

**BSEP PLANNING & OVERSIGHT COMMITTEE NOTES**

**May 6, 2014**

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

**P&O Committee Members Present:**

Sergio Duran, <i>Arts Magnet</i>	Ellen Weis, <i>Longfellow</i>
Tim Frederick, <i>Cragmont</i>	Dawn Paxson, <i>Emerson/Willard</i>
Chris Martin, <i>LeConte (co-Chair)</i>	Aaron Glimme, <i>Berkeley High</i>
Catherine Huchting, <i>Malcolm X</i>	Larry Gordon, <i>Berkeley High</i>
Lea Baechler-Brabo, <i>Oxford</i>	Catherine Lazio, <i>Berkeley High</i>
Dan Smuts, <i>Rosa Parks (co-Rep)</i>	John Lavine, <i>Berkeley High</i>
Keira Armstrong, <i>Washington</i>	Louise Harm, <i>Independent Study</i>
Bruce Simon, <i>King</i>	

**P&O Committee Members Absent:**

Boyd Power, <i>Emerson</i>	Shauna Rabinowitz, <i>Jefferson</i>
Danielle Perez, <i>John Muir</i>	Yusef Auletta, <i>LeConte (Alt)</i>
Darryl Bartlow, <i>John Muir (Alt)</i>	Juliet Bashore, <i>Rosa Parks (co-Rep)</i>
Moshe Cohen, <i>Pre-K</i>	Patrick Hamill, <i>Thousand Oaks</i>
Elisabeth Hensley, <i>King (co-Chair)</i>	Kim Sanders, <i>Longfellow</i>
Lily Howell, <i>Pre-K (Alt)</i>	Austin Lloyd, <i>BHS (Alt)</i>
Margaret Phillips, <i>Willard</i>	Orlando Williams, <i>BHS (Alt)</i>

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

Donald Evans, *BUSD Superintendent*  
Charity DaMarto, *Supervisor OFEE*  
Jay Nitschke, *Director of Technology*  
Neil Smith, *Assistant Superintendent for Educational Services*

**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 13 voting members initially present,** with 15 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 provided the following handouts:

- *Preliminary Look at Elementary School Enrollment Trends* (prepared by Jay Nitschke, Director of Technology)

Beery shared the document *Preliminary Look at Elementary School Enrollment Trends* with the committee. She thanked Nitschke for developing the document and noted that it was shared in the Superintendent's Cabinet. A working committee comprised of Beery, Nitschke and Lew Jones, Director of Facilities, is looking at enrollment trends and all the intersecting issues related to the current capacity of BUSD schools. Beginning with the Davis Demographic studies, and incorporating other trends from around the district, the *Preliminary Look* finds a pattern of continued growth. Beery stated that these various intersecting trends could **increase the enrollment in BUSD by 1500 more students district-wide by 2020**, a 10% increase. Items that were highlighted included: increasing enrollment for TK, student-teacher ratios, facility constraints, North Zone enrollment growth, and the District's policy of not moving students once they start at a school, except for TK placements.

Beery added that she would bring more information about growth at the Middle Schools and High School. Smuts asked what was being done to predict scenarios where projected growth for classrooms impact the infrastructure needs. Nitschke stated that an important variable would be the elementary school student-teacher ratios of 20:1 or 24:1, as more classrooms become available with a 24:1 ratio. Beery responded to a question about the teacher template to explain that the projected growth already includes FTE for next year and that facility planning is a separate issue.

**5. Approval of P&O Minutes of April 22, 2014**

**MOTION CARRIED (Glimme/Lavine):** To approve the meeting minutes of the April 22, 2014 P&O Committee Meeting with the change noted below. **The motion was approved with a showing of 12 hands, with 0 objections, and 1 abstention.**

**6. Public Comment**

There was no public comment.

