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Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans

# FY 2018-19

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans 2018-19

# Overview & Bylaws

**RESOLUTION 16-050**

**BEFORE THE BOARD OF EDUCATION OF THE BERKELEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE BERKELEY UNIFIED SCHOOL DISTRICT OF THE COUNTY OF ALAMEDA, STATE OF CALIFORNIA, CALLING AN ELECTION FOR APPROVAL OF AN EDUCATION PARCEL TAX, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS OCCURRING ON NOVEMBER 8, 2016**

**RESOLVED** by the Board of Education ("Board") of the Berkeley Unified School District ("District"), a school district of the County of Alameda, State of California, that:

**WHEREAS**, the California State Legislature fails to provide adequate funding for schools, and as a result of this lack of financial support, California is ranked among the lowest in the nation for state education funding per student, and,

**WHEREAS**, the District is committed to offering a high-quality educational program to all students in the District, and due to inadequate state funding, increased local revenues are necessary to meet this goal; and,

**WHEREAS**, Berkeley voters have consistently supported necessary education parcel taxes and bonds as an investment in the future of children, as a reflection of the values of the Berkeley community, and as a significant reason that individuals, families, and organizations are attracted to live and work in Berkeley; and,

**WHEREAS**, on November 6, 2006 the voters of the District approved Measure A and authorized a parcel tax in support of Berkeley Public Schools, and that measure expires on June 30, 2017; and,

**WHEREAS**, the local revenues from Measure A of approximately $25 million per year raise the District from the low funding provided by the State toward the national average for student funding; and,

**WHEREAS**, without a renewed and extended authorization by the voters of a parcel tax like Measure A, the District will lose 20% of its budget, with severe and negative effects on students, including layoffs of at least one-third of the teachers, increased class sizes, elimination or drastic reduction of school libraries and music programs and many essential programs and services for our students; and,

**WHEREAS**, in the recent court case of *Borikas v. Alameda Unified School District*, the California Court of Appeal ruled for the first time that school district voters lack the legal power to enact parcel tax measures with classification based tax structures like Measure A (which has different rates for residential and commercial parcels), but may continue to levy voter-approved parcel taxes which are levied at a uniform rate; and,

**WHEREAS**, in order to provide the level of programs and services currently supported by Measure A, the replacement education parcel tax rate for residential parcels must be increased to comply with the *Borikas* ruling as well as meet increased costs, including mandated expenses from the State; and,

**WHEREAS**, every dollar raised by this special tax will be used for benefit of the students of Berkeley schools, and cannot be taken away by the State; and,

**WHEREAS**, California Constitution, Article XIIIA, section 4 and Government Code sections 50075 et seq. authorizes the District, upon approval of two thirds of the electorate, to levy qualified special taxes on property in the District for the purpose of providing quality educational programs in the District and other lawful purposes of the District; and

**WHEREAS**, in the judgment of this Board, following a public hearing and comment, it is advisable to request that the Alameda County Superintendent of Schools call an election and submit to the voters of the District the question of whether the District shall levy a special tax within the District, for the purpose of raising revenue for the District; and

**WHEREAS**, pursuant to the Education Code and Elections Code such election may be completely or partially consolidated with any other election held on the same day and in the same territory or territory that is in part the same.

**NOW, THEREFORE, IT IS DETERMINED AND ORDERED** as follows:

**Section 1. Recitals**. This Board hereby finds and determines that the foregoing recitals are true and correct.

**Section 2. Resolution Constitutes Order of Election.** This resolution shall constitute an order of election pursuant to the Education Code to the Alameda County Superintendent of Schools to call an election within the boundaries of the District on November 8, 2016.

**Section 3. Date and Purpose of Measure.** Pursuant to the California Constitution and Government Code, an election shall be held within the boundaries of the District on Tuesday, November 8, 2016, for the purpose of voting on a measure ("Measure") which will be presented to voters in substantially the form attached hereto as **Exhibit A**, containing the question of whether the District shall impose a special tax for the educational purposes stated therein. In addition, the full text of the Measure ("Full Ballot Text") shall appear in the ballot pamphlet in substantially the form attached hereto as **Exhibit B**. The authority for the specifications of this election order is contained in the Education Code, and the authority for ordering the election is contained in the Education Code, Elections Code, Government Code, and California Constitution.

