

BERKELEY PUBLIC SCHOOLS
Meeting Location: 1231 Addison Street, Berkeley CA 94702
Phone: (510) 644-8764

BOARD OF EDUCATION – MEETING AGENDA

Wednesday, June 3, 2015

BOARD OF EDUCATION

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Karen Hemphill, Director/Clerk
Josh Daniels, Director
Ty Alper, Director
Jesse Barber, Student Director, BHS
Carlos Ku-Ceja, Student Director, BTA

STAFF

Donald E. Evans, Ed.D., Superintendent/Secretary
Javetta Cleveland, Deputy Superintendent
Pasquale Scuderi, Asst. Supt., Educational Services
Delia Ruiz, Asst. Supt., Human Resources
Lyzanna Chairez, Recorder

BOARD OF EDUCATION REGULAR MEETING AGENDA

The Presiding Officer will call the meeting to order at **5:30 p.m.** before the Board Recesses to Closed Session. The Regular Meeting will convene by 7:30 p.m.

Closed Session

The Board may recess into Closed Session before or after the public meeting under the authority of the Brown Act (including but not limited to Government Code section 54954.5, 54956.8, 54956.9, 54957, 54957.6, as well as Education Code section 35146). Under Government Code section 54954.3, members of the public may address the board on an item on the Closed Session agenda, before Closed Session.

CLOSED SESSION PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a green speaker card.

Cards turned in by 5:15 p.m. will be given priority. Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

1. Collective Bargaining: Lead Negotiator: Legal Counsel Roy Combs
BFT, UBA and Local 21 Negotiations
2. Conference with Legal Counsel – Anticipated Litigation
PERB Case No. SF-CE-3027-E: Brian Crowell v. Berkeley Unified School District
3. Conference with Legal Counsel – Existing Litigation (Government Code section 54956.9(a))
Name of Case: OCR Complaint - 09-15-1095
4. 3. Public Employee Discipline/Dismissal/Release/Evaluation
Separation Agreement for Certificated Employee

- 5. Public Employment/Appointment
Principal, Washington Elementary

Approve Regular Meeting Agenda of June 3, 2015

Report on Closed Session

OPEN SESSION PUBLIC TESTIMONY (1st opportunity)

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 7:15 p.m. will be given priority.**

Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **30 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

Union Comments: Representatives from each union are given the opportunity to address the Board on any issue, 5 minutes per union. (Order rotates).

- _____ Berkeley Federation of Teachers (BFT)
- _____ Berkeley Council of Classified Employees (BCCE)
- _____ International Fed. Of Professional and Technical Engineers (Local 21)
- _____ Union of Berkeley Administrators (UBA)

Committee Comments: Representatives from District committees that include members of the public are given the opportunity to address the Board on any issue. 5 minutes per committee.

- _____ BSEP Planning & Oversight Committee
- _____ Measure I Construction Bond Oversight Committee
- _____ Measure H Oversight Committee
- _____ Parent Advisory Committee (LCAP))
- _____ District EL Advisory Committee
- _____ PTA Council
- _____ Audit Committee

BOARD MEMBER AND SUPERINTENDENT COMMENTS

Board members and the Superintendent are given the opportunity to address any issue.

CONSENT CALENDAR – approval requested

1	Approval of Human Resources Report	11
2	Approval of Overnight Field Trip Request	13
3	Approval of Contracts and Purchase Orders	14
4	Approval of New Textbooks for Berkeley High School in Chicano Literature	16

5	Approval of New Textbook for IB Biology	17
6	Recommendation for Expenditures in 2015-16 of Funds Allocated to Professional Development from the <i>Berkeley Public Schools Educational Excellence Act of 2006</i>	18
7	Recommendation for Expenditures in FY 2015-16 for Funds Allocated to Program Evaluation from the <i>Berkeley Public Schools Educational Excellence Act of 2006</i>	25
8	Recommendation for Expenditures in 2015-16 of Funds Allocated to Technology from the <i>Berkeley Public Schools Educational Excellence Act of 2006</i>	36
9	Recommendation for Expenditures in 2015-16 of Funds Allocated to Parent Outreach from the <i>Berkeley Public Schools Educational Excellence Act of 2006</i>	41
10	Recommendation for Expenditures in 2015-16 of Funds Allocated to Public Information, Translation, and Support of the Planning and Oversight Committee from the <i>Berkeley Public Schools Educational Excellence Act of 2006</i>	46
11	Approval of Facilities Master Plan	53

DISCUSSION ITEMS

1	BSEP Measure Planning Update	58
2	Overview of Berkeley High School WASC Report and Proposed Response (report under separate cover)	66

OPEN SESSION PUBLIC TESTIMONY (2nd opportunity)

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in for the earlier open session public testimony will be given priority.** Speakers will be randomly selected based on topic and position, with BUSD students generally given priority. Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

Extended Board Member and Superintendent Comments. Board members and the Superintendent are given the opportunity to address any issue.

Adjournment

Berkeley Unified School District Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged partners in their child’s education who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students’ interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

BOARD MEMBER INFORMATION

	Office Hours Dates & Times	Office Hours Location	Priority (Primary)	Priority (Secondary)
Beatriz Leyva-Cutler (BL) Beatrizleyvacutler @berkeley.net 510-644-6550	No summer office hours	Casa Latina (1801 San Pablo Ave.)	Family Engagement	Common Core State Standards
Josh Daniels (JD) joshdaniels @berkeley.net 510-213-8683	No summer office hours	Take 5 (3130 Sacramento St.)	Planning for Next BSEP Measure	Local Control & Accountability Plan
Judy Appel (JA) judyappel @berkeley.net 510-644-6550	No summer office hours	Café Leila (1724 San Pablo Ave.)	Common Core State Standards	Family Engagement
Ty Alper (TA) tyalper@berkeley.net 510-698-1905	No summer office hours	Casa Latina (1801 San Pablo Ave.)	TBD	TBD
Karen Hemphill (KH) karenhemphill @comcast.net 510-644-6550	No summer office hours	Café Leila (1724 San Pablo Ave.)	Local Control & Accountability Plan	2020 Vision
Jesse Barber (JB) Jessebarber @students.berkeley.net 510-644-6550	N/A	N/A	Student Engagement	N/A
Carlos Ku-Ceja (CK) Carloskuceja @students.berkeley.net 510-644-6550	NA	N/A	Student Engagement	N/A

We, the members of the Berkeley School Board, encourage members of the public to contact us and share your ideas, thoughts, and concerns regarding our schools. You can contact us individuals via email or phone as detailed above and/or you can attend any of the office hours detailed above. You can also email the entire School Board directly at BoardofEd@berkeley.net .

Nosotros, los miembros de la Mesa Directiva de Berkeley, animamos a los miembros del público a comunicarse con nosotros y compartir sus ideas, pensamientos y preocupaciones con respecto a nuestras escuelas. Puede comunicarse con nosotros individuos vía correo electrónico o teléfono, indicados más arriba, y / o puede asistir a cualquiera de las horas de oficina detalladas arriba. También puede enviar un correo electrónico directamente a toda la Mesa Directiva a BoardofEd@berkeley.net

2015 BUSD School Board Calendar
Regular Meeting Dates

<i>January</i>	14	28	
<i>February</i>	1 (Retreat)	11	25
<i>March</i>	11	25	
<i>April</i>	8	22	
<i>May</i>	6	20	
<i>June</i>	3	10	24
<i>July</i>			
<i>August</i>	26		
<i>September</i>	9	30	
<i>October</i>	14	28	
<i>November</i>	4	18	
<i>December</i>	9		

2015 BOARD MEMBER COMMITTEE ASSIGNMENTS

To identify school board members by their initials, please see the "Board Member Information" page.

	#	JA	BL	KH	JD	TA	JB	CKC
2x2 (deborahturner@berkeley.net)	2	X	X					
Audit (geraldinemorgan@berkeley.net)	2	X				X		
BSEP Planning & Oversight (natashabeery@berkeley.net)	2				X	X		
BTSA michellesinclair@berkeley.net	1					X		
Capacity (pasqualescuderi@berkeley.net)			x			x		
Construction Bond Oversight Committee (chanitastevenson@berkeley.net)	1				X			
District EL Advisory Committee/EL Parent Advisory Committee (charitydamarto@berkeley.net)	1		X					
Measure H/Maintenance Oversight Committee (TBD)	1			X				
Parent Advisory Committee (Patriciasaddler@berkeley.net)	2		X	X				
Policy Committee (deborahturner@berkeley.net)	2	X			X			
PTA Council (president@berkeleypta.org)	1					X		
Student Attendance Review Board (SARB) (susancraig@berkeley.net)	1		X					
Supt Budget Advisory Committee (SBAC) (jaynitschke@berkeley.net)	1			X		X		
BOARD WORKGROUP ASSIGNMENTS								
Alameda County School Boards Association (deborahturner@berkeley.net)				x				
BSEP Renewal Planning Workgroup (natashabeery@berkeley.net)	2	X			X			
Cesar Chavez Commemorative Workgroup (charitydamarto@berkeley.net)	1		X					
Next District Strategic Plan Workgroup (donaldevans@berkeley.net)	1	X		X				
Project Labor Agreement Workgroup (TBD)	1			X				
Restorative Justice/School Climate Committee (susancraig@berkeley.net)		1						

2015 BOARD MEMBER SCHOOL SITE LIAISON ASSIGNMENTS

To identify school board members by their initials, please see the "Board Member Information" page.

	JA	BL	KH	JD	TA	JB	CKC
Berkeley Adult School (burrghuthrie@berkeley.net)			X				
Berkeley Arts Magnet (renemolina@berkeley.net)					X		
Berkeley High School (kristinglenchur@berkeley.net)	X		X			X	
Berkeley Technology Academy (sheilaquintana@berkeley.net)				X			X
Child Development Centers (mariacarriedo@berkeley.net)	X						
Cragmont (hazellefortich@berkeley.net)		X					
Emerson (susanhodge@berkeley.net)				X			
Independent Study (edithsmiley@berkeley.net)	X						
Jefferson (sonyamartin@berkeley.net)				X			
John Muir (audreyamos@berkeley.net)		X					
King (janetlevenson@berkeley.net)	X						
LeConte (veronicavalerio@berkeley.net)		X					
Longfellow (marcosgarcia@berkeley.net)					X		
Malcolm X (alexhunt@berkeley.net)			X				
Oxford (bethrhine@berkeley.net)					X		
Rosa Parks (pacofurlan@berkeley.net)					X		
Thousand Oaks (jennifercorn@berkeley.net)		x					
Washington (melstenger@berkeley.net)			X				
Willard (debbiedean@berkeley.net)				X			

LCFF AND LCAP ACRONYMS

ADA: Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day.

API: Academic Performance Index – a measurement of a school’s academic performance and progress.

BASE RATE: state funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.

BSEP: Berkeley Schools Excellence Program – funds provided by a local (parcel) tax to the Berkeley Schools.

BUSD: Berkeley Unified School District

CATEGORICAL AID: Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.

CCSS: Common Core State Standards - an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.

CSR: Class Size Reduction – California provides funds for lower class sizes K-3; the BSEP measure provides additional funding.

CTE: Career Technical Education

COE: County Office of Education

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use.

EIA: Economic Impact Aid - State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.