**7. Recommendation for BSEP Funds in FY 2014-15: Program Evaluation**

Natasha Beery presented for Debbi D'Angelo, *Director, Berkeley Evaluation & Assessment*

D'Angelo had provided the following handout at the April 22, 2014 P&O meeting:

- *Recommendation for Expenditure of Funds from the Berkeley Public Schools Educational Excellence Act of 2006 for the Visual and Performing Arts Programs in*

Beery noted that Program Evaluation as presented at the April 22, 2014 P&O meeting had a robust discussion about the program. She also stated that there were not substantial changes from last year and that the fund balance was in reasonably good shape, given the

small fund. It is a program that has some flexibility in the budget, and D'Angelo has suggested that she knows where she can make budget reductions if needed.

**MOTION CARRIED (Glimme/Paxson):** To approve the allocation of BSEP Program Evaluation budget in FY 2014-15 per the memo *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)* from Natasha Beery, Director of BSEP and Community Relations and Debbi D'Angelo, Director of Evaluation and Assessment, to the P&O Committee, dated April 24, 2014  
**The motion was approved unanimously.**

**8. Recommendation for BSEP Funds in FY 2014-15: Professional Development**  
Neil Smith, Assistant Superintendent of Educational Services

Smith provided the following handouts:

- *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)* from Neil Smith, Assistant Superintendent for Educational Services and Michelle Sinclair, Coordinator of Professional Development, to the BSEP Planning & Oversight Committee dated May 6, 2014

Smith reviewed the handout, starting with the Program Summary on page 2. Highlights of note include:

Staffing:

- There is an increase in the funding for the Lead Literacy Coach for 2014-15 because a new Lead Coach will be coming in before the current Lead Coach leaves. This allows for a smooth transition in that position.
- Instructional Technology Teacher (TSA) has increased for next year.

Program Expenditures:

- Toolbox Curriculum Professional Development will be funded to provide training. This will provide social-emotional curriculum in the elementary school.

Martin asked Smith to explain the small projected Ending Fund Balance of \$79.00 and the long list of Carryover Funding Priorities. Smith stated that he has the flexibility to move charges out of BSEP funds when necessary, because BSEP monies carry over, whereas Title I funds do not carry over. Smith feels that he has been able to save money every year and the carryover has always been larger than initially projected. He added that he did not want to understaff next year because it was an important year for implementing the Common Core Standards. Simon asked about the Teacher Initiated Professional Development (TIP) funds and Smith stated that about \$35K out of the \$50K budgeted gets spent, but the amount used has been going up every year as more people find out about it. Harm said that it was her understanding that this year was the first year that Independent Study had received professional development money for their teachers and asked what IS may expect to receive for their program. Smith stated that he thought that IS had received professional development in the past but that it needed to be coordinated between administrators. Huchting asked for a comparison of professional development funds from BSEP and LCAP and if there was any overlap. Smith stated that he tried to fund teacher professional development from other funds and keep the LCAP money focused on students. The total

budget for professional development for next year is over \$2M, which includes various sources of funding: Title I, II, III; LCFF Base/Supplemental, and Common Core-specific implementation. BTSA (Beginning Teacher Support and Assessment) will be funded from various sources as well. Smith stated that he thought the budget for professional development was a fair number. Huchting also asked if there was a way to analyze what professional development programs worked or did not work. Smith stated that offering intensive training and Professional Learning Communities (BHS) as models seemed to work well.

Paxson asked about professional development at the middle schools and Smith responded that it was harder to do at the middle schools because of the class structure (moving from class to class) and stated that teachers gathered together and used the professional learning community model for things like math. Lazio asked about the \$79 ending fund balance and whether there be less spending on professional development in future years. Smith responded that his successor would have multiple budgets for professional development and that is why there is a long list for carryover, because it provides for some flexibility. Paxson asked if ULSS/RTI<sup>2</sup> TSA or Behavior Specialist K-8 line item shown on the last page was a person or funds and Smith stated that the positions are being pushed to the sites to be funded by LCAP.

The P&O Committee thanked Smith for his work with the Committee over the years.