**Section 4. Very Low-Income Senior Exemption from the Special Tax.** Pursuant to provisions of the Full Ballot Text, an exemption from the tax will be made available for any single-family residential parcel or multi-family dwelling unit owned and occupied by one or more very low-income senior citizens.

**Section 5. Collection of the Tax**. Pursuant to provisions of the Full Ballot Text, beginning July 1, 2017, if adopted by voters, the special tax shall be collected by the County Treasurer-Tax Collector, at the same time, in the same manner, and subject to the same penalties as *ad valorem* property taxes collected by the County Treasurer-Tax Collector. Unpaid special taxes shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid.

With respect to all general property tax matters within their respective jurisdictions, the Alameda County Assessor or the City of Berkeley shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the special tax authorized by the Full Ballot Text, a District administrative review panel or the City of Berkeley, as the designated agency, shall make all necessary final determinations, and that decision shall be final and binding. The procedures

described herein, and any additional procedures established by the District shall be the exclusive claims procedure for claimants seeking an exemption, refund, reduction, or re-computation of the special tax authorized by the Full Ballot Text. Whether any particular claim is to be resolved by the District, City of Berkeley, or County of Alameda shall be determined by the District.

**Section 6. Authority for Ordering Election.** The authority for ordering the election is contained in the Education Code, Elections Code, Government Code, and California Constitution.

**Section 7. Authority for Specifications.** The authority for the specification of this election order is contained in the Education Code.

**Section 8. Resolution to County Officials.** The Secretary to the Board is hereby directed to cause certified copies of this Resolution and order to be delivered not later than August 10, 2016, to the County Superintendent, the Alameda County Registrar of Voters ("Registrar"), and the Clerk of the Board of Supervisors of Alameda County ("Board of Supervisors").

**Section 9. Formal Notice**. The County Superintendent is hereby requested to prepare and execute a Formal Notice of Parcel Tax Election and consolidation order in substantially the form attached hereto as **Exhibit C** (the "Formal Notice"), and to call the election by causing the Formal Notice to be posted in accordance with the applicable law no later than August 10, 2016, or to otherwise cause the notice to be published as permitted by law. The Secretary to the Board, on behalf of and as may be requested by the County Superintendent, is authorized to cause all notices required by law in connection herewith to be published and posted, as the case may be.

**Section 10. Conduct of Election**.

(a) *Request to Registrar.* Pursuant to State law, the Registrar is requested to take all steps to hold the election on November 8, 2016, in accordance with law and these specifications. The election may be consolidated with another election as specified below, if such consolidation is feasible and appropriate.

(b) *Voter Pamphlet.* The Registrar is hereby requested to reprint the Full Ballot Text in substantially the form attached hereto as **Exhibit B** in the voter information pamphlet to be distributed to voters pursuant to the Elections Code. In the event the Full Ballot Text will not be reprinted in the voter information pamphlet in its entirety, the Registrar is hereby requested to print, immediately below the impartial analysis of the Measure, in no less than 10-point boldface type, a legend substantially as follows:

*"The above statement is an impartial analysis of Measure __. If you desire a copy of the Measure, please call the Alameda County Registrar of Voters at 510-267-8683 and a copy will be mailed at no cost to you."*

(c) *Consolidation.* The County Superintendent and the Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections as may be held on the same day in the same territory or in territory that is in part the same.

(d) *Canvass and Declaration of Results.* The Board of Supervisors is authorized to canvass the returns of the election and declare the result pursuant to the Elections Code.

(e) *Cost of Election.* The District will reimburse the Registrar and the County for costs associated with the election as required by law.

**Section 11. Appropriations Limit**. The Board shall provide in each year for an increase in the District's appropriations limit as shall be necessary to ensure that the proceeds of the special tax may be spent for its authorized purposes.