EL: English Learner

ELPAC: English Learner Parent Advisory Committee (LCFF/LCAP)

FTE: Full Time Equivalent Teacher

FREE AND REDUCED LUNCH: In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal, and under \$30,615 for free meals. This guideline defines “low-income” (**LI**) for purposes of the LCFF.

LCAP: Local Control and Accountability Plan- a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities

LCFF: Local Control Funding Formula – California’s new school finance model for allocation of state funding to local school districts.

PAC: Parent Advisory Committee (for LCFF/LCAP)

REVENUE LIMIT: Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

SUBGROUPS: The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

SUPPLEMENTAL FUNDING: Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate, The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

WILLIAMS REQUIREMENTS/BASIC SERVICES – California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.

We agree to:

- Focus on the best interest of students
- Work together as a team
- Respect and listen to all options, opinions, and styles
- Actively participate in board meetings, committees, work groups and district events
- Come to meetings prepared and be fully present and engaged
- Be open to new ideas
- Exhibit positive body language, mannerisms, and tone of voice
- Engage in active listening; do not interrupt; avoid side conversations
- Disagree agreeably
- Assume good will
 - Begin on time and conduct business efficiently

TO: Donald Evans, Ed.D., Superintendent
FROM: Delia Ruiz, Assistant Superintendent, Human Resources
DATE: June 3, 2015
SUBJECT: APPROVAL OF HUMAN RESOURCES REPORT
The following is submitted for approval.

CERTIFICATED EMPLOYEES						
Name	Classification (Temporary, Probationary or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>LEAVES</u>						
Zolezzi, Timothy	Permanent	Teacher	0.20	Berkeley High	08/31/15	06/17/16
<u>RETIREMENTS</u>						
Gaebler, William	Permanent	Teacher	1.00	Berkeley High	06/12/15	Hire date: 02/15/80
<u>SEPARATIONS</u>						
Burke, Amy	Permanent	Teacher	1.00	Berkeley High	06/12/15	
Carmena, Erin	Probationary	Teacher	0.40	Willard	06/12/15	
Greenleaf, Tamara	Permanent	Teacher	1.00	Washington	06/12/15	
Jordan, Faith	Probationary	Teacher	0.60	Arts Magnet	06/12/15	
<u>NEW HIRES OR REHIRES</u>						
Wheeler, Emily	Temporary	Teacher	Hourly	Adult School	05/04/15	06/12/15
<u>CORRECTION</u>			<u>PRIOR REPORT</u>		<u>BOARD REPORT</u>	
Crawford, Charlotte, Separation, Psychologist, Special Ed., .40 FTE			1.00 FTE		03/11/15	
<u>RESCISSION OF LEAVE</u>			<u>PRIOR REPORT</u>		<u>BOARD REPORT</u>	
Manandhar, Rachel, Teacher, King, 1.00 FTE			1.00 Leave 08/31/15- 06/17/16		05/06/15	

CLASSIFIED EMPLOYEES

Name	Classification (Limited Term, Provisional, Temporary, Probationary, or Permanent)	Position	FTE	Location	Date (From)	Date (To)
<u>LEAVES</u>						
Abdul-Musawwir, Mushin	Permanent	EDP Coordinator	1.00	LEARNS at Arts Magnet	08/11/15	09/28/15
Cummings, Robin	Permanent	School Safety Officer	1.00	Berkeley High	05/06/15	06/12/15
Robinson, Clinton	Permanent	Custodian II	1.00	Berkeley High	05/01/15	05/29/15
Salmond, Kenya	Permanent	Instructional Technician, EDP	0.53	LEARNS at Arts Magnet	05/09/15	06/01/15
Scheuer, Mary Ann	Permanent	Library Media Technician	0.48	Emerson	09/02/15	06/17/16
Sharma, Sushil	Permanent	Instructional Assistant, Special Ed.	0.80	Willard	05/10/15	06/11/15
<u>NEW HIRES/REHIRES</u>						
Andrews, Rashad	Probationary	School Safety Officer	1.00	Berkeley High	05/19/15	*
Garrett, Yasmine	Probationary	Instructional Assistant, Special Ed. Attendant	0.80	Berkeley High	05/19/15	*
McCray, Monique	Probationary	Clerical Assistant III	1.00	King Middle	05/11/15	*
<u>LIMITED TERM/PROVISIONAL</u>						
Caldwell, Ruschell	Provisional	Payroll Supervisor	1.00	Business Services	05/11/15	TBD
Harris, Tamika	Provisional	School Service Assistant	0.40	Jefferson	04/06/15	06/12/15
Hernandez, Hugo	Limited Term	Grounds Gardener	1.00	Maintenance	05/04/15	10/30/15
McWhorter, Woodrow	Limited Term	Instructional Assistant	0.80	Cragmont	05/05/15	06/12/15
Montano, Ruben	Provisional	Instructional Assistant, Special Ed. Attendant	0.60	King CDC	04/12/15	TBD
Walton, Diahlo	Limited Term	Grounds Gardener	1.00	Maintenance	05/04/15	10/30/15
*Upon completion of six work months						
** Upon completion of twelve work months						

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
DATE: June 3, 2015
SUBJECT: Overnight Field Trip Request

BACKGROUND INFORMATION

The following overnight field trip is being requested:

Lost Ridge Chabot Campground, Oakland, CA-June 10-11, 2015

Approve participation of sixty-one third grade students, three teachers and twenty other adults from LeConte Elementary School on a two-day, one-night field trip to Lost Ridge at Chabot Regional Park . The group will depart LeConte Elementary at 10:00 a.m. on Wednesday, June 10, and return at 1:30 p.m. on Thursday, June 11, 2015. Students will have a hands-on experience learning Social Studies and Science grade level standards, aligning with the third grade content standards about the Earth's systems, biological evolution, and being able to describe local geography. BUSD will provide transportation. Students will sleep in supervised, gender specific tents provided by families. The cost of \$20.00 per student is being paid from parent donations. No student will be denied access based on inability to pay. Requested by, Veronica Valerio, LeConte Principal.

POLICY/CODE

Education Code 35330
Board Policy 6153

FISCAL IMPACT

As indicated above.

STAFF RECOMMENDATION

Approve the overnight field trip consistent with the District Policies and instructional programs.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
DATE: June 3, 2015
SUBJECT: Approval of Contracts/Purchase Orders for Services
Contracts

BACKGROUND INFORMATION

The District contracts with consultants or independent contractors who can provide valuable and necessary specialized services not normally required on a continuing basis. The following contract services are requested. Expenditures are within budget.

1. ITS Inspection, Inc. to inspect the Berkeley High School Donahue Gym Modernization Project in the amount of \$12,000. To be paid from Measure I. Requested by Timothy E. White.
2. ITS Inspection, Inc. to inspect the King Gym Modernization Project in the amount of \$12,000. To be paid from Measure I. Requested by Timothy E. White.
3. ITS Inspection, Inc. to inspect the Leconte Elementary School Modernization Project in the amount of \$12,000. To be paid from Measure I. Requested by Timothy E. White.
4. ITS Inspection, Inc. to inspect the Willard Middle School Modernization Project in the amount of \$15,000. To be paid from Measure I. Requested by Timothy E. White.
5. J P. Graphics to produce 2015/2016 Nutrition Services lunch menu calendars. The cost will not exceed \$10,630. To be paid from Cafeterial Fund. Requested by Marni Posey.
6. Increase in contract, PO#151156, to Verde Design to cover added structural engineering services that were required for the ADA ramps for the project. The Board approved \$45,000 on October 8, 2014. The additional contract amount will increase the purchase order by \$5,830 for a total amount of \$50,830. To be paid from Measure AA. Requested by Timothy E. White.

7. Confirming order for an increase for American Reprographics to cover the cost of reproducing specifications and plans for construction project. The original PO# 150829 was opened for \$9,000. This increase is for an additional \$8,000 for a new total of \$17,000. To be paid from Measure AA. Requested by Timothy E. White.

POLICY/CODE

Public Contract Code: 20111

Board Policy 3310

STAFF RECOMMENDATION

Approve the contracts with Consultants or Independent Contractors as submitted.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D. Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
DATE: June 3, 2015
SUBJECT: New Textbooks for Berkeley High School in Chicano Literature

BACKGROUND INFORMATION

The following textbooks were presented to the Board on May 20, 2015 for consideration and are now being recommended for adoption.

Bless me, Ultima (1972) by Rudolfo Anaya. This novel is a coming-of-age piece that follows the life of a Mexican boy, Antonio, in New Mexico. Antonio has endured painful experiences that have to do with death and betrayal and has learned that he cannot stay a boy forever. In this literary work the themes of identity, belongingness, forgiveness, faith and living on borders (Mexico/US, religion/supernatural, childhood/adulthood) are explored.

Enrique's Journey (2006) by Sonia Nazario. This novel is about a boy, Enrique, who takes a dangerous journey from Honduras to the US to be reunited with his mother.

POLICY/CODE

Board Policy 6161.1
Ed Code 60400

FISCAL IMPACT

\$1000.00

STAFF RECOMMENDATION

Adopt the new textbooks for Berkeley High School.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D. Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
DATE: June 3, 2015
SUBJECT: New Textbook for IB Biology

BACKGROUND INFORMATION

The following textbook was presented to the Board on May 20, 2015 for consideration and is now being recommended for adoption.

2014 Edition Biology Course Companion by Allott, Andrew and Mindorff, David
Berkeley High School is recommending the use of this text to be used in SL Biology. This is an updated version of a text that had already been approved for use in this course. Next year the course syllabus will be revised and this edition of the textbook includes all revisions to the syllabus.

The textbook will be on display in the Superintendent's Conference Room for two weeks.

POLICY/CODE

Board Policy 6161.1
Ed Code 60400

FINANCIAL IMPACT

\$4688.04

STAFF RECOMMENDATION

Adopt the new textbook for Berkeley High School.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Asst. Superintendent, Educational Services
Michelle Sinclair, Coordinator of Professional Development
DATE: June 3, 2015
SUBJECT: Recommendation for Expenditures in 2015-16 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 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 Professional Development in accordance with BSEP Measure A, Section 3C:

...providing professional development for the District's teachers and staff.

This recommendation for expenditures in 2015-16 was presented to the BSEP Planning and Oversight Committee on April 28, 2015 and adopted by the Committee on May 5, 2015.

Program 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 Mathematics Readiness and Success
- Common Core State Standards (CCSS)
- 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 2015-16 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 683,600

- Elementary Literacy Coaches 2.75 FTE
- K-5 Literacy Lead Coach 0.60 FTE
- BHS Professional Development Leaders 2.00 FTE
- Instructional Technology TSA 1.00 FTE
- Professional Development Coordinator 0.40 FTE

Elementary Literacy Coaches 2.75 FTE

For the past several years, each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. The literacy coaches support teachers in implementing the Columbia University Teachers’ College Reading and Writing Project (TCRWP), the District’s elementary school English Language Arts program. For 2015-16, 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 2015-16, the recommendation is to continue this position at .60 FTE.

BHS Professional Development Leaders

2.0 FTE

Berkeley High School will continue to focus its professional development efforts on teacher-led professional 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)

1.0 FTE

This position was created to help K-12 teachers utilize existing web-based tools to support classroom instruction, for example: Google Applications for Classroom Education; 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.