## **9. Recommendation for BSEP Funds in FY 2014-15: Technology**

Jay Nitschke, *Director of Technology*

Nitschke provided the following handout:

- *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) from Jay Nitschke, Director of Technology to the BSEP Planning & Oversight Committee dated May 6, 2013*

Nitschke stated that page two of the handout summarized the technology highlights for the 2013-14 school year and noted themes for 2014-15. He said that the budget recommendation for 2014-15 staffing was similar to the previous year. Nitschke noted that the infusion of money from Common Core funding made the District much more capable and gave an appreciation of the leadership of the Superintendent.

Martin asked Nitschke to tell the Committee about the overall budget for technology.

Nitschke outlined that as follows:

- Staff reporting to Nitschke are 1.0 FTE CalPADS/ADA Reporting, 1.0 Data Processing Manager (QSS-HR/Finance Systems), 1.4 FTE Computer Technicians (the rest is funded by GF). .2 FTE of the Director's position is funded by BSEP, the remainder by GF.
- Data management systems: Power School, QSS (\$50K each/year)
- \$70K in technology that is GF
- \$250K/year for infrastructure projects from the fund

Simon stated that he felt that going into the next school year, there was a tremendous opportunity because the District was well positioned in terms of its infrastructure and the numbers of devices that are available for students and teachers to use. But it was tremendously lacking in the amount of professional development opportunities for teachers to know how to use them effectively.

In response to Duran's question about Common Core one-time funding leaving a void, Nitschke stated that there would be a void for funding in 2015-16, 2016-17 and beyond. Baechler-Brabo asked about the reduction of staff in Instructional Technology and whether the loss of Federal money led to the funding of Instructional Technology 50% by BSEP Technology and 50% by BSEP PD. Nitschke confirmed that there was a reduction by 0.2 FTE and Smith added that Title 1 money was decreasing year by year and as the population has shifted, the District has become ineligible for some of that money. Smuts and Beery noted a math error in rate in the narrative of 7.22.

**10. Recommendation for BSEP Funds in FY 2014-15: Public Information, Communications, Translation**

Donald Evans, BUSD Superintendent, Natasha Beery, *Director of BSEP and Community Relations*

Evans and Beery provided the following handout:

- *Recommendation for Expenditures in FY 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) from Donald Evans, Superintendent and Natasha Beery, Director of BSEP and Community Relations to the BSEP Planning and Oversight Committee dated May 6, 2014*

Evans presented the budget for Public Information, Communications, and Translation noting that it was essentially the same as the previous year, except with less money in hourly staff and more money allocated to professional development. There is a sustainable fund balance. The focus will be to continue to support District initiatives, including LCAP and BSEP planning for next year. Beery noted that last year there was more in hourly staff due to the transition time before the hiring of the Program Specialist.

Martin asked for a summary of the changes in communications from last year. Evans responded that there was a redesign and ongoing improvements of the web site, more translations in Spanish online, and the formation of the Communication team was solidified last year. Beery added that changes included the implementation of the new logo and preliminary work to increase BSEP awareness. She noted that there was continued work on coordination with school sites on cohesive communications and support of that. There was more translation done this year, and Beery confirmed that more money is being spent on Spanish and Arabic language translation. Translation services include the use of Language Line, which is increasing in use. Duran expressed his concern that sites could use more help. He noted that part of the problem might be the various hosting methods. Huchting suggested that Facebook might be a possible option. Beery stated that social media had been discussed, although a site such as Facebook would be an unlikely source for essential information. There could be a workshop training around website construction/best practices at the fall SGC Leadership Workshop in addition to the one being planned around site survey training. Glimme noted that the PTA webpages are separate entities from the District site webpages. Baechler-Brabo stated that based on LCAP feedback, for hard-to-reach families, texting can be the best way to reach them. There was a brief discussion about texting as communication, as emergency communication and issues with it as a primary way of communication (e.g., inconsistent delivery time during an emergency).

In response to a question about Personnel Variance for the budget, Beery stated that a the personnel variance is there to allow for personnel and salary changes in staffing (e.g., hiring

more experienced staff at higher salaries). While a rule of thumb used to be 3% and now it is in the 5% range, Beery and Liz Karam review the variance and tailor it to the particular budget and its possible expansion or contraction.