**Section 12. Ballot Arguments.** The Board President and/or her designees are hereby authorized to prepare and file with the Registrar any ballot argument prepared in connection with the election, including a rebuttal argument, each within the time established by the Registrar, which shall be considered the official ballot arguments of the Board as sponsor of the Measure and to take all necessary action to prevent inclusion of false and/or misleading information in ballot materials related to the Measure.

**Section 13. Official Actions.** The District Superintendent, Board President, or their designees are hereby authorized to execute any other document and to perform all acts necessary to place the Measure on the ballot, including making alterations to the Measure and Full Ballot Text stated in **Exhibits A** and **B** hereto, and to this Resolution to comply with requirements of law and election officials or which are, in the judgment of the Superintendent and/or Board President, in the best interests of the District.

**Section 14. Effective Date**. This Resolution shall take effect from and after its adoption.

The foregoing resolution was introduced by Karen Hemphill, who moved its adoption, seconded by Ty Alper, and adopted on May 18, 2016 by the following vote:

AYES: 6

NOES: 0

ABSENT: 1

**WHEREUPON,** the President declared the foregoing resolution adopted, and

**SO ORDERED.**

Board of Education, President

Board of Education, Clerk

## EXHIBIT A

## Summary of Measure

The Measure shall be summarized in the following form, and the County of Alameda Registrar of Voters is requested to cause this summary of the Measure to appear on the ballot:

**Berkeley Public Schools Educational Excellence Act of 2016**

To support high quality public education and fund class size reduction, school libraries, teacher training, student support, music programs, instructional technology, and other designated purposes, shall the Berkeley Unified School District replace its expiring special tax with an annual tax at 37¢ / square foot for taxable buildings, for eight years, with annual cost-of-living adjustments and a low-income senior exemption? An oversight committee and independent auditors will monitor this fund.

## COUNTY COUNSEL'S IMPARTIAL ANALYSIS OF MEASURE E1

ANALYSIS BY THE COUNTY COUNSEL OF A BERKELEY UNIFIED SCHOOL DISTRICT SPECIAL PARCEL TAX MEASURE

Measure E1, a Berkeley Unified School District ("District") special parcel tax measure, seeks voter approval to authorize the District to levy an annual special parcel tax in the amount of $0.37 (thirty-seven cents) per square foot for taxable buildings (as defined in the Berkeley municipal code) for a period of 8 years, with an annual cost of living adjustment, beginning July 1, 2017. The District's voters previously authorized Measure A, authorizing a special parcel tax, which will expire on June 30, 2017.

A school district has the authority to levy special taxes upon approval by two-thirds of the votes cast on the special tax proposal. (*See* Cal. Const. Art. XIII A, § 4; Art. XIII C, §2; Cal. Gov't Code §§ 50075-50077, 50079, & 53722.) If two-thirds of the qualified electors voting on this measure vote for approval, a special parcel tax will be imposed annually for 8 years at the rate described above with an annual cost of living adjustment equal to the annual average percentage change in the Bay Area Consumer Price Index. The tax will be collected by the Alameda County Treasurer-Tax Collector at the same time and in the same manner as *ad valorem* property taxes are collected.

Upon application to the District, an exemption from this special tax may be granted annually on any single family residential parcel or multi-family dwelling unit owned and occupied by one or more very low-income senior citizens. The senior citizen must be 65 years of age or older as of July 1 of the relevant taxable year and meet the very low-income qualifications as defined in the Berkeley municipal code.

If two-thirds of the qualified electors voting on this measure vote for approval, the allocation of the funding revenue will be used only for the specific purposes set forth in the full text of the measure printed in this sample ballot. These purposes include, among others: reducing class size; providing school libraries; providing instructional programs in music and the visual and performing arts; and providing counseling and behavioral health services. The measure further provides for a Planning and Oversight Committee to review the District's compliance with this measure. This committee will receive an annual report indicating the revenues generated by the special tax and the expenditures of those revenues and report to the District's Board.