Much of the district's curricula now include web-based and electronic support materials for teachers, students, and parents. Technology and digital tools can help meet the dual needs of both curriculum content development and sharing, and the collaboration needed in professional development learning.

The recommendation is for this budget to increase funding from 0.50 FTE to 1.0 FTE due to the increased demands of the Common Core State Standards driven digital learning goals.

Coordinator of Professional Development

0.40 FTE

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

Program Expenditures

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.

K-8 Curriculum Teacher Leaders **\$55,000**

Teacher Leaders help advance various curriculum initiatives in the schools, such as the implementation of the 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 2014-15 school year, the K-5 Teacher Leaders focused on Math, ELA, Science, and Teacher Leaders for Equity, a group who participate in bi-weekly workshops with the Director of K-8 schools 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 2 for Next Generation Science Standards.

Carryover Funding Priorities

The plan for this resource is to fully expend 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. Additional Culturally Responsive Teaching Workshops **\$20,000**

This funding would support relevant workshops referenced and described above as we move toward all staff engaging in the foundational elements and components of race and culture provided in these workshops.

b. 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 teachers 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.

- 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. Specialized Workshops for Secondary Teachers** **\$10,000**
Specialized training is required for certain programs at the high school level.
High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops.

Professional development for all schools is currently funded through a variety of funding sources in addition to BSEP, including categorical funds such as Titles I, II, and III, Common Core funding.

Following is the proposal for BSEP expenditures for 2015-16:

Professional Development Budget FY 2015/16

Revenue	791,290
Expenses	
Professional Development Staff	683,620
Culturally Responsive Workshops & Consultants	45,000
Teacher Initiated Professional Development	50,000
K-8 Curriculum Teacher Leaders	55,000
Reserve for Personnel Variance	25,000
Indirect Cost	<u>56,154</u>
Total Expenses	914,774
Net Change to Fund Balance	(123,484)
Fund Balance	
Beginning Fund Balance	157,060
Net Increase/(Decrease)	<u>(123,484)</u>
Ending Fund Balance	33,576

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Section 3C, Measure A of 2006)

FISCAL IMPACT

Projected expenditures of \$914,774 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 2015-16 for funds allocated to Professional Development from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0855).

BSEP Professional Development Program – FY 2012 through FY 2016

Positions & Activities	Grade Level	2012-13	2013-14	2014-15	2015-16	Comments
Current Proposal and Prior Year Comparison						
Elementary Literacy Coaches	K-5	2.75	2.75	2.75	2.75	<i>Spread over sites</i>
District Lead Literacy Coach	K-12	0.40	0.40	0.60	0.60	
BHS PD Leaders	BHS	1.20	2.00	2.00	2.00	<i>10 teachers, .20/teacher</i>
Instructional Technology TSA	K-12	0.34	0.34	0.50	1.00	<i>.50 was in BSEP Technology</i>
Staff Development Coordinator	Pre-K-12	0.50	0.40	0.20	0.40	<i>.20 was in BTSA</i>
Total FTE		5.19	5.89	6.05	6.75	

Previously Funded by BSEP Professional Development Funds

MS English Language Arts	6-8	0.40	0.40	0.00	0.00	<i>To Common Core in 2014-15</i>
District English Language Development Coach	K-12	0.50	0.40	0.00	0.00	<i>To Categorical Funds in 2014-15</i>
Math Coach	K-5	0.50	0.30	0.00	0.00	<i>To LCAP (1.0) in 2014-15</i>
Math Coach	6-8	0.40	0.35	0.00	0.00	<i>To LCAP/CC in 2014-15</i>
Rtl ² TSA or Behavior Specialist	K-8	0.40	0.30	0.00	0.00	<i>To sites, LCAP in 2014-15</i>
Culturally Responsive Teaching	K-12	0.50	0.00	0.00	0.00	<i>From FTE to contract in 2013-14</i>
Supervisor Family Engagement & Equity	K-12	0.50	0.00	0.00	0.00	<i>To BSEP Parent Outreach</i>
Total FTE		1.40	0.30	0.00	0.00	

Grand Total FTE 6.59 6.19 6.05 6.75

Other Professional Development Activities

Toolbox Curriculum Professional Development	K-6	\$0	\$0	\$40,000	\$0	<i>One time materials expenditure</i>
Culturally Responsive Training	K-12	\$25,000	\$0	\$45,000	\$45,000	<i>Cat Funds used in FY 2013-14</i>
Teacher-Initiated PD (TIP)	K-12	\$50,000	\$50,000	\$50,000	\$50,000	
Teacher Leader Stipends - ELA, Math, Equity	K-8	\$80,155	\$80,200	\$55,030	\$55,030	
Total Other PD Initiatives		\$155,155	\$130,200	\$190,030	\$150,030	

Priorities for Carryover Funds

Welcoming Schools Training		\$10,000	\$7,000	\$8,000	\$8,000	
ACOE Math Consortium		\$12,000	\$0	\$7,500	\$0	<i>Common Core</i>
Middle School Writing Scoring		\$15,000	\$10,000	\$10,000	\$10,000	
Rtl Workshops		\$8,000	\$0	\$8,000	\$8,000	
Mentors for Voluntary PAR Referrals		\$10,000	\$10,000	\$10,000	\$10,000	
TCWRP for New Teachers		\$10,000	\$0	\$10,000	\$0	<i>Common Core</i>
Specialized Workshops for Secondary Teachers		\$25,000	\$15,000	\$15,000	\$10,000	<i>Common Core</i>
Additional Culturally Responsive Training		\$0	\$0	\$0	\$20,000	
Total Carryover Priorities		\$90,000	\$42,000	\$68,500	\$66,000	

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
Debbi D'Angelo, Director of Evaluation and Assessment
DATE: June 3, 2015
SUBJECT: Recommendation for Expenditures in FY 2015-16 for Funds
Allocated to Program Evaluation from the *Berkeley Public Schools
Educational Excellence Act of 2006* (BSEP Resource 0856)

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 *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A):

...assessing the effectiveness of the District's educational programs for improving student achievement (Section 3.C)

Program Evaluation is funded through a variety of sources: General Funds, grant funding, Categorical Funds, and BSEP. All proposed staff positions focused on evaluation and assessment are at least partially funded from BSEP.

This recommendation for expenditures in 2015-16 was presented to the BSEP Planning and Oversight Committee on April 28, 2015 and adopted by the Committee on May 5, 2015.

Program Objectives

As the District implements educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve five major goals. In 2014, this Office was changed to the Berkeley Research Evaluation and Assessment Office to:

1. Improve teachers' instruction and students' learning.
2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.

3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize the use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.
5. Develop and maintain a central data warehouse to provide real-time web-based student information to staff members with access to district indicators, drillable to the site, classroom and student level.

Program Summary

Following is a summary of the programs and services offered by BREA. Additional projects of the BREA (not funded by BSEP) are listed in Appendix A.

Professional Development/Training: BREA staff will continue to provide training and support for administrators, teachers, parents and support staff in the continuous inquiry model – using data to drive instruction and to evaluate programs. In 2012, BREA rolled out a Data and Assessment System entitled *Illuminate*; since then, staff has added *Illuminate* for Program and Classroom Evaluation to the repertoire of Professional Development offered.

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

School Principal Evaluation Support: All sixteen principals receive one-on-one support at their school sites on a regular basis from BREA staff. Support is based on research from *Driven by Data* and *Culturally Proficient Inquiry*. BREA staff provide supplementary data analysis, assist principals to plan and deliver data presentations to their staffs, PTA and/or SGCs. BREA staff members also support Principals in using Survey Monkey, *Illuminate* and the new state test.

Program Evaluation Reports: The Director prepares evaluation reports that the School Board, district administrators, and schools can use to inform their practice, including reports on State and local trends in achievement overall, and by racial and demographic subgroups. Evaluations include special programs, Board subcommittees, site programs and other district focus areas. At the High School, this includes an annual report of progress.

2020 Vision Support and Partnership: The 2020 Vision is Berkeley's citywide effort to achieve academic equity for all children and youth in Berkeley by the year 2020.

The 2020 Vision uses eight goals to measure success each year: Kindergarten Readiness, Reading Proficiency by Third Grade, Attendance, Math Completion by 9th Grade, College and Career Readiness, Alternatives to Suspension, Fewer Police Encounters, and Student Engagement. The BREA Director helps to evaluate the implementation of Phase III of the 2020 Vision, which includes a series of seven 2020 Design Team meetings with City of Berkeley staff.

Elementary Report Cards: The Director serves as the liaison between the Professional Development department and the BREA department to assure that the elementary report cards are updated and align to the Common Core State Standards (CCSS) pacing guides at the school sites. BREA staff provide teacher and family guides (in English and Spanish), posted on the district website and distributed to families for use with the Report Cards.

WE CARE and other Staff and Parent Surveys: BREA staff provide design and analysis support for a variety of surveys using both Survey Monkey and Google Surveys. Work includes a WE CARE survey to assess customer service in and amongst district departments; a survey of staff, parents and students regarding Smarter Balanced Assessment (SBA) Testing; evaluating current SGC surveys and if they meet all targeted LCAP sub-groups and finally, the development of a template to begin the design of a new district-wide family survey.

Local Control Accountability Plan (LCAP) The BREA Director, LCAP Evaluator and BREA staff provides support to Principals in aligning the Single Plan for Student Achievement (SPSA) to the LCAP Goals. The Director also assists the LCAP Evaluator in evaluating all programs written in the LCAP plan including those multi-funded by BSEP and the Local Control Funding Formula (LCFF) Base.

BUDGET RECOMMENDATIONS FOR FY 2015-16

Staffing \$513,000

The staffing model proposed for BSEP funding in FY2014-2015 would continue with 4.6 FTE, with assignments and site responsibilities allocated in accordance with current program priorities. (See Appendix B for specific sites.)

- Director 1.0 FTE
- Teacher on Special Assignment 1.0 FTE
- Teacher on Special Assignment 0.7 FTE
- Teacher on Special Assignment 0.4 FTE
- Data Analyst 1.0 FTE
- Support Staff 0.5 FTE

Director of Research, Evaluation and Assessment

1.0 FTE

The Director of Research, Evaluation and Assessment designs, implements and oversees all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research and evaluation methodologies, instruments, data collection, data warehouse / assessment system / dashboard design and implementation, data integrity processes, and statistical analysis and interpretation. The Director works with principals, teachers, School Governance Councils, District Office staff, the School Board, LCAP Committees, the 2020 Vision Design Team and local colleges to interpret student data and improve student learning. The Director serves as a liaison between the Technology Department and Educational Services, interpreting the needs of Curriculum and Instruction for the programming and system software, and improving data integrity, development and accessibility for teachers. The Director works with the Coordinator of Professional Development to provide training to lead teachers and professional developers on the development of new CCSS local and state assessments and for K-5 teachers and families, the new Elementary CCSS Report Card. In the spirit of transparency and collaboration, the Director prepares and provides 40-50 presentations annually to different stakeholder groups including the Board, City of Berkeley, the LCAP Parent Advisory Groups, the Educator Advisory Group, West Ed, Education Source, Family Nights, Principals, Teacher leaders and more.