## **11. Recommendation for BSEP Funds in FY 2014-15: Parent Outreach**

Charity DaMarto, *Supervisor Office of Family Equity and Engagement*

DaMarto provided the following handouts:

- *Recommendation for Expenditures in FY 2014-15 of Funds Allocated to Parent Outreach from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0857) from Neil Smith, Assistant Superintendent for Educational Services and Charity DaMarto, Supervisor Office of Family Equity and Engagement to the BSEP Planning and Oversight Committee dated May 6, 2014*
- *PowerPoint Presentation Office of Family Engagement and Equity 2014 and Beyond (4 pages)*
- *Office of Family Engagement and Equity Site Coordinator Annual Plan, 2014-15 (“Work plan,” 5 pages of narrative with planning calendar)*

DaMarto stated that through the LCAP process, the Parent Outreach (Office of Family Engagement and Equity, or OFEE) will be expanding because of the expressed need for site coordinators at all schools. She noted that the budget for BSEP is not changing for the coming year, and additional staff is likely to be funded by LCAP. DaMarto’s PowerPoint presentation handout provided answers to questions about the program, including the work plan, and the FTE equivalents that might be at sites. The *Office of Family Engagement and Equity Site Coordinator Annual Plan, 2014-15 (5 pages of narrative with planning calendar)* was a yearly “work plan” that outlined the newsletter topics, PD, activities and events.

DaMarto reviewed the PowerPoint and stated that she wanted to give the Committee more data on the pilot program, pending the receipt of the SGC surveys. A report is being created in Illuminate that includes academic success, behavior, attendance, and family outreach success. The current data entered into Illuminate includes 113 families and that data shows, of those families served, the students are:

- 18% English Language Learners
- 50% African American, 28% Hispanic, 11% Mixed Ethnicity, 11% White/Asian/Other
- 85% Socio-Economically Disadvantaged (SED)

DaMarto stated that she will have more detailed data, including reading levels, attendance (if it decreased through intervention), and suspensions.

She explained that there were two models for increasing staffing, one using part-time staff (at site) model where the FTE is based on school size and need (.4FTE at smaller sites to .6 or possibly .8FTE at larger sites). DaMarto confirmed that they would have a system for determining need, but she is still waiting for the numbers of students from admissions. There was a discussion about the numbers, needs and turnover of students at each of the sites and a suggestion to DaMarto to initially staff all the schools at .6FTE.

DaMarto stated that the second PO model was a model that allows for 6 full-time site coordinators working in partner groups for up to 2-3 sites each. That would allow for more consistent full-time staff than the partial FTE provided for the sites.

DaMarto explained that the part-time model is a complicated and difficult model to manage. Based on observations from the pilot program, there were and could be problems with staffing, scheduling, and supervision. If there are part-time staff, and then sites decide to add their own funding to increase site coordinators time at those sites, that would add another layer to the staffing, scheduling, and supervision issues.

The OFEE program would use LCAP funding in years 2 and 3 to provide site coordinators for the middle schools and the high schools. There was a discussion around providing this service for middle schools. DaMarto added that some funding was set aside for middle schools and her department tried to address some of that this year. It did add another layer of issues, but she agreed that the parents wanted support. They are planning for a positive behavior and discipline presentation that would be hosted at Willard Middle School on May 15<sup>th</sup>. DaMarto is working with MLK Middle School to increase Stiles Hall funding and provide a parent group counseling. At Longfellow, the OFEE is planning to do a bridge and transition piece for parents at the end of the school year. Simon added that the transition from elementary to middle school (and middle to high school) is difficult from a parent perspective to engage with the school and that there seems to be a need there. DaMarto stated that she sits on the SARBs (Student Attendance Review Board) for middle and high school, and she tries to provide referrals and resources to families to deal with that.

DaMarto stated that her department does not have a stand-alone space within the district and she is located at Admissions. It is difficult to have families come to her space to talk. It would be great to have a center where parents could come for meetings, and space where staff could conduct workshops. With the part-time model, sites do not have a place to house the proposed part-time staff. (Currently the staff at Thousand Oaks is housed in the nurse's station.)