If two-thirds of the qualified electors voting on this measure do not vote for approval, the measure will fail, and the District will not be authorized to levy the special tax.

This measure is placed on the ballot by the governing board of the District.

DONNA R. ZIEGLER
County Counsel

The above statement is an impartial analysis of Measure E1, which is printed in full in this sample ballot pamphlet. If you desire an additional copy of the measure, please call the Elections Official's office at (510) 272-6933 and a copy will be mailed at no cost to you. You may also access the full text of the measure on the Alameda County website at the following address: www.acgov.org/rov/.

## ARGUMENT IN FAVOR OF MEASURE E1

Measure E1 renews the Berkeley community's commitment to our public schools.

Measure E1 (also known as BSEP, the Berkeley Schools Excellence Program) continues essential funding for our schools. It pays for approximately one-third of all teachers, all of our school libraries, the fourth through eighth grade music program, instructional technology, teacher training, parent outreach, discretionary school site funds, and support for struggling students. And it keeps our class sizes small.

Measure E1 needs a two-thirds "YES" vote to pass. If Measure E1 fails, devastating cuts will be necessary to our schools.

Over the last 30 years, California went from providing one of the best-funded public school systems in the nation to becoming among the lowest in funding per student. It is only because of local funding that Berkeley schools have been able to provide a quality education for all Berkeley children.

Measure E1 specifically defines the use and allocation of all funds, and has strict community oversight and annual independent audits. Measure E1 expires in eight years, unless renewed by voters. It continues an exemption for low-income seniors.

Measure E1 is endorsed by the local chapter of the League of Women Voters, the Berkeley Federation of Teachers, all Berkeley City Council and School Board members, Senator Loni Hancock, Assemblymember Tony Thurmond, Supervisor Keith Carson, Mayor Tom Bates, Nancy Skinner, Sandré Swanson, and many other leaders and community members throughout Berkeley.

Please join us in renewing our commitment to a high-quality Berkeley public education through the passage of Measure E1. For more information, please go to: www.bsep2016.org

LEAGUE OF WOMEN VOTERS - BERKELEY, ALBANY, EMERYVILLE
by Deborah Malbec, President

BERKELEY FEDERATION OF TEACHERS
by Cathy Campbell, President

BERKELEY PTA COUNCIL
by Christine Staples, President

Beatriz Leyva-Cutler
President, Berkeley School Board

Karen McKie
Former Board Member, Berkeley Public Schools Fund; Arts and Music Education Advocate

No Argument Against was submitted

**FULL BALLOT TEXT**

**BERKELEY UNIFIED SCHOOL DISTRICT**

**BERKELEY PUBLIC SCHOOLS EDUCATIONAL EXCELLENCE ACT OF 2016**

To support high quality public education and fund class size reduction, school libraries, teacher training, student support, music programs, instructional technology, and other designated purposes, shall the Berkeley Unified School District replace its expiring special tax with an annual tax at 37¢ / square foot for taxable buildings, for eight years, with annual cost-of-living adjustments and a low-income senior exemption? An oversight committee and independent auditors will monitor this fund.

## 1. Title and Purpose

This measure shall be known as the "Berkeley Public Schools Educational Excellence Act of 2016" ("Measure"). The revenues raised by the Measure are to be used to improve the educational achievement of Berkeley Unified School District's ("District") public school students by providing high quality educational programs.

## 2. Allocation of Funds

Available Revenues raised by the levy of the tax authorized by the Measure are to be allocated to the following purposes and shall be deposited in restricted accounts for these purposes:

**High Quality Instruction:** Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; Expanded Course Offerings…..... 66%

**Essentials for Excellence:** School Libraries; Music, Visual and Performing Arts; School Site Programs; Instructional Technology…..…..…..... 27%

**Effective Student Support:** Counseling and Behavioral Health; Family Engagement and Access; Student Achievement Strategies..... 7%

## 3. Definition of Purposes

**A. High Quality Instruction:** Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings

Sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings.