Teachers on Special Assignment (TSA)

2.1 FTE

These positions provide staff development and technical support to teachers, principals, School Governance Council (SGC) and other stakeholders in how to use data for evaluation and in determining appropriate actions based on these data. Staff development is provided primarily to certificated staff at the site and district level, and consists of both group training sessions as well as individualized support. The focus of the TSAs is to provide structured technical assistance in the implementation of *Illuminate*, how to create and understand formative and summative assessments aligned to CCSS and how to use the built-in tools to guide future instruction. Finally, TSAs ensure that teachers and administrators know to monitor student progress overall and by special program to ensure that all students receive the support they need. The TSAs are working towards greater understanding and analysis of the Academic Support Index (created by a BREA TSA) to further identify students needing intervention. In addition to the 2.1 FTE funded by BSEP, TSAs are multi-funded through GATE, LEARNs, LCAP and possibly the one-time CCSS budget to support the evaluation of specific programs as outlined in Appendix A. TSAs are responsible for creating a draft analysis / report to Ed. Services on Assessments that they oversee.

Data Analyst (1.0 FTE) and Administrative Coordinator (0.5 FTE)

These two classified positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments, import and enter data into the data systems, ensure accuracy of data, develop queries and reports in *Illuminate* and PowerSchool, generate a variety of other reports and documents, and develop and maintain various databases and files. In addition, the Data Analyst serves as the manager of the data warehouse, user access to *Illuminate* and supports staff by providing data requested for program evaluation. (The other .50 FTE of the Administrative Support position is funded by the General Fund to manage state-mandated testing listed in Appendix A.)

Program Expenditures

Certificated Hourly (Extra Duty) \$12,000

The TSAs for Evaluation will work during the summer to prepare student data reports and the new Common Core-aligned district assessments for schools and teachers for the opening of the school year. They will also work additional days in June to provide teacher staff development, and to prepare End of Year assessment and evaluation reports.

Summer and School-Year Staff Development \$8,000

For 2015-16, funds will be used to continue summer and break-time *Illuminate* trainings for teachers. In addition to assessment sessions, the focus for 2015-16 will be on implementing the new Elementary Report Card for K-5 and for Grades 6-12, creating and administering CCSS-aligned online assessments for ELA, Math and Science assessments linked to the most recent standards for World Language, Science, Visual and Performing Arts and other subjects.

Illuminator Teacher Leader Stipend \$17,500

In order to assure full implementation of *Illuminate*, funds will be used to pay one-half of an annual stipend to one lead teacher at each site who will serve as “Illuminators” for the first half of the year and Site Local and State Assessment Teacher Leaders the second half of the year (paid for by the General Fund Testing Budget). The eleven Elementary Illuminators will attend a monthly meeting, be trained on the new Elementary Report Card and then coach others at their site on how to report progress and use local and formative assessments in *Illuminate* and tie them to the Elementary Report Card. The six middle and high-school illuminators would focus on the new Common Core State Standards local assessments and all Teacher Leaders will help with implementation of the new State Mandated Smarter Balanced Assessment (this half of the funding would come from the General Fund Testing Budget).

Contracted Services:

***Illuminate*, Key Data Systems, SPSS, Survey Monkey \$55,000**

The Evaluation and Assessment Office manages a web-based data and assessment system entitled *Illuminate*. Using Web 2.0 technologies, *Illuminate* is

a data-warehouse and information system, storing demographic, assessment and evaluation data. *Illuminate* serves as the vehicle for creating and scanning answers for district assessments as well as analyzing both State and district assessment data. With *Illuminate*, BUSD staff can now work dynamically through the system to create and analyze teacher-created quizzes, demographic data, State tests, or a combination of these and more. Staff reports a user-friendly interface that makes every user's job easier: from district-level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum, to teachers using instant formative feedback mid-lesson to inform next steps. *Illuminate* will now serve as the host for the Elementary CCSS Report Card and provides access to assessments both on paper and online that use similar testing technologies as the Smarter Balanced Assessment (SBA). These questions include: selected response (more than one answer), drag and drop, multi-media sources, constructed response and other technology-enhanced items.

Key Data Systems (the *Illuminate* Item Bank) provides additional test items and that are specifically developed to measure student mastery of the CCSS. In both systems, assessments can be used formatively to help educators improve instruction or summatively to help inform what students know and are able to do at the end of a unit or section. Both systems include a Teacher Rationale document that explains student error and reveal common student misconceptions. In *Illuminate* the rationale also links to the sub-strand, claims in Smarter Balanced, Blooms Taxonomy and Levels of Knowledge. *Key Data Systems* is a partner with *Illuminate* and will serve to enhance the Item Bank, particularly because it is aligned to the new Core Common State Standards.

SPSS is an industry-standard statistical package that BREA is increasingly using for data analysis. The costs include software licenses and training.

Survey Monkey is an online survey tool used by School Governance Councils and other District departments to collect survey data. The BREA department purchases and manages the District's subscription to Survey Monkey, which will also serve as the District "WE CARE" survey tool, and for analysis of Parent Outreach efforts.

Professional Development for BREA Staff

\$7,500

Professional development will support staff facilitation of district evaluation and assessment activities, including the adoption of Common Core, and the roll-out of the on-line and instructional components of *Illuminate*.

Supplies and Equipment

\$5,000

Books, supplies and office equipment are estimated to require no more than \$5,000 for the year.

Ending Fund Balance Priorities

With the ending fund balanced, the prioritization would need to go to increasing the Summer and School Year Staff Development in *Illuminate*.

BUDGET SUMMARY

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

In summary, the recommendation for the expenditure of the BSEP Evaluation monies in FY 2015-16 is:

BSEP Evaluation Budget FY 2015/16

Revenue	\$615,448
Expenses	
Program Evaluation Staff	513,000
Certificated Hourly (Extra Duty)	12,000
Summer and School Year Staff Development	8,000
Teacher Stipends (Illuminator)	17,500
Contracted Services: (Illuminate, SPSS, Survey Monkey)	55,000
Professional Development for BREA Staff	7,500
Supplies and Equipment	5,000
Reserve for Personnel Variance	25,000
Indirect Cost of 7.22%	42,052
Total Expenses	<u>685,052</u>
Net Change to Fund Balance	(69,604)
Fund Balance	
Beginning Fund Balance	80,500
Net Increase/(Decrease)	<u>(69,604)</u>
Ending Fund Balance	\$10,896

POLICY/CODE

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

FISCAL IMPACT

Projected expenditures of \$685,052 from the BSEP funds for Program Evaluation, from the BSEP Professional Development, Program Evaluation, and Technology Fund

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2015-16 for funds allocated to Program Evaluation from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0856).

Program Evaluation Appendix A

Services Provided through Categorical or LCFF Base / Supplemental

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

LCFF Base: Full Implementation of Mandated State Required Testing including:

- California Standards Test (CST), gr. 5, 8 and 10, in Science
- National Alternative Proficiency Assessment (NCSC), for Special Education students in gr. 2-11 with special modifications required.
- California High School Exit Exam (CAHSEE), gr. 10 census and for gr. 11-12 until student passes.
- California English Language Development Test (CELDT) for English Learners, gr. K-12.
- Physical Fitness Test (PFT), gr. 5, 7 and 9.
- Operational Testing for the Smarter Balanced Assessment.
- California Healthy Kids Survey Administration (CHKS)

Formerly Categorical: Gifted and Talented Education (GATE) Identification using Spring Fifth Grade multiple measures. GATE Identification will use multiple measures including SBA in 2015-16 if deemed to be valid. A student can qualify for one or more areas. BREA staff are responsible for the qualification of students, Educational Services / School Sites provide programmatic support:

- GATE English Language Arts – Scale Score of Exceeding in ELA on the Smarter Balanced Assessment and Score of W or Above on Teacher’s College Reading and Writing Assessment (TCRWP).
- GATE Mathematics – Scale Score of Exceeding in ELA on the Smarter Balanced Assessment and Score of 95% or Above on the mid-year District Math Assessment.
- GATE Science – Scale Score of 500 and above on CST Science and Score of 95% or Above on Spring District Science Assessment.
- GATE Music –Score of 99% or Above on both Spring District Music Assessments and Music teacher approval.

LEARNS Budget: Supporting LEARNS with the Statewide Report for 21st Century Community Learning Centers (CCLC) and After School and Safety (ASES), 21st Century High School After School and Safety for Teens (ASSETs) and Annual Performance Report (APR)

LCAP Supplemental: Evaluation of the 12 goals of the Local Control Accountability Plan (LCAP). (.4 FTE in 14-15; .6 FTE in 15-16 with additional evaluation support provided by Director.

Lumina and Career Pathways Grants: College-Readiness Evaluation

Program Evaluation Appendix B – Proposed Staffing (with Categorical Funds)

Director

All District Departments
CCSS / NGSS Assessment Validity
Research approvals and Interns
BSEP Evaluation
District/Board Reports (all areas)
2020 Vision Evaluator
Local Control Accountability Evaluation
Single School Plan Accountability
Accountability Report Cards
Illuminate Implementation
District We CARE and BFT Surveys
Report Card Oversight
California Healthy Kids Survey
District SGC / LCAP Survey Report
Assessment Calendar
State Assessment Stakeholder for CCSS, NGSS and Technology

TSA (1.0 FTE)

Berkeley-Tech / Independent Study
Longfellow
King
Malcolm X
Oxford
Thousand Oaks
Willard
MS ELA and Math Assessments
BUSD Surveys and SPSA*
PBIS / Secondary Disproportionality

TSA (.8 FTE)*

Berkeley Arts Magnet
Cragmont
Emerson
Jefferson
John Muir
LeConte
Rosa Parks
Washington
Kindergarten Universal Screeners
Elem. Math, Music and Science
RTI2 / SPED / PBIS Support*
GATE Qualification and Communication to Families

TSA (.6 FTE)*

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

TSA (.6 FTE)*

LCAP Evaluation

Pending 1.0 CCSS /NGSS TSA*

Coordination with PD TSAs on CCSS / NGSS Aligned Assessments
Coordination of SBA Schedule
Attend County Assessment Collaboration
LEARNS Assets and ASES

ALL STAFF

CCSS Implementation
SBA Support
Research Symposium
Illuminate and Assessment
Culturally Responsive Inquiry
School Information Sheets
Class and Student Data Snapshots
SGC presentations on Site Indicators of Progress

Data Technician/Analyst

Data warehouse manager
District assessment logistics and support
Data analysis and reports
TCRWP Literacy Assessments
CCSS Report Card
CALPADS Assessment Module
SBA Data Management

Administrative Coordinator

State Test Coordination* (see Appendix A)
Printing, Ordering of Assessments
Manages BREa office
SBA Online Support

Cal in Local Government Intern

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Jay Nitschke, Director of Technology
DATE: June 3, 2015
SUBJECT: Recommendation for Expenditures in 2015-16 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.

This recommendation for expenditures in 2015-16 was presented to the BSEP Planning and Oversight Committee on April 28, 2015 and adopted by the Committee on May 12, 2015.

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 differentiated 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.

FY 2014-15 year has seen broader use of technology in the classroom, although staffing hasn't changed to support it.

- Common Core State Standards (CCSS) were adopted in FY 2013-14 and continue to be implemented. These standards incorporate guidelines for students to be competent with technology.
- There were 1,818 Chromebooks in the district at the time of last year's plan. At this writing, there are now 2,846, an increase of 56% in a year.
- The biweekly meetings of the "DigiTech" committee¹ (Library and Technology) have been productive 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 first weeks of the computer-based Smarter Balanced Assessments at 11 schools have gone quite successfully from the technology point-of-view.
- Some schools have aggressively addressed the need for keyboarding and other computer literacy skills, other schools have not. A keyboarding curriculum continues at many of the elementary schools.
- Code Monkey was purchased for all 4th-8th graders to teach computer programming. There were six month-long Code Monkey pilots at Cragmont, Washington, Rosa Parks, Malcolm X and John Muir, and there was one robotics and programming month-long pilot in a 5th grade at Rosa Parks,

Themes in 2015-16:

¹ The DigiTech 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 district and Oxford TSA Robin Harley (0.6 FTE), and Tech Director Jay Nitschke; with visits from BHS TSA Matt Albinson.

- Ongoing integration of instructional technology tools into the professional development given in core subjects.
- Continue individual, department, and district-wide professional development on technology tools and student engagement.
- Middle School STEM focus in conjunction with the Berkeley Public Schools Fund.
- 3rd-8th grade focus on using technology in math classrooms through graphing and geometry strands.
- Continue a pilot technology-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-mandated Technology Plan, and investigate various Learning Management Systems and the possibility of technology 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 is sufficient resources to provide SBA testing without movement of carts between schools.
- Improve wireless capacity to ensure all classrooms are able to fully utilize a computer cart.

BUDGET RECOMMENDATIONS for FY 2015-16

Staff **\$662,300**

- Microcomputer Technicians 6.20 FTE
- Student Systems Specialist 0.60 FTE
- Director of Technology 0.20 FTE
- Instructional Technology TSA 0.50 FTE

Microcomputer Technicians **6.20 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 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 0.5 FTE

Since FY 2010-11, a TSA for Instructional Technology has been co-funded by Technology, BSEP Professional Development and federal categoricals at 33% each. For FY 2015-16, the proposal is to fund this position 50% from the Technology budget, and 50% from the BSEP Professional Development budget.

An additional 0.5 FTE position is in the FY 2015-16 BSEP Professional Development budget, which will combine with 0.5 FTE from the Common Core (Mandated Cost reimbursement) monies.

Student Systems Specialist 0.60 FTE

The recommendation is to continue funding 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 ensures 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 FY 2014-15. *(Funded to 1.0 FTE with 0.80 from the General Fund.)*

Technology Teacher Leaders (TTL) \$36,000

This plan includes funding for 17 Technology Teacher Leaders at \$2,062 per stipend for the 2015-16 school year. Teachers are interested in doing more with technology, but many aren't sure how to implement these pedagogical shifts or how to integrate their current curriculum with the increased use of technology. A cohesive, long-range plan for ongoing professional development is critical to creating a culture where all teachers are technologically literate and are able to integrate these tools to increase students' engagement and achievement. Part of that plan is to fund a stipend-funded Tech Teacher Leader at every site.

In addition, a grant from the Berkeley Public Schools Fund allows 28 teachers (one TTL, plus a "buddy") to attend a Bay Area technology institute and bring that expert knowledge back to BUSD.

Technology Equipment for Schools, Repairs, Software Licenses \$50,000

Funding for technology in the schools is about \$5 per student (including the preK program). Fortunately, the passage of Measure I (BUSDs 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. During the last 3 years, Measure I bond funds improved the wireless infrastructure across the district.

A goal of an HP 460 access point (or better) in 95% of classrooms grade 3 or higher was met in the new BHS M building and Thousand Oaks school, and much progress was made at other schools. Many schools have at least 50% of the grade 3 or higher with the higher level of access points.

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.

Following is the proposal for the Technology Budget for FY 2015/16:

Revenue	791,290
Expenses	
Technology Staff	662,300
Classified Hourly Extra Duty/Summer Work	3,000
Tech Teacher Leaders	36,000
Equipment and Supplies	50,000
Reserve for Personnel Variance	22,500
Indirect Cost (6.54%)	50,607
Total Expenses	824,407
Net Change to Fund Balance	(33,117)
Fund Balance	
Beginning Fund Balance	35,000
Net Increase/(Decrease)	(33,117)
Ending Fund Balance	1,883

POLICY/CODE

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

FISCAL IMPACT

Projected expenditures of \$824,407 from the BSEP funds for Technology, from the BSEP Professional Development, Program Evaluation, and Technology Fund.

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2015-16 for funds allocated to Technology from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0862).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Patricia Saddler, Director of Special Programs and Projects
Charity DaMarto, Supervisor of Family Equity and Engagement
DATE: June 3, 2015
SUBJECT: Recommendation for Expenditures in 2015-16 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 for expenditures in 2015-16 was presented to the BSEP Planning and Oversight Committee on May 5, 2015 and adopted by the Committee on May 12, 2015.

Parent Outreach Objectives

The Office of Family Engagement and Equity (OFEE) was developed to create a welcoming and equitable school environment. We provide targeted support and guidance to school staff and families in order to build meaningful partnerships that foster success for all students. The primary objectives of the Office are to:

- Improve school effectiveness
- Improve school climate
- Improve school achievement

Program Summary

Since its inception in 2012, the Office of Engagement & Equity has worked diligently to engage parents and strengthen the connection between home and school. The 2020 Vision and the Communications Study provided the initial mandate for the district to respond the needs outlined by families to: 1) Close the achievement gap and eliminate racial predictability, 2) Create a positive engaging school climate that is welcoming to historically under-served families,

and providing access, and 3) Create meaningful partnerships between families, schools, and community services.

Although six elementary schools were selected to pilot the program, we are currently serving all eleven elementary schools and Berkeley High School.

This year was the first attempt at following a set work plan which included Professional Development topics, Parent Workshops, etc. We were able to implement some parts of the work plan and some were not accomplished.

Accomplishments for 2014-2015:

- ELAC parent groups at all school sites except for one elementary site.
- One parent representative from every site participated in the Black Parent Affinity Group.
- Orientation to parents of incoming kindergarten students at Berkeley community centers on services available to them at the elementary schools.
- Presented to parents at all three Berkeley Child Development Centers to support the families with their transition from Pre-K to elementary school.
- Supported development of two additional African-American Parent Councils at elementary schools.
- Strengthened DELAC and ELACs by working closely with the English Language Development (ELD) Teacher on Special Assignment (TSA) and collaborated with the ELD Teacher Leads to create a district wide campaign highlighting the many languages spoken in BUSD. We also worked to counterbalance the perspective that being an ELL is a “bad” thing.
- Currently designing a brochure with ELD teachers that will explain the services that each school site and the district provide for ELL students.
- Rewrote attendance policy to address chronic absenteeism as a precursor to truancy to address attendance issues before they become a problem.

The Office of Family Engagement and Equity programming for 2015-2016 will continue to build on the successes we have accomplished and focus on how to be more transparent and aligned at every site. The Work Plan will be implemented with fidelity.

We will also strengthen the collaboration between Berkeley Unified School District departments and the Office of Family Engagement & Equity. This collaboration will improve the support at the school sites.

BUDGET RECOMMENDATIONS FOR FY 2015-2016

Staff	\$311,400
• Supervisor, Family Equity and Engagement	1.0 FTE
• Site Coordinators, Family Engagement	2.6 FTE
• Parent Liaison, High School	.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 2.60 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. The Site Coordinators are funded both through BSEP and LCAP and General Fund.

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.

Teacher Hourly for Workshops and Meeting Facilitation \$5,000

Teachers will lead trainings with parents, and train Site Coordinators on strategies to support academics at home.

Meeting and Family Event Support (Hourly) \$6,000

Funds support evening and weekend meetings with childcare, custodial and translation support for district and site-based family events.

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 at school sites and/or district trainings.

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

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

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

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

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 the proposed staffing for 2015-16 and 2016-17.

Parent Outreach Budget FY 2015/16

Revenue	305,282
Expenses	
Staffing	311,400
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	24,617
Total Expenses	401,017
Net Change to Fund Balance	(95,735)
Fund Balance	
Beginning Fund Balance	221,200
Net Increase/(Decrease)	(95,735)
Ending Fund Balance	125,465

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Section 3.B.ii.c, Measure A of 2006)

FISCAL IMPACT

Projected expenditures of \$401,017 from the BSEP funds for Parent Outreach

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2015-16 for funds allocated to Parent Outreach from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0857).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Donald Evans, Ed.D. Superintendent
Natasha Beery, Director of BSEP and Community Relations
DATE: June 3, 2015
SUBJECT: Recommendation for Expenditures in 2015-16 of Funds Allocated to Public Information, Translation, and Support of the Planning and Oversight Committee from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0854)

BACKGROUND INFORMATION

The *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006) states:

two percent (2%) of Special Tax revenues [shall be provided] for public information, translation services for District families and support of the Planning and Oversight Committee” (Section 6-A)

This recommendation for expenditures in 2015-16 was presented to the BSEP Planning and Oversight Committee on May 5, 2015 and adopted by the Committee on May 12, 2015.

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 Superintendent Messages, a Weekly email Bulletin (to management), the PIO email News (to all staff), e-trees, the bi-weekly A+ News, in both email and print formats, in English and Spanish, Press Releases, the print Biannual Reports, flyers, brochures, and school site newsletters. Additional channels of communication include phone blasts, 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, and 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 now meets weekly, chaired by the Director of BSEP and Community Relations, and includes the Superintendent, the Public Information Officer, the Translation/Interpretation Specialist, a Communications Consultant, the Director of Special Programs and Projects, 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 Planning Group to ensure that public engagement on planning for the next BSEP Measure is well organized and inclusive of the broader community.

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, Korean, Urdu, Mandarin Chinese, Tigrinya, 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 2015-16

Staff

\$426,035

- 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

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 current 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 relevant district committees. As a member of the Superintendent's Cabinet, the Director participates in developing the District's vision, strategic planning, goals and programs. The Director advises the Superintendent and Cabinet on the components of the BSEP Measure Planning process required for ensuring that the budgetary models, educational priorities, and community outreach and engagement are moving forward and aligned with both the requirements of the BSEP measure decisions and the related planning processes in the District, such as facilities planning, enrollment projections and policy, the Local Control and Accountability Plan, and other key initiatives.

BSEP Program Specialist 1.0 FTE

The position supports School Principals and School Governance Councils in developing their processes and plans for site-based decision-making, with a focus on the Site Discretionary Funds of the BSEP Measure. The Program Specialist provides administrative support to the Director, communication with the Planning and Oversight Committee and Chairs, as well as training and support to the School Governance Councils, including SGC recruitment, elections, meeting processes, records and reporting.

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

\$22,000

On an as-needed basis, hourly staff provides support in the following areas:

- P&O and Public Meeting Support (set-up, minutes, childcare); the meetings for next year for BSEP Measure Planning and Public Engagement, Facilities Planning and LCAP Planning are expected to increase significantly.
- Translators and interpreters to supplement the District Specialist Translator/Interpreter; these needs have increased significantly in the past year, particularly for Spanish and Arabic;
- Hourly staff to support document and website archiving.

Contracted Services

\$69,000

Parents and the general public have expectations for responsive and comprehensive communications, with a need for up-to-date information by emails, instant messaging, blogs, and online access 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 2015-16 will continue to support opportunities for public awareness of the impact of BSEP in the District. The contracted services for 2015-16 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 **\$29,000**

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 **\$15,000**

This budget provides a computer for BSEP staff, as well as office supplies, binders for the BSEP P&O Committee, materials related to BSEP Measure Awareness, and other documents related to the BSEP Programs.

Travel, Conferences and Memberships, Cell Phone **\$5,000**

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 2015-16 is:

Public Information Budget FY 2015/16

Revenue	498,419
Expenses	
Staffing	426,035
Classified Hourly	22,000
Contracted Services	69,000
Equipment and Supplies	15,000
Printing and Mailing	29,000
Travel, Conferences, Memberships	4,000
Cell Phone	1,000
Reserve for Personnel Variance	22,000
Total Expenses	<u>588,035</u>
Net Change to Fund Balance	(89,616)

Fund Balance

Beginning Fund Balance	252,000
Net Increase/(Decrease)	<u>(89,616)</u>
Ending Fund Balance	162,384

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 (Section 6-A, Measure A of 2006).

FISCAL IMPACT

Projected expenditures of \$588,035 from the BSEP funds for Public Information, Translation, and Support of the Planning and Oversight Committee

STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2015-16 for 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).

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D, Superintendent
FROM: Timothy White, Executive Director of Facilities
DATE: June 3, 2015
SUBJECT: Approval of Two-Phase Facilities Master Planning and Community Engagement Process

BACKGROUND INFORMATION

On May 6, 2015 staff presented a proposal for the development of a Facilities Master Plan to the governing Board.

On May 20, 2015, this item was revisited and a modified version of the Facilities Master Plan was presented that focused on educational specifications, demographic analysis and future student housing needs.

There was consensus on the Board that the master planning process needs to include a significant opportunity for the Berkeley community to be engaged in the process.

In response to this request, the Facilities Master Plan will be conducted in two phases.

Phase One, the Assessment Phase, collects and reviews data, analyzes school sites, analyses program needs, both special and choice, as well as looking at current district wide demographic trends. This phase will help inform decision making on our midterm housing needs for 2016/2017. Phase One also begins the critical process of community engagement that assesses school facility needs and staff engagement around the generation of educational specifications. The community engagement will be done at a zone level, beginning an outreach process that extends into a more robust individual community participation in the next phase.

Phase Two completes the master planning process and uses the data and information gathered to socialize phase one findings with the community and generates effective master planning strategies to help address our future student housing needs. Additionally this Phase will be used to generate design guideline, building material standards, cost estimates for necessary site improvements and a program facility analysis focused on insuring physical spaces are adequately matched to the program curriculum being taught there.

The deliverables will include, but not be limited to, a series of educational specifications, material and equipment standards, standardized design guidelines, a comprehensive building and infrastructure assessment, student housing projections and capacity and enrollment strategies through 2020.

POLICY/CODE

Public Contract Code 20110 – 20118

FISCAL IMPACT

Cost to be paid from measure I. Estimated to be between \$350,000 to \$500,000. Current allocation is \$300,000.

STAFF RECOMMENDATION

Approve Request for Proposal for Comprehensive Facilities Master Plan,



**Berkeley Unified School District
Proposed Outline Scope for
Long Range Facilities Master Planning Services
26 May 2015**

PART 1: ASSESSMENT

1.1 Review of Existing Data

- 1.1.1 Receive existing data from BUSD
- 1.1.2 Define structure of relational database
- 1.1.3 Upload data to 4Daptive database
- 1.1.4 Review existing data for accuracy and gaps

1.2 Analysis of Individual Sites

- 1.2.1 Develop plan for site visits and facility assessment
- 1.2.2 Conduct facilities assessments for 16 schools and administrative facilities
- 1.2.3 Record, scrub, and upload facilities inventory and condition data to 4Daptive database

1.3 Analysis of Special Program Needs

- 1.3.1 Develop plan for assessment of current state of special programs
- 1.3.2 Coordinate with District staff to collect datasets relevant to special programs
- 1.3.3 Analyze special programs in relation to student populations, District needs, and facilities

1.4 Analysis of Choice Program Needs

- 1.4.1 Collect existing datasets related to choice program and student live and go locations
- 1.4.2 Record, scrub, and upload voice and live go data to 4Daptive database
- 1.4.3 Analyze effects of school choice on students, families, schools, and facilities

1.5 Analysis of District-Wide Trends

- 1.5.1 Collect existing public and private datasets related to District-wide demographic, population, and enrollment trends
- 1.5.2 Record, scrub, and upload demographic, population, and enrollment data to 4Daptive database

- 1.5.3 Coordinate with District staff to determine needs of charter schools operating in Berkeley
- 1.5.4 Review Proposition 39 offers for 2014-15 and 2015-16 school years
- 1.5.5 Assess facilities needs for District-run and charter schools
- 1.5.6 Analyze District -wide trends in relation to facility capacity, utilization, and program quality
- 1.5.7 Develop a long-range plan for charter school facilities

1.6 Engagement with District Staff for Input on Needs, Standards, and Priorities

- 1.6.1 Coordinate with District staff and administrators to determine optimal strategy for District staff engagement
- 1.6.2 Design District staff engagement activities to solicit input on facility's needs, standards, and priorities
- 1.6.3 Facilitate up to three District staff engagements for input on facility's needs, standards, and priorities
- 1.6.4 Communicate findings from analyses 1 through 5 of this task order to socialize the current state of the district's physical assets and real property
- 1.6.5 Work with District staff to develop relevant committees for community engagement and decision making processes
- 1.6.6 Record District staff input, uploads to 4Daptive database, and incorporate into planning efforts

1.7 Community Engagement for Input on Needs, Standards, and Priorities

- 1.7.1 Coordinate with District staff and administrators to determine optimal strategy for community engagement at the zone level
- 1.7.2 Design community engagement activities to solicit input on facility's needs, standards, and priorities
- 1.7.3 Facilitate up to six community engagement workshops (two for each zone) for input on facility's needs, standards, and priorities
- 1.7.4 Communicate to community groups the findings from analyses conducted in parts 1.1 through 1.5 of this scope of work
- 1.7.5 Record community input, upload to 4Daptive database, and incorporate into planning efforts
- 1.7.6 Include input into prioritization framework for phasing and cost estimate scope of work

PART 2: ENGAGEMENT AND STRATEGY

2.1 Site Level Engagement for Input on Needs, Standards, and Priorities

- 2.1.1 Coordinate with District staff, administrators, and school site leaders to determine optimal strategy for site-based engagements
- 2.1.2 Conduct one meeting per school site to collect site, building, and classroom specific needs related to facilities

- 2.1.3 Document and record In 4Daptive database facilities needs as communicated by site leaders and staff
- 2.2 Analysis of Project Phasing Opportunities**
 - 2.2.1 Identify facility's needs for all school sites
 - 2.2.2 Coordinate with District staff to identify and order priorities related to facilities projects
 - 2.2.3 Use prioritization framework to determine project phasing
- 2.3 Preparation of Cost Estimates for Proposed Scenarios**
 - 2.3.1 Identify facilities needs for all school sites*
 - 2.3.2 Coordinate with facilities and planning staff to develop cost estimates associated with facilities needs
 - 2.3.3 Assess facilities needs and cost estimates against available resources
 - 2.3.4 Work with District staff to develop a bond language if needed
 - 2.3.5 Upload facilities needs data and cost estimates to 4Daptive database platform
- 2.4 Compilation of All Analyses into Long Range Facilities Master Plan**
 - 2.4.1 Develop long range Facilities Master Plan document with at least two parts
 - 2.4.1.1 Facilities plan for immediate District needs including adult education, transitional kindergarten, and impacted campus facilities
 - 2.4.1.2 Long Range Facilities Master Plan (5 to 7 years) to encompass all needs and priorities for District facilities given the District's strategic goals and priorities
 - 2.4.2 Organize and conduct up to three community engagement meetings (one per zone) to communicate the findings of the Master Plan analyses and engagements and to collect feedback on prioritization and phasing scenarios
 - 2.4.3 Conduct up to three document review meetings with District staff
 - 2.4.4 Incorporate District staff feedback into Facilities Master Plan document

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Natasha Beery, Director of BSEP and Community Relations
FROM: Donald Evans, Ed.D., Superintendent
DATE: June 3, 2015
SUBJECT: BSEP Measure Planning Update

BACKGROUND INFORMATION

As a community response to school funding shortages in the wake of Proposition 13, the local tax known as the Berkeley Schools Excellence Program (BSEP) has made a significant difference in the quality of our schools and the fiscal stability of our district since 1986. Thanks to BSEP, students in Berkeley public schools benefit from funding for key elements of our district's educational programs, including lower class sizes, libraries, music, school enrichment/discretionary funds, technology, professional development, program evaluation, public information, translation, and parent outreach.

The current measure, the Berkeley Public Schools Educational Excellence Act of 2006 (Measure A), expires at the end of FY 2016-17. An updated measure will go before the voters in November 2016. Prior BSEP measures have had strong voter support, well over the two-thirds vote necessary to pass a school tax measure: in 1986 (77.9%), 1994 (85.5%), 2004 (72.4%), and 2006 (79.7%). This support is encouraging, but should not be taken for granted; the planning process for the next measure must include significant educational, budgetary and public process work in order to ensure that BSEP funding continues to strengthen opportunities for excellence, equity, engagement and enrichment for Berkeley students.

History of BSEP Measure Components

Each BSEP measure has evolved through a process of adjusting its components, given district educational priorities and the funding sources available. Of the current BSEP purposes, lower class sizes and site discretionary funds have formed a substantial portion of each of the four measures since 1986. The elementary instrumental music program, a victim of budget cuts, was added in 1994, along with technology and public information. In 2004, when state funding for California school districts suffered, Berkeley parents and community members put Measure B, known as the "bridge measure" on the ballot, providing additional resources for class size reduction, expanded course offerings, libraries, additional teachers for music 4th-8th grades, along with program evaluation, professional development and parent outreach. The essential components of the 1994 and 2004 measures were combined as a basis for the structure of the 2006 measure.

[See Appendix A: BSEP Measure History.]

Planning for a New BSEP Measure

The Superintendent's BSEP Measure Planning Workgroup began meeting in 2014 to provide the initial framework for the early stages of BSEP Measure Planning. The workgroup established a timeline for the planning process, reviewed records from prior BSEP planning groups, examined the trajectory of the current BSEP funds, and identified key issues to be addressed in the context of the fiscal framework of the district and state. The Board received reports from this initial planning process on March 12, 2014, November 14, 2014, and January 28, 2015.

With the BSEP Measure at the polls in just 18 months, three major planning components must now be addressed with intensified focus:

- 1) Educational Priorities: a careful examination of the components of the current measure and review of possible changes to better meet the needs of our students;
- 2) Budget Models: a thorough analysis of financial scenarios for the elements and overall structure of the new measure; and
- 3) Public Process: the design of an effective and inclusive community engagement process to ensure public input, understanding and support of the measure.

Educational Priorities

BSEP Measure A of 2006 allocates net revenue in specified percentages to the following purposes:

- 66% is allocated to reduced class sizes by paying for over 30% of TK-12 teaching staff, expanded course offerings, middle school counseling, and program support;
- 14.75% provides for the entire school library program, the grades 4-8 music, visual and performing arts programs, and a family outreach and engagement program;
- 10.25% provides schools with discretionary funds to be allocated in keeping with a school site plan developed by each School Governance Council;
- 9% supports professional development, educational program evaluation, and technology for schools;
- 2% of net revenues before allocation to the resources listed above are allocated to public information, translation services, and support of the BSEP Planning and Oversight Committee.

The BSEP Resources are overseen by directors/managers who ensure that program plans and budgets are in keeping with the stated purposes of the current BSEP Measure. Within that framework, there is some flexibility to adapt programs to the current educational and funding landscape. The plan for each resource is brought to the BSEP Planning and Oversight (P&O) Committee and then to the Board each spring for approval. Over the life of the Measure, and in particular during recent years, changes in needs and/or availability of resources have highlighted some issues in both the management of the current measure and planning for the next measure.

The Educational Services Directors are currently reviewing each of the BSEP resources, writing brief reports summarizing the development and current status of each program, and outlining challenges and opportunities in each program area. These preliminary reports, also referred to as “Idea Papers”, are being written over the summer and early fall, in order to provide the budget models group, public process planners and Board with the background information necessary for informed decision-making.

As an example of the types of issues to be outlined in these reports, the largest BSEP resource, Class Size Reduction (CSR), is now at the intersection of several evolving issues: educational priorities, class size goals, enrollment growth and facilities planning. The current BSEP measure states that after specified class size ratios are met, resources may be allocated for other priorities, including middle school counselors, expanded course offerings, and program support. The latter category of program support, which was added to the measure in 2006, went through considerable expansion, especially in the 2012-2014 period, when BSEP revenues had grown (based on Cost of Living - COLA increases) compared to the General Fund. This allowed for expanded BSEP funding in areas such as Response to Intervention (RtI2) and Literacy Coaches. However, with higher costs associated with both enrollment growth and teacher compensation in recent years, the funding available for this “program support” section of the CSR fund has been drastically reduced, necessitating an examination of priorities both within this BSEP resource and elsewhere in the district budget. Meanwhile, the state funding parameters for class size reduction have shifted from a K-3 class size target of 20:1 to 24:1, and enrollment growth has put pressure on facilities planning for the district.

Another example of changes in BSEP resource educational priorities since 2006 are the increasing demands on technology infrastructure, as well as opportunities for the use of instructional technology. The amount of BSEP funding to technology has not kept pace with this increased need. A new “DigiTech” team composed of library and technology staff has been collaborating to support student, teacher and parent skills in digital literacy, instructional technology and cyber citizenship. At the same time, Common

Core standards and SBA testing have also brought new challenges to libraries, professional development, program evaluation, and technology resources.

Budget Models

A budget models group has begun initial work on fiscal issues involved in BSEP resources, as well as tax rate and measure structure scenarios. This preliminary budget analysis is necessary to provide the data and background to inform next year's community forums, budget workshops, and focus groups. Short-term and long-term planning for BSEP budgetary resources involves building fiscal models which take into account potential variations in revenues (primarily linked to taxable properties and tax rates), as well as major components of costs (linked to enrollment, compensation costs, program elements and staffing models), along with the availability of state and federal funding sources.

Since the last measure was written in 2006, the state and district budgets have undergone significant changes. In the early years of the measure, state funding was affected by the economic recession. The new Local Control Funding Formula (LCFF), is now incrementally returning state funding to 2007 levels. LCFF Supplemental Funds are also being made available to districts based on the percentage of high-need students (low income, foster youth, and English learners). Meanwhile, BUSD enrollment is growing, and compensation costs are also increasing, placing a strain on current BSEP resources and calling into question the sustainability of some of the current program structures and staffing models. This issue has become more acute recently, with the BSEP revenue increases provided by the COLA hovering around 1%, far less than the cost increases associated with enrollment growth and compensation increases.

An additional budgetary concern for BSEP planning is the fact that the current measure involves the use of a "split roll" parcel tax, with residential and commercial properties taxed at different rates. This approach has been called into question since a 2012 ruling against the Alameda Unified School District, which had a similar split roll tax. In *Borikas v. Alameda Unified School District*, the First District Court of Appeal ruled that when school districts levy qualified special taxes, such taxes should "apply uniformly to all taxpayers or all real property within the school district." Recent attempts in the legislature to change these parameters have been unsuccessful.

If the next BSEP measure were to be structured such that commercial properties are taxed at the lower residential rate, the loss to revenues would be substantial - a loss of over 10% of BSEP revenues, or nearly \$2.6 million. This calls into question not only whether new purposes could be added to the measure, but whether current allocations might need to be reduced, unless

there is public support for slightly increased rates in order to maintain BSEP revenues.

Public Process

Since the last BSEP measure was authorized in 2006, the District has engaged in a number of community-wide planning initiatives, including the 2020 Vision for Berkeley's Children and Youth, and the Local Control and Accountability Planning (LCAP) process for state funding. These discussions have surfaced ideas for strengthening the educational programs at our schools, as well as questions as to how various resources should be used for specific purposes or populations of students. The BSEP Measure planning process will continue to build on these public discussions, while focusing on the areas which are most directly connected to the measure.

Prior to the elections of 1986, 1994, 2004 and 2006, there were significant planning processes where, in different forums, staff and community members reviewed the value and costs associated with various educational programs in promoting and supporting the development and achievement of all the District's students. The current work being done in outlining educational priorities and budgetary models is intended to provide stakeholder groups with the information necessary to participate in discussions of budget priorities. In addition, a polling firm will be engaged in 2015-16, as has been done for past BSEP measures, in order to support community and district budget workshops and design a public opinion survey to clarify voter understanding and support of key components of the measure.

The district-wide BSEP Planning and Oversight (P&O) Committee, composed of elected representatives from each school site, reviews plans and reports from program managers and district staff in order to ensure compliance with the terms of the current Measure. As the current measure enters its final two years, the P&O and BSEP program managers are focused on ensuring that program plans remain in alignment with the original purposes of the Measure, while expenditures are sustainable through the remainder of the Measure. The P&O Committee is also deeply interested in ensuring that a community engagement process allows for meaningful input in the construction of the next BSEP measure. The final P&O meeting for the 2014-15 school year, held on June 2, 2015, includes a discussion of the public process for BSEP Measure planning. The Superintendent has also voiced his support for creating opportunities for community town halls and/or seminars on key educational components for the fall of 2015 in order to provide further underpinnings for the spring 2016 budget workshops and decision-making.

The next update on the process is planned for the September 30, 2015 board meeting, with preliminary educational priority reports and public forum and

polling plans, followed by a November 2015 report on tax rate considerations, polling results, and budget workshop plans. The BSEP planning process will continue to require intensive attention from the BSEP Office, the P&O, District staff, Board, and community members, in order to bring a final version of the Measure for a Board vote in June 2016, and to the Berkeley city ballot of November 2016. [See Measure Planning Process Summary, Appendix B].

POLICY/CODE

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

FISCAL IMPACT

The *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP) currently provides approximately 20% of the District's combined General Revenue, and funds one-third of the District's classroom teachers. BSEP revenues projected for FY 2015-16 are \$24,920,954.

RECOMMENDATION

Receive and discuss the BSEP Measure Planning Update.

BSEP Measure History [Appendix A]

1986: Measure H

Berkeley Public Schools Educational Enrichment Act of 1986

77.9% voter approval

12 years

- lower class sizes
- supplementary educational materials
- enrichment funding given to each school on a per pupil basis
- facilities and grounds improvements

1994: Measure B

Berkeley Schools Excellence Project of 1994: Measure B

85.5% voter approval

10 years

- lower class sizes
- supplementary educational materials, books, technology
- enrichment funding given to each school on a per pupil basis
- elementary instrumental music
- school maintenance and security
- public information and BSEP administration

2004: Measure B

Protecting Quality Education in Berkeley's Public Schools Act of 2004

72.4% voter approval

2 years

- lower class sizes, expanded course offerings in MS and HS
- additional teachers for 4th-8th music program
- school library staff
- program evaluation and teacher training
- parent outreach and translation, BSEP administration

2006: Measure A

Berkeley Public Schools Educational Excellence Act of 2006

79.7% voter approval

10 years

- lower class sizes, expanded course offerings in MS and HS
- middle school counseling, program support
- site discretionary funding given to each school on a per pupil basis
- school library staff and materials
- music, visual and performing arts 4th-8th
- program evaluation, professional development, technology
- parent outreach
- public information and translation; BSEP administration, P&O support

Notes: Facilities and grounds improvements were part of the original 1986 measure. In 1994 the percentage dedicated to facilities was reduced, and its focus changed to maintenance and security. Additional support for the school buildings was later provided by another special tax, Measure BB of 2000, and later, Measure H of 2010 for maintenance of school district buildings, as well as landscaping and grounds work, leaving BSEP with a clear focus on educational program.

BSEP Measure Planning Process Summary

[Appendix B]

April 2013 - December 2014

Superintendent's Measure Planning Workgroup

- Review planning issues and develop measure planning timeline
- Updates to Board: April 10, 2013; March 12, 2014; November 5, 2014
- P&O subcommittees: Measure Awareness, BSEP Resource Subcommittees

January - August 2015

BSEP Measure Components Groups

- Cabinet: review components of current Measure alongside key district initiatives such as LCAP
- Form Educational Priorities and Budget Models Groups - focus on priority topics
- Recap to P&O June 2, Board June 3
- Educational Priorities: outline BSEP Reports / Idea Papers
- Budget Models: focus on key fiscal issues - CSR, tax rate and measure structure issues
- Public Process: plan for fall public process, engage polling firm (8/26)

September 2015- December 2015

Groundwork for Public Process

- Board update (Sept 30): Idea Papers and Public Forum / Seminar Plans
- Fall Seminars (possibly in partnership with UCB)
- October: preliminary poll on major issues (rate, term, major components)
- November: Staff provides cost estimates, tax rate and measure allocation options for Board discussion
- Review other tax measures considered by City of Berkeley

January – March 2016

Budget Workshops and Public Opinion Survey

- Community Budget Workshops; Stakeholder Focus Groups
- Public survey on tax rate and educational purposes

April 2016

Board - Public Hearing on Parcel Tax Renewal

- Outline of New Measure Design (Percentages/Purposes); Additional Considerations for Funding

May 2016

Final Recommendation on Measure Components to Board

- Include Budget Assumptions

June 2016

Board Resolution Approving Final Version of Measure

November 2016

November 8 Election Ballot; Takes Effect in 2017-18

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed. D, Superintendent
FROM: Kristin Glenchur, Principal, Berkeley High School
Debbi D'Angelo, Director, Research and Evaluation
DATE: June 3, 2015
SUBJECT: Berkeley High School Annual Update

BACKGROUND INFORMATION

Annually, staff and administrators at Berkeley High School provide a general report to the Board of Education on current programs and student performance. Staff will present highlights of the school and share details from the most recent accreditation visit.

This year the Western Association of Schools and Colleges (WASC) completed a Three-Year Progress report for Berkeley High School, and the preliminary findings from the WASC review committee have been included in this year's presentation in order to communicate the accrediting committee's findings and recommendations to the Board.

The four-page preliminary recommendations of the visiting committee are attached to this cover.

A complete copy of the WASC self-study has been provided to the Board under separate cover and is available to the public on both the BUSD and BHS websites.

Specific target areas highlighted by Berkeley High School are found in Section I of the larger WASC self-study (pp. 1 to 56) and are broken down by content and page. For members of the public wishing to review the larger self-study document the following areas are highlighted for convenience:

- Academic Support Index and students at BHS (6-9)
- Student Enrollment and Demographics (9-11) and (16-17)
- Language Proficiency (12)
- Attendance and Suspension Disproportionality (12-16)
- Staff Demographics and Professional Development (18)
- Academic Support, Interventions and Community Based Organizations (19-26)
- Longitudinal Financial Considerations (26)
- Common Assessments Participation and Performance Snapshots (28-30)
- California High School Exit Examination (CAHSEE), administered to all 10th graders, and required for graduation (30-33)

- Scholastic Assessment Test (SAT) and ACT, administered to students as part of the college application process (37)
- State and Federal Accountability - Academic Performance Index (API and the Annual Measureable Achievement Objectives (38)
- Cohort Graduation and Drop-out Rates and Graduation Progress (42-44)
- Grade Point Average (GPA) and D/F Rates (39-41)
- English Learners and progress on the California English Language Development Test (46-48)
- International Baccalaureate (IB), Advanced Placement (AP) and Honors Enrollment (49-50)
- Brief Data Analysis and Areas of Strength and Growth (53-56)

This self-study for 2015, as well a draft of the commendations and recommendations of the WASC Visiting Committee, gives an overview of the significant developments in the past year (Section II), on-going school improvements (Section III) and the action-plan progress including critical focal areas, as well as key issues and a summary of accomplishments (Section IV and V).

Staff will also present a brief overview of a draft proposal for a redesigned 9th grade program to address some an ongoing structural issue raised by the WASC visiting team, BHS staff, site and district administration and student groups.

POLICY/CODE

Board Policy 0200, 0420.6, 5020, 5030, 6011, 9000

FISCAL IMPACT

None

STAFF RECOMMENDATION

Receive for information.

**THREE-YEAR-TERM REVISIT
VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR**

BERKELEY HIGH SCHOOL

**2134 Martin Luther King Jr. Way
Berkeley, California 94704**

Berkeley Unified School District

DRAFT
March 17, 2015 – March 24, 2015

Visiting Committee Members

**Diego Ochoa, Chairperson
Principal**

**Sandra Calloway, EdD.
Associate Principal**

**Jacqueline McEvoy, EdD.
Assistant Superintendent of Human Resources**

**Jason Reimann, EdD.
Director of Educational Services**

**Helen Smith
Lecturer, University Field Supervisor
San José State University**

I. Introduction (1/2–1 page)

Include the following:

- General comments about the school and its setting and the school's analysis of student achievement data.
- Significant changes or developments that have affected the school since the last visit.

Berkeley High School is the only comprehensive public high school in Berkeley for a diverse population of 3,043. The Berkeley High School program provides students with academic choices including honors, college preparatory, compensatory, International Baccalaureate, Advanced Placement, and CTE. The school faces some daunting challenges, such as a troubling achievement gap. Berkeley had a population of over 112,580 in the census of 2010. Berkeley High School has evolved from a single comprehensive high school into six distinct learning communities: four small schools of approximately two hundred and forty students each (one of which is being discontinued and currently only has seniors), and two larger programs of approximately 1,200 students each. One of the main goals of this evolution was to personalize education to meet diverse interests through rich curricular choices while meeting all students' needs through a wide range of supports and interventions. The school has developed the Academic Support Index (ASI) to identify students needing interventions. The ASI rates students using the following factors: African American ethnicity, parent education level, socioeconomically disadvantaged, language proficiency, and special education. Through the use of ASI, Berkeley High School has been able to score each student and the intent is to identify students at-risk for academic underperformance and prioritize them for appropriate interventions.

The school has noted increased school-wide gains in CAASPP achievement, Advanced Placement passing rates, and CLEET progress. The school reported decreased overall suspension rates, increased graduation rates, and increased school-wide attendance. The school reports that interim and summative assessments have been developed for many of the core courses and Constructed Response Essays are now being administered in ninth and tenth grade.

Berkeley High School has identified the need to address the disproportionately low enrollment of African-American and Latino students in Advanced Placement and International Baccalaureate courses. The school recognizes the need to improve student achievement on the California High School Exit Exam specifically for African American students, students with disabilities, and English Learners. There is a focus on addressing low student participation on the site-created common assessments, as well as developing common assessments for the new math sequence being implemented in 2015-2016.

II. Follow-up Process (1/2–1 pages, but more may be needed)

- Briefly comment upon the school's process for follow-up, including the capacity of the school to monitor implementation and accomplishment of the areas for improvement as recommended by the previous visiting committee.

The school reports engaging in a follow-up process that involved data presentations to stakeholders and input provided by stakeholders. The report was written, reviewed, and revised by a WASC follow-up committee that included the entire administrative team and

WASC Three-Year Term Revisit Visiting Committee Report

two teacher leaders. A draft of this report was presented to School Site Council and site teacher leaders.

The previous Visiting Committee provided Berkeley High School with numerous Critical Areas for Follow-up and Key Issues. Berkeley High School is to be commended for making substantial progress in the areas of professional development for Constructed Meaning (CM), implementation of the Illuminate program for recording student results on site-based exams, and implementation of structures to facilitate social/emotional support systems.

The prior visitation did, however, specifically identify the following Critical Areas for Follow-up and Key Issues that have not resulted in sufficient progress: (1) Increased proficiency and performance of all students in academic language and math, while accelerating the gains of African American, Latino, and English learner students (2) Creation of a culture of high expectations for academic achievement for all students, (3) Utilization of common formative assessments to drive daily instruction, and (4) Equitable student diversity among the Small Learning Communities and the two large programs.

III. School's Progress on the Critical Areas for Follow-up (2–4 pages but more may be needed)

- A. Summary of School Progress: Comment on the accomplishment and success made in each schoolwide action plan section, noting which critical areas for follow-up have been addressed. In this succinct summary of the school's progress since the full visit, comment on any observable impact on student learning.**

Goal 1:

The visiting team found that Berkeley High School has addressed this critical area for follow-up through school-wide Constructing Meaning (CM) trainings and the implementation of its Constructed Response (CR) writing initiative. The work done at BHS with CR and CM has led to meaningful collaboration with district personnel and the expansion of CR to the middle schools. Additionally, the science department has demonstrated coordinated instructional planning along with systematically implemented instructional strategies. One of the positive measurable outcomes of this work has been a rise in the pass rate on the ELA portion of the CAHSEE for some demographic groups. From 2011 to 2014:

- The pass rate of African American students rose from 58% to 65%.
- The pass rate for Latinos fell from 83% to 80%.

Goal 2:

The 2012 WASC Visiting Committee identified the need for the Math department to continue and to develop the use of *common assessments aligned to the state curriculum standards*. In response, the Math Department developed and administered a common pre-assessment for Algebra 1, Geometry, IMP 2, Algebra 2 and IMP 3 in many classes. The current focus of the Math Department is the shift to the new international CCSS Math curriculum for incoming 9th grade students. BHS leadership hired a .6 Teacher on Special Assignment in Math. Math Professional Development in 2014-2015 has focused on the transition to the new course and curriculum. A core group of Geometry teachers has met regularly to pilot 3 different possible curriculums for

the new CCSS course.

The math department has employed new math intervention programs including the CAHSEE preparation iMentorcorps intervention and the use of MyMathLab. One of the positive measurable outcomes of this work has been a rise in the pass rate on the math portion of the CAHSEE for some demographic groups from 2011 until 2014:

- The pass rate for African American students from 59% to 74%.
- The pass rate for Latino students rose from 75% to 86%.

Goal 3:

The WASC visiting team presented several Key Issues in the area of "Creating high expectations for academic achievement." In terms of instruction, the issues included a need to increase the use of "common formative assessments" in order to inform and adjust instruction to promote greater achievement. In this area, BHS has improved the use of common assessments by creating a professional development calendar that supports teachers in using information from assessments to think about instruction. The school has aligned common assessments to the CCSS for World History, English 9 and English 10. Biology teachers have created and implemented common formative assessments for every unit. In the classroom, training for Constructing Meaning has supported teachers in more regular use of daily, measurable learning objectives. On a classroom level, assessing students using daily objectives represents a powerful form of tracking student progress to adjust instruction. The school has taken effort to train staff in the utilization of Constructed Meaning to ensure structured language production.

Goal 4:

All BHS teachers have been trained in Constructed Meaning (CM). Multiple professional development sessions have continued to address deepening teacher practice around CM strategies. The implementation of CM directly addresses one of the Key Issues raised in this area by the WASC visiting team, which was the need to continue to explore and implement effective instructional strategies that raise the levels of student engagement and understanding. Berkeley High School implements a professional development system in which teachers serve as instructional leaders. There is an effort to provide Cultural Competency training for teachers. Thus far, all administrators, counselors and Professional Development Teacher Leaders have participated in a Cultural Competency three-day training.

Goal 5:

Berkeley High School has worked to ensure that *students are familiar with the school resources that will help them achieve their goals* by creating an Intervention Coordinator as well as forming an intervention Team. Counselors at all BUSD middle schools use the high school transition rubric to assess student needs prior to 9th grade. This tool assesses needs in the areas of academic, behavior, mental health, family/home life, social and peer interactions. BHS uses the results of the rubric together with students' ASI score to connect students with appropriate interventions. Students noted that the Dean of Students has been particularly helpful in facilitating productive discussions on positive behavior and how to work with the school to improve student systems.

WASC Three-Year Term Revisit Visiting Committee Report

8. **Priority and/or Additional Areas for Improvement: Identify and note any areas that need to be given priority for the school's ongoing improvement. (This may also include additional critical areas for follow-up.)**

Goal 1:

Implement a schoolwide accountability system, led and monitored by the school principal and administration, to ensure the collection, disaggregation, analysis, and reporting of student achievement data. There is a need to educate the school community (students, teachers, and parents) regarding the purpose of assessments and their use.

Goal 2:

Address low participation rates on site-based common assessments. When all students take the corresponding common assessments, teachers are able to utilize the data to drive instruction.

Goal 3:

Address the lack of clarity regarding the definition of high expectations at Berkeley High School for all students. The school currently maintains separate systems (Student Learning Center database, Professional Development Report, Executive Summary, Constructed Response Essays) for collecting, disaggregating, reviewing, and reporting on student achievement.

Additional Critical Area for Follow-Up:

The 2012 Visiting Committee Report identified the need for the entire student population to be mirrored in each SLC in an equitable manner. This key issue has not been addressed. Members of multiple stakeholder groups expressed concerns regarding ethnic disproportionality and the low enrollment of African American and Latino students in the Berkeley International High School and Academic Choice programs. The current system of enrollment appears to perpetuate the disproportionality among the three SLCs and the two programs. The Visiting Committee found that the three SLCs and two programs do not have equal access to advanced courses and African American Studies.