There was a lengthy discussion about parent liaisons/site coordinators at the high schools and other schools. (Site coordinators would eventually be replacing parent liaisons.) DaMarto would be the main evaluator and supervisor of the Coordinators and work plans in the proposed models. She checks in with the principals with her evaluations and they have input with her. Site coordinators that are provided by certain schools are not evaluated or supervised (or partly so) by DaMarto.

Beery noted that there was a spreadsheet on the last page of the *Recommendation for Expenditures in FY 2014-15 of Funds Allocated to Parent Outreach from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0857) from Neil Smith, Assistant Superintendent for Educational Services and Charity DaMarto, Supervisor Office of Family Equity and Engagement to the BSEP Planning and Oversight Committee dated May 6, 2014* that shows the LCAP funding contributions. She stated that one of the parallel conversations from the PAC/DELAC was to look at the LCAP supplemental funding that is derived from the targeted populations of ELL, SED, and foster youth and make sure there is a link to them.

DaMarto reviewed the outline of the PO calendar in the *Office of Family Engagement and Equity Site Coordinator Annual Plan, 2014-15*. She confirmed that she would provide professional development along with other District to the PO staff, as well as teachers at staff meetings. Activities and Parent Workshops would be events that would come up during that month. The newsletter would be the communications piece, and topics would include those listed.

DaMarto reviewed the *Recommendation for Expenditures in FY 2014-15 of Funds Allocated to Parent Outreach from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0857) from Neil Smith, Assistant Superintendent for Educational*

*Services and Charity DaMarto, Supervisor Office of Family Equity and Engagement to the BSEP Planning and Oversight Committee dated May 6, 2014.* Beery noted that the last page of the memo “Parent Outreach Budget FY 2014/15” reflected the most current budget numbers for review. Martin asked if DaMarto had a sense of which model the OFEE would use and DaMarto stated that there were benefits to both models. She said that the part-time site model would have a strong connection to the site and the teachers, even if it was a shared split. It’s possible that the full-time model would not have the same degree of connection, but would be able to provide a lot of coordinated services and it would be much easier to hire and develop staff for full-time work. Martin suggested that DaMarto include wording on which model she would plan to staff with. In response to a question about balancing staff time at sites, DaMarto said that during the last 1½ years, her staff functioned as case managers and much of their time was used by about 10 families. They eventually pulled back into the training model. Now there is a plan, topics, accountability, and clarity of tasks provided by the staff with the principals. DaMarto noted that going forward, it will be easier regardless of which model they have. She said that when the LCAP is semi-finalized and approved by the Board, their plan is to begin in August. They have already given a heads-up to HR about staffing. She noted that they had 58 applications for one position that was recently vacated for Malcolm X and John Muir, so they know they can staff for needed positions, create an eligibility list and have choices in who they pick for staff.

Martin and the Committee thanked DaMarto for her presentation.

## **12. P&O Draft Statement: CSR Budget and Fund Balance**

Chris Martin & Elisabeth Hensley, *BSEP P&O Co-Chairs*

Martin & Hensley provided the following handouts:

• *Memo: Looking ahead at the Class Size Reduction (CSR) Fund, to the BUSD Board of Education from BSEP Planning & Oversight Committee, dated May 14, 2014 (P&O Statement Regarding CSR Funds beyond 2014-15)*

Martin noted that there was one more meeting, May 13<sup>th</sup>, for approval before the statement would be read at the Board meeting of May 14<sup>th</sup>. Martin said that class size would not be mentioned in the statement because it was thought it deserved its own statement. There was a long discussion around multi-year projections, Board awareness of the deficits (VAPA, CSR, others), concerns with the negative projected fund balances, and asking for a response within a time frame.

**MOTION CARRIED (Armstrong/Simon):** To approve the *Memo: Looking ahead at the Class Size Reduction (CSR) Fund, to the BUSD Board of Education from BSEP Planning & Oversight Committee, dated May 14, 2014 (P&O Statement Regarding CSR Funds beyond 2014-15)* with the following edits:

- **Last sentence first paragraph should read:** We would like to see staff present a multi-year projection that demonstrates a positive fund balance through school year 2016-17, preferably by next fall.
- **Second to last line of the first page:** remove the word “will” and replace it with the word “may”
- **Second line of the last paragraph:** after the word “Measure,” with “with current ratios,”



**The motion was approved unanimously.**

**13. Adjournment**

The meeting was adjourned by acclamation at 9:37 p.m.

*Minutes submitted by Linda Race, BSEP Staff Support*

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 sustainability of this 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 2014-15 with a budget deficit. However, there will be two additional years under Measure A, and the P&O committee is dedicated to ensuring that BSEP funds deliver on the promise to the voters for the life of the measure. The P&O committee views the \$200,000 from the General Fund as a temporary solution. We would like to see staff present a multi-year projection that will maintain a positive fund balance through school year 2016-17, preferably by the Fall of 2014..

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 do not increase in response to enrollment growth or a larger state budget. Thanks to those increasing state dollars, the district can consider providing salary increases to our hardworking, dedicated staff. 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. With increased enrollment and pending salary increases growing the cost of class size reduction, the committee recognizes that BSEP's contributions to additional programs may have to diminish. In fact, the 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. With the proposed 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.

Therefore, the P&O wishes to respectfully remind the Board that in order to meet the obligations of the Measure, with current ratios, 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. If it is the district's priority to maintain these programs after 2014-15, the district's General Fund would need to provide expanded support for them 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.

## **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.

<b>Staff</b>	<b>\$416,452</b>
<ul style="list-style-type: none"> <li>● Director of BSEP and Community Relations      1.0 FTE</li> <li>● BSEP Program Specialist      1.0 FTE</li> <li>● Public Information Officer      1.0 FTE</li> <li>● Specialist Translator/Interpreter      0.5 FTE</li> <li>● Hourly support staff</li> </ul>	

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.)

<b>Hourly staff</b>	<b>\$20,000</b>
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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.

<b>Contracted Services</b>	<b>\$70,000</b>
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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.

<b>Printing &amp; Mailing</b>	<b>\$27,000</b>
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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.

<b>Equipment and supplies</b>	<b>\$35,000</b>
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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. An additional \$5,000 is budgeted for the planned purchase of additional equipment to support the growing need for simultaneous interpretation at school and district events. A transmitter and 50 headphones will allow for meetings at our TWI school to be conducted in either English or Spanish, with the alternate language provided through headphones. This equipment will be housed at LeConte School but available for use throughout the district, in addition to the current set which is kept at the district offices.

<b>Travel, Conferences and Memberships, Cell Phone</b>	<b>\$8,000</b>
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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. There is deficit spending at a slightly higher rate for the current year for one time purchase of equipment and materials.

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



<b>Revenue</b>	495,472
<b>Expenses</b>	
Staffing	416,452
Classified Hourly	20,000
Contracted Services	75,000
Equipment and Supplies	35,000
Printing and Mailing	27,000
Travel, Conferences, Memberships	8,000
Cell Phone	1,000
Reserve for Personnel Variance	15,000
<b>Total Expenses</b>	<u>597,452</u>
<b>Net Change to Fund Balance</b>	(101,980)
<b>Fund Balance</b>	
Beginning Fund Balance	276,000
Net Increase/(Decrease)	<u>(101,980)</u>
<b>Ending Fund Balance</b>	<u>\$174,020</u>

# 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 (RtI<sup>2</sup>)
- 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.



## **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. Funds would 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. RtI<sup>2</sup> Workshops** **\$8,000**  
Workshops focused on RtI<sup>2</sup> 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 other BUSD 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. 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 proposal for BSEP expenditures.

<b>Revenue</b>	786,611
<b>Expenses</b>	
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
<b>Total Expenses</b>	<u>875,532</u>
<b>Net Change to Fund Balance</b>	(88,923)
<b>Fund Balance</b>	
Beginning Fund Balance	89,000
Net Increase/(Decrease)	<u>(88,923)</u>
<b>Ending Fund Balance</b>	\$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)