i. It is the intent of this Measure to reduce Average Class Sizes in K-5 to a goal of 23:1 as a school-wide average. Beginning in 2017-18, the District-operated elementary school Average Class Sizes shall be gradually adjusted toward achieving the goal of school-wide averages of 23:1 by the sixth year of the measure.

ii. The goal for reduction of K-5 Average Class Sizes detailed in Section 3.A.i. is contingent on the continuation of State funding to the District for smaller class sizes. At the time of writing of this Measure, the State provides increased

funding to school districts that achieve a school-wide Average Class Size of 24:1 in K-3 classrooms, but does not provide additional funding to reduce class sizes in grades 4-5. If the State continues to provide the same or a greater amount of funding to the District to reduce class sizes in K-3 classrooms, it is the intent of this Measure that the Average Class Sizes be reduced as described in Section 3.A.i. If State class size reduction funds provided to the District are reduced from their current levels or eliminated, the goals for Average Class Sizes in K-5 may increase above 23:1, up to a district-wide average of 26:1.

iii. The goals for Average Class Sizes to be achieved with these revenues shall be 28:1 for the secondary schools, and 18:1 for continuation school programs.

iv. After the District meets the Average Class Size goals as described in 3.A.i., funding may be allocated to provide additional support for teaching and learning, such as professional development, classroom support, program evaluation, and expanded course offerings. Any allocations within these options shall be recommended by District staff to the Planning and Oversight Committee (as described in Section 8.B) and approved by the District's Board of Education ("Board").

v. The reduced Average Class Sizes shall be maintained throughout the duration of the Measure except in the case of a "Severe Fiscal Emergency" as defined in Section 9 of this Measure.

vi. The revenues dedicated to these purposes may be spent for all costs attendant to them, including operational costs, and other costs associated with the opening or maintaining of classrooms to reduce class sizes.

**B. Essentials for Excellence:** School Libraries; Music, Visual and Performing Arts; School Site Programs; Instructional Technology

Twenty-seven percent (27%) of the Available Revenues shall be dedicated annually to providing programs designed to improve the academic proficiency and educational experience of all students by providing equitable access to an enriched, challenging and engaging curriculum. Available Revenues may support all costs attendant to providing these services at district-operated schools, including operational costs. These revenues shall be allocated to district-wide programs as follows:

i. School Libraries: Seven and a quarter percent (7.25%) of the Available Revenues shall be allocated annually to provide student access to quality school libraries, which shall be maintained by providing library staff to operate the District's K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries.

ii. Music and Visual and Performing Arts Programs: Six and a quarter percent (6.25%) of the Available Revenues shall be allocated annually to providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.

iii. School Site Programs: Ten and a quarter percent (10.25%) of the Available Revenues shall be allocated annually for School Site Programs to each K-12 school on a per pupil basis. District preschools shall receive a similar allocation for each full time student. The School Site Council (as described in Section 8.C.) shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective and equitable opportunities for student engagement, enrichment, and achievement. Available Revenues may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as art and science instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.

iv. Instructional Technology: Three and a quarter percent (3.25%) of the Available Revenues shall be allocated to providing instructional technology in schools, and access for students to computers and instructional technology.

**C. Effective Student Support:** Counseling and Behavioral Health; Family Engagement and Access; Student Achievement Strategies

Seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students. Any allocations among these programs shall be recommended by district staff to the Planning and Oversight Committee and approved by the Board. Available Revenues may support all costs attendant to providing these services, including operational costs.

**D. Flexibility of Funds**

To maintain high quality programs with the revenues available for the specified purposes, up to ten percent (10%) of the allocations for any one or more of certain district-wide programs (School Libraries; Music and Visual and Performing Arts Programs; Technology; and Effective Student Supports) may, upon review by the Planning and Oversight Committee and approval by the Board, be redistributed among any one or more of these purposes in any given year. To promote the long-term sustainability of the programs funded by the Measure, the Board may allocate a portion of Available Revenues to be set aside as reserves, so long as the funds are planned for use within the term of the Measure and in a manner consistent with the allocations provided in the Measure.

## 4. Amount and Basis of Tax

This special tax shall authorize the District to levy a special tax of thirty-seven cents ($0.37) per square foot on all Improvements beginning July 1, 2017, and continuing for a period of eight (8) years ("Special Tax"). This Special Tax shall be levied on the Square Footage of all Improvements, including all Buildings and Structures, on Parcels of Taxable Real property in the District. The tax base shall be as described in the Berkeley Municipal Code Section 7.56.020 which defines and delimits the parameters of the square footage applications, and which is incorporated by reference herein. Current definitions of the terms "Buildings," "Improvements," "Parcels," and "Square Footage," pursuant to the Berkeley Municipal Code are provided and incorporated pursuant to Section 9 of this Measure.

To determine the rate of the Special Tax levied in the 2018-19 tax year (the second year of assessment of the Special Tax), and each year thereafter, the rate shall be

increased from the rate levied in the prior tax year by a cost-of-living adjustment equal to the annual average percentage change in the Bay Area Consumer Price Index - All Urban Consumers, San Francisco-Oakland-San Jose area over the prior twelve months, as of December 1 of the prior fiscal year, as published by the U.S. Bureau of Labor Statistics. If, in any given year, that index is not available, then the rate will be adjusted based on the changes in the Consumer Price Index – All Urban Consumers (CPI-U). Any increase in Available Revenues due to the cost-of-living adjustments set forth in this Section shall be allocated proportionally among the Measure's purposes in accordance with Section 2 of this Measure.

This Special Tax is estimated to raise $28 million in annual local funding for District schools based on the amount of the tax for the 2017-18 tax year. The amount of annual local funding raised by this Special Tax will vary from year-to-year due to a number of factors, including annual cost-of-living increases, and changes in the number of parcels subject to the levy. Any proceeds from this Special Tax not spent during those fiscal years may be spent on all authorized purposes until exhausted.

## 5. Exemption

An exemption from this Special Tax may be granted annually on any single-family residential Parcel or multi-family dwelling unit owned and occupied by one or more very low-income senior citizens, upon annual application to the City of Berkeley for such exemption. To be eligible for such exemption, the senior citizen must be 65 years of age or older as of July 1 of any applicable tax year, and must meet the very low-income qualifications of Berkeley Municipal Code Section 7.56.035, which is incorporated by reference herein. In the event of expiration of Municipal Code Section 7.56.035 for any reason, the same qualification criteria that exist at the time of adoption of this Measure shall continue to apply to this exemption.

## 6. Claims / Exemption Procedures

With respect to all general property tax matters within their respective jurisdictions, the Alameda County Treasurer-Tax Assessor or the City of Berkeley shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of this Special Tax, a district administrative review panel or the City of Berkeley, as the designated agency, shall make all necessary final determinations, and that decision shall be final and binding. The procedures described herein, and any additional procedures established by the District shall be the exclusive claims procedure for claimants seeking an exemption, refund, reduction, or re-computation of this Special Tax. Whether any particular claim is to be resolved by the District, City of Berkeley, or County of Alameda shall be determined by the District.

## 7. Appropriations Limit

Pursuant to California Constitution Article XIIIB and applicable laws, the appropriations limit for the District will be adjusted periodically by the aggregate sum collected by levy of this Special Tax.

## 8. Accountability Protections

A. Specific Purposes. The proceeds of this Special Tax shall be applied only to the specific purposes identified in the Measure. The proceeds of this Special Tax shall be deposited into a fund, which shall be kept separate and apart from other funds of the District.

B. Planning and Oversight Committee. A district-wide Planning and Oversight Committee, composed of parents/guardians, staff members, students, residents, or community members representing all school sites and designated programs, shall be established to be advisory to the District, and, in accordance with bylaws adopted by the Board, shall: present recommendations to the Board about the annual expenditure plans for the revenues generated by this Measure; provide communication among school sites to enhance their effective use of the revenues provided by this Measure; and review district compliance with the terms of this Measure.

C. School Site Councils. A School Site Council, composed of the school's Principal, teachers, staff members, parents/guardians, residents, or community members, shall be established at each pre-K-12 school site or designated program in accordance with California law, policies, and by-laws adopted by the Board.

Each School Site Council shall develop a School Site Plan which shall be focused on improving student learning and shall direct the revenues from section 3.B.iii. of the Measure to implement the Board-approved School Site Plan.

At Berkeley High School, a committee composed of students, teachers, staff members and parents/guardians, residents or community members may make recommendations for expenditures allocated from the Measure to the School Site Council.

The District shall regularly make available revenue and expenditure reports to the Principal and the School Site Councils to enable the preparations for each School Site Plan.

D. Financial Oversight. The District shall make available to the Planning and Oversight Committee and the general public, updated revenue and expenditure reports of the proceeds of this Special Tax at least four times annually: before adoption of the District's annual budget, concurrently with the two State-required interim reports, and with the annual report on the Measure ("Annual Report").

The Annual Report shall display the revenues generated by the Measure and the expenditures of the revenues as of the closing of the fiscal year, and shall include a report on the status of projects funded by the revenues. This report shall be organized to display how the expenditures correspond to each of the purposes of the Measure.

The Annual Report shall be delivered to the Planning and Oversight Committee no later than January 15 following the closing of the fiscal year. The Planning and Oversight Committee shall review the Annual Report and report to the Board on the District's compliance with the conditions of this Measure by February 1 following the closing of the fiscal year.

E. Independent Auditor's Report and Audit Committee. Each year, an independent auditor retained by the District shall review district records to determine that funds generated by this Measure have been allocated and expended in compliance with the provisions of this Measure, including:

- that the funds raised by this Measure have been allocated to the respective purposes in the percentages specified in Section 2.

- that the funds raised by this Measure have been spent for purposes specified in Section 3, subdivisions A-D.

- that other provisions of this Measure have been satisfied.

The audit shall be conducted in accordance with generally accepted accounting principles, the Standards and Procedures for Audits of California K-12 Local Educational Agencies, and this Measure.

Subsequent to issuance of the Auditor's Report, the District's Audit Committee, as established by the Board, shall review the Auditor's Report.

**9. <u>Definitions</u>**

For purposes of this Measure, the following terms shall be defined as set forth below:

A. "Available Revenues" shall mean the amount of money resulting from the levy of this Special Tax authorized by this Measure after deduction of authorized charges for services provided by the County of Alameda and the City of Berkeley for the preparation and collection of the tax, legal and audit fees, and less two percent (2%) of the remaining revenues which shall be dedicated to support of the Planning and Oversight Committee, School Site Councils and Community Engagement, and for communications and public information services.

B. "Average Class Size" shall mean the District-wide average of the enrollment at each grade level in all K-12 classrooms, excluding physical education. After elementary class-size balancing has been fully implemented, "Average Class Size" shall mean school-wide averages for the elementary grades and district-wide averages for secondary grades, with the exception of physical education classes, which may be larger.

The formula for determining the number of full-time equivalent teachers (FTEs) in grades 6-12 necessary to meet the Average Class Size objectives shall be: student enrollment multiplied by six (6) class periods per day/per student, divided by five (5) teaching periods, divided by the Average Class Size objective, unless and until this formula is altered contractually by agreement between the District and the Berkeley Federation of Teachers (or the union representing District teachers).

C. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision A, which is incorporated by reference herein, "Building" means any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind. The word "Building" includes the word "Structure."

D. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision F, which is incorporated by reference herein, "Improvements" mean all buildings or structures erected or affixed to the land.

E. "Operational Costs" are all costs of operating relevant District programs to accomplish this Measure's purposes and include but are not limited to personnel, materials, equipment, services, technology, facilities, maintenance and administrative costs. Administrative costs incurred in implementing this Measure shall be paid from the proceeds of this Measure at the District's Indirect Cost Rate authