District Specialist Translator/Interpreter;
- Hourly staff to support document and website archiving.

Contracted Services	\$70,000
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Parents and the general public have 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 2014-15 will also support more opportunities for public awareness of the impact of BSEP in the District. The contracted services for 2014-15 will consist of:

- 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	\$30,000
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This budget provides one computer for BSEP staff, office supplies, binders for the BSEP P&O Committee and other documents related to the BSEP Programs, For 2014-15 the budget will also include 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	\$8,000
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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, and professional development for the Communications Team.

BUDGET SUMMARY

This BSEP Resource is currently on track to maintain a sustainable fund balance through the remainder of the measure.

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

Revenue	\$495,472
Expenses	
Staffing	416,452
Classified Hourly	20,000
Contracted Services	70,000
Equipment and Supplies	30,000
Printing and Mailing	27,000

Travel, Conferences, Memberships	8,000
Cell Phone	1,000
Reserve for Personnel Variance	<u>15,000</u>
Total Expenses	587,452
Net Change to Fund Balance	(91,980)
Fund Balance	
Beginning Fund Balance	276,000
Net Increase/(Decrease)	<u>(91,980)</u>
Ending Fund Balance	\$184,020

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Neil Smith, Assistant Superintendent for Educational Services and Michelle Sinclair, Coordinator of Professional Development
DATE: May 6, 2014
SUBJECT: Recommendation for Expenditures in 2014-15 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.

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
- Common Core State Standards (CCSS)
- Systematic English Language Development (ELD) for English Learners
- Response to Instruction and Intervention (RtI²)
- Cultural Competence: Supporting a Diverse Student and Staff Population

- Effective Use of Assessment Data to Improve Instruction
- 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 2014-15 have been adjusted to reflect current district priorities as well as the need to reduce deficit spending in this resource. See Appendix A for a three-year funding level and source comparison for Professional Development positions and activities.

Staffing **\$612,575**

- Elementary Literacy Coaches 2.75 FTE
- Literacy Lead Coach 0.60 FTE
- BHS Professional Development Leaders 2.00 FTE
- Instructional Technology TSA 0.50 FTE
- Professional Development Coordinator 0.20 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 (TCRWP), the District’s elementary school English Language Arts program. For 2014-15, the plan is to fund Literacy Coaches at 11 elementary school sites, for a total of 0.75 FTE per elementary site, as follows:

- 0.25 FTE per site, for a total of 2.75 FTE from BSEP Professional Development funds
- 0.3 FTE per site, for a total of 3.3 FTE, from BSEP Class Size Reduction Program Support funds
- 0.2 FTE per site, for an additional 2.2 FTE, proposed from the LCFF Supplemental Funds.

District Literacy Lead Coaches **0.60 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. For 2014-15, this position will increase from .40 to .60 FTE.

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.

Instructional Technology Teacher (TSA)

0.50 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 2014-15 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 increase funding from 0.34 FTE to 0.50 FTE due to the increased demands of the Common Core State Standards and Smarter Balanced Assessments (SBA).

Coordinator of Professional Development

0.20 FTE

This position ensures that the professional development outlined in this proposal is well-organized and provided as outlined. The recommendation is to decrease BSEP funding from 0.40 to 0.20, with other resources providing funding for this 1.0 FTE.

Program Expenditures

Toolbox Curriculum Professional Development

\$40,000

Toolbox is a research-based social-emotional learning curriculum. It teaches critical social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making skills. The intent of this allocation is to provide the professional development necessary for implementation of the Toolbox social-emotional learning curriculum K-6. Berkeley Unified is purchasing the curriculum and materials for all sites (K-6) from another funding source. This expenditure would provide the training and coaching needed for all sites to successfully implement the curriculum.

The following components are included in the Toolbox professional development plan: whole-district introduction training, follow-up training at school sites (bringing two sites together), and a comprehensive plan to build 'in-house' Toolbox trainers and provide those trainers with all training materials and resources. It is expected that by the end of the 2014-2015 school year, the district will have built sufficient internal Toolbox training capacity to conduct all future trainings using district staff.

Culturally Responsive Teaching Workshops & Consultants \$45,000

Many of our BUSD teaching staff have participated in Culturally Responsive Teaching workshops and coaching in order to learn strategies which engage our African-American students in learning more effectively. This fund would enable more staff to attend relevant workshops and engage consultants who would work in conjunction with the District staff members who are leading this initiative in BUSD.

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 \$55,000

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 2013-14 school year, the K-5 Teacher Leaders focused on ELD, and the district also identified Teacher Leaders for Equity, a group who 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 \$2,027 estimated average cost includes employer paid fringe.) The BSEP funding will provide 17 Teacher Leaders for Equity, as well as 4 Teacher Leaders for middle school math, 4 for middle school ELA, and two for Next Generation Science Standards.

Carryover Funding Priorities

The plan for this resource is fully expending both the new revenue and the fund balance. However, should carryover exceed projections, or alternative funding sources be identified for the planned expenditures, the following activities could be funded, in priority order.

- a. Welcoming Schools Training** **\$8,000**
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. Our Family Coalition is available to provide additional training for an elementary teacher from each elementary school to serve as a resource for her/his colleagues. This fund could pay for the cost of the facilitators, substitutes and teacher hourly.
- b. Math Consortium at ACOE** **\$7,500**
The Alameda County Office of Education is continuing to sponsor a series of workshops for district teams of administrators and teachers to develop a plan for the transition to the new common core standards in math. The workshops will be led by David Foster, a well-respected math consultant, who will help us identify the key standards required for mastery to enable students to continue to progress successfully in math. Funds will pay for registration as well as substitutes and teacher hourly for math teachers to attend the workshops and do follow-up work.
- c. 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.
- d. RtI² Workshops** **\$8,000**
Workshops focused on RtI² for teachers and administrators will further the district's efforts to implement and expand this model.
- e. 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.
- f. Curriculum Workshops for New Teachers** **\$12,000**
Elementary School Teachers new to Berkeley need guidance and support to learn and implement the Teacher College Reading and Writing Project and Everyday Math curricula. This fund would pay for prep time for

mentor teachers and workshop facilitators as well as substitutes and teacher hourly for participants.

g. Specialized Workshops for Secondary Teachers **\$15,000**

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) in order to learn the AVID curriculum and their role to facilitate the academic success of the students in the AVID program. AVID is designed to increase the number of students who enroll in a four-year college.

(3) The world language teaching methodology known as Accelerative Integrated Method (AIM) uses gestures, music, dance and theater to help students learn. The basic premise of AIM is that students learn and remember more when they do something that goes along with the words they are saying. Teachers have found great success with this integrative approach to language learning and have requested this training. This fund would pay for conference registration and travel expenses for participating teachers.

BUDGET SUMMARY

Professional development is currently funded through a variety of funding sources, including categorical funds such as Titles I, II, and III, Common Core funding, as well as BSEP. Following is the summary of BSEP expenditures.

Revenue	786,611
 Expenses	
Professional Development Staff	612,575
Toolbox Curriculum Professional Development	40,000
Culturally Responsive Workshops & Consultants	45,000
Teacher Initiated Professional Development	50,000
K-8 Curriculum Teacher Leaders	55,000
Reserve for Personnel Variance	14,000
Indirect Cost	58,957
Total Expenses	875,532
 Net Change to Fund Balance	 (88,923)
 Fund Balance	
Beginning Fund Balance	89,000

Net Increase/(Decrease)

(88,923)

Ending Fund Balance

\$79

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 \$875,564 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 2014-15 of funds allocated to Professional Development from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0855)

Preliminary look at elementary school enrollment trends

This report used historical and current enrollment figures, as well as information from the demographic study presented to the School Board on January 29, 2014 by Davis Demographic. The bottom line is that by 2020 the projection is for 1500 more students in Berkeley Unified.

Davis Demographics predicts an increase of 61 TK-5 students between 2013-14 and 2014-15. The Admission Office's preliminary projections are within 12 of that number, which augurs well for the accuracy of the Davis Demographic analysis.

The numbers:

Davis Demographics projects an increase of an additional 107 students between 14-15 and 15-16. (77 K-3; 30 4-5)

Davis Demographics projects an increase of an additional 100 students between 15-16 and 16-17. (21 K-3; 79 4-5)

Overall, the total number of TK-5 students is projected to increase from 4131 in current year to 4399 in 16-17 -- an increase of 268 students, or more than 11 classrooms at 24:1.

The Davis Demographics numbers assume no increase or decrease in inter-district enrollment.

Elementary Schools:

Six factors have made it a struggle to find spaces for elementary school students over the past several years and 2014-15. In brief, the major factors are:

- 1) Increasing enrollment due to demographic trends and regional factors that make Berkeley a desirable place for families to raise children.
- 2) The state mandate for *transitional kindergarten* (TK) where students who are born between Sept 1 and Dec 1 are no longer allowed by the state to enroll in kindergarten, but instead are provided a year of public education known as transitional kindergarten. Phased in over the past two years, the TK program has the potential for increasing total kindergarten enrollment by 25%.
- 3) The current desire to maintain the student:teacher ratios set as targets in the Berkeley Schools Excellence Program - Measure A of 2006, (20:1 in grades K-3 and 26:1 in grades 4-5). In addition to meeting the ratios, the transition from classes of 20 in 3rd grade to classes of 26 in 4th grade has a limited solutions for placing classes.
- 4) Facility constraints: Lack of available rooms in schools, combined with historical use of rooms for purposes other than classrooms. After 2014-15, the only schools with available classroom space will be Malcom X and Jefferson.
- 5) Growing enrollment in the North Zone of Berkeley's three zone elementary diversity plan.
- 6) The district policy of not moving students once they start at a school, with one exception: transitional kindergarten placements are deemed temporary assignments, and the students are then placed into the assignment system for kindergarten the following year.

OFFICE OF FAMILY ENGAGEMENT AND EQUITY SITE COORDINATOR ANNUAL PLAN 2014-2015

Mission

The Mission of the Berkeley Unified School District Office of Family Engagement and Equity is to create welcoming and equitable schools throughout the district. We provide targeted support and guidance to school staff and families in order to build meaningful partnerships that foster success for all students.

Vision

Berkeley Public Schools are vibrant learning communities in which families, faculty, staff and administrators are partners in educating our students.

Goals

1. Improve *equity for all students* in the district.
2. Provide *high quality services to students and their families*.
3. Increase *the visibility and effectiveness of district advisory committees* under this office.
4. Implement *district plans to improve achievement and close gaps* for all students in the district.
5. Establish *viable district, school, family, and community partnerships*.

Ongoing Services and Activities:

Monthly or more often

- Meet with principal to review Family Engagement work plan and School Site plan
- Attend staff meetings
- Facilitate/host Parent-Principal chats (via coffee clubs, etc.)
- Plan for workshops and other parent activities
- Attend relevant PTA meetings (first meeting of the year, for example)
- Participate in production of the school newsletter, include tips for parents
- Conduct home visits
- Update family information bulletin board with relevant information
- Participate in RTI meetings

Weekly

- Newsletter topics: activities, events, and trainings for calendar/newsletter /bulletin board and other channels of communication
- Meet with Site Coordinators at District Office to share strategies and updates
- Hold office hours for off-site ombuds meetings
- Maintain documentation –Fliers, evaluations of workshops/events, sign in sheets, etc.
- Introduction phone calls and contacts with parents
- Plan for workshops and other parent activities
- Ensure parent information and flyers are distributed via the weekly folders
- Contact Focus Family (Focal Families are referred to the Site Coordinators by the site principal and/ or teachers)

Annual Calendar

	August
Professional Development	<ul style="list-style-type: none"> ○ Transforming School Culture
Activities	<ul style="list-style-type: none"> ○ Kindergarten Orientation
Parent Workshops	<ul style="list-style-type: none"> ○ N/A
Newsletter Topics	<ul style="list-style-type: none"> ○ Back to School
	September
Professional Development	<ul style="list-style-type: none"> ○ Powerschool , School and Student Data (site and district wide)
Activities	<p><i>1st 30 Days:</i></p> <ul style="list-style-type: none"> ○ Become familiar with each School Site Plan and with Family Engagement Plan ○ Set up or reorganize office/parent room ○ Develop welcoming signage in appropriate languages ○ Set up family information bulletin board and flyer display ○ Partner with staff in school climate review of facilities ○ Introduce Family Engagement and Equity plan at staff meeting ○ Attend first PTA (or other parent group) meeting ○ Add important parent activity dates to school calendar ○ Collaborate/contribute relevant information to back to school publications/ newsletter ○ Collect parent information for mailings/contacts ○ Make introduction phone calls and contacts with focus families ○ Recruitment and Support of School Committees/Elections <p><i>Back-to-School Night:</i> Distribution of :</p> <ul style="list-style-type: none"> ○ Student/parent handbook ○ Info and recruitment for parent committees: (ELAC, SGC, PTA, other) ○ Parent calendar of events for month or year ○ Standards at every grade level <p><i>K to College School Supply Distribution</i></p>
Parent Workshops	<ul style="list-style-type: none"> ✓ Understanding Standards and Tests Scores (CST) ✓ Parent Committees ✓ Technology ✓ Powerschool ✓ Understanding the Student Handbook
Newsletter Topics	<ul style="list-style-type: none"> ○ Parent welcome and introduction ○ Calendar of events ○ Parent Room services, hours

	October
Professional Development	Special Education, RTI
Activities	<i>Special:</i> <ul style="list-style-type: none"> ○ Continue recruitment for parent groups (ELAC, PTA, other) ○ Attend and support BSEP Parent Workshop for School Leaders
Parent Workshops	<ul style="list-style-type: none"> ✓ Understanding Report Cards ✓ Story of Units ✓ Parent Committees ✓ Homework Strategies ✓ Effective Parent/Teacher Conferences
Newsletter Topics	<ul style="list-style-type: none"> ○ Calendar of events ○ Volunteer program ○ Committees/Recruitment/Elections ○ Promote November workshops ○ Parent Room ○ Effective Parent/Teacher Conferences
	November
Professional Development	<ul style="list-style-type: none"> ○ Data/Evaluation (BEA)
Activities	<i>Special:</i> <ul style="list-style-type: none"> ○ Assist with parent/teacher conferences ○ Outreach to parents to get involved with holiday activities.
Parent Workshops	<ul style="list-style-type: none"> ✓ Programs: Special Education, GATE, ✓ Home Learning Environment, ✓ Parents as mentors and teachers
Newsletter Topics	<ul style="list-style-type: none"> ○ Parent Teacher Conference ○ Community Resources ○ Calendar of events/word of the week ○ Promote December workshops and events
	December
Professional Development	<ul style="list-style-type: none"> ○ Welcoming Schools
Activities	<i>Special:</i> <ul style="list-style-type: none"> ○ Participate in Kindergarten Informational Fair
Parent Workshops	<ul style="list-style-type: none"> ✓ Holiday Community Building event ✓ Parent as mentors and teachers ✓ Welcoming Schools Family event
Newsletter Topics	<ul style="list-style-type: none"> ○ Educational and fun activities for students during holiday break

	January
Professional Development	District Equity Work (Pam Harrison-Small)
Activities	Special: <ul style="list-style-type: none"> ○ Conduct outreach for Kindergarten information nights and school tours ○ Participate in Kindergarten information nights and school tours
Parent Workshops	<ul style="list-style-type: none"> ○ Mental Health ○ PBIS (Positive Behavior System)
Newsletter Topics	<ul style="list-style-type: none"> ○ Calendar of events ○ Enrollment deadlines ○ Committee meetings PTA/SGC/ELAC/Other groups
	February
Professional Development	<ul style="list-style-type: none"> ○ Transforming School Culture, Continued
Activities	Special: <ul style="list-style-type: none"> ○ Participate in design and administration of SGC Parent Survey ○ Support engagement of all families in school's Black History Events
Parent Workshops	<ul style="list-style-type: none"> ○ Health Topics ○ Understanding Test Results (CELDT)
Newsletter Topics	<ul style="list-style-type: none"> ○ Calendar of events
	March
Professional Development	<ul style="list-style-type: none"> ○ Testing
Activities	Special: <ul style="list-style-type: none"> ○ Support engagement of all families in school's Chavez Day of Service Events ○
Parent Workshops	<ul style="list-style-type: none"> ○ Test taking strategies ○ Health and Nutrition
Newsletter Topics	<ul style="list-style-type: none"> ○ Testing ○ Summer program information ○ Calendar of events
	April
Professional Development	
Activities	Special: <ul style="list-style-type: none"> ○ Parent Recognition Reception
Parent Workshops	<ul style="list-style-type: none"> ○ Summer Programs ○ Self- Esteem
Newsletter Topics	<ul style="list-style-type: none"> ○ Testing/prep ○ Calendar of events

	May
Professional Development	
Activities	<p><i>Special:</i> Re-Classification and Seal of Bi-literacy Ceremony</p> <p>Open House</p> <ul style="list-style-type: none"> ○ Support the coordination of event ○ Conduct outreach to parents for event ○ Participate in event, greeting and distributing information on school programs and services to parents ○ Encourage involvement in next year's parent committees SGC, ELAC
Parent Workshops	<ul style="list-style-type: none"> ○ Summer readiness/ retention strategies ○ Community resources
Newsletter Topics	<ul style="list-style-type: none"> ○ Community resources ○ Summer learning tips ○ Calendar of events
	June
Professional Development	
Activities	<ul style="list-style-type: none"> ○ End of the year events and recognitions ○ Recruitment of possible participants in parent committees for next school year ○ Prepare and submit all documentation – evaluations, sign in sheets, etc.
Parent Workshops	
Newsletter Topics	<ul style="list-style-type: none"> ○ Accomplishments

BSEP Professional Development Program – FY 2012 through FY 2014

Positions & Activities	Grade Level	2012-13	2013-14	2014-15	Comments
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	0.60	
BHS PD Leaders	BHS	1.20	2.00	2.00	
Instructional Technology TSA	K-12	0.34	0.34	0.50	
Staff Development Coordinator	Pre-K-12	0.50	0.40	0.20	To Categorical Funds
	Total FTE	5.19	5.89	6.05	
Previously Funded by BSEP Professional Development Funds					
MS English Language Arts	6-8	0.40	0.40	0.00	To Common Core (.40)
District English Language Coach	K-12	0.50	0.40	0.00	To Categorical Funds?
TWI/Bilingual TSA	K-	0.20	0.20	0.00	note?
Math Coach	K-5	0.50	0.30	0.00	To Common Core (.50)
Math Coach	6-8	0.40	0.35	0.00	To Common Core (.50)
TSA: Improving Instruction Using Data	K-12	0.00	0.00	0.00	Eval budget FY 2012-13
ULSS/RtI ² TSA or Behavior Specialist	K-8	0.40	0.30	0.00	To sites in LCFF/LCAP
Culturally Responsive Teaching	K-12	0.50	0.00	0.00	From FTE to contract
Supervisor Family Engagement & Equity	K-12	0.50	0.00	0.00	Fully funded by other BSEP
	Total FTE	1.40	0.30	0.00	
	Grand Total FTE	6.59	6.19	6.05	
Other Professional Development Activities					
Toolbox Curriculum Professional Development	K-5?	\$0	\$0	\$40,000	
Culturally Responsive Training		\$25,000	\$0	\$45,000	Cat Funds FY 2013-14
Teacher-Initiated PD (TIP)	K-12	\$50,000	\$50,000	\$50,000	
Teacher Leader Stipends - ELD, ELA, Math, Equity	K-8	\$80,155	\$80,200	\$55,030	
	Total Other PD Initiatives	\$155,155	\$130,200	\$190,030	
Priorities for Carryover Funds					
Welcoming Schools Training		\$10,000	\$7,000	\$8,000	
ACOE Math Consortium		\$12,000	\$0	\$7,500	Cat Funds FY 2013-14
Middle School Writing Scoring	6-8	\$15,000	\$10,000	\$10,000	
ULSS/RtI Workshops		\$8,000	\$0	\$8,000	Cat Funds FY 2013-14
Mentors for Voluntary PAR Referrals		\$10,000	\$10,000	\$10,000	
TCWRP for New Teachers		\$10,000	\$0	\$10,000	Cat Funds FY 2013-14
Specialized Workshops for Secondary Teachers		\$25,000	\$15,000	\$15,000	
	Total Carryover Priorities	\$90,000	\$42,000	\$68,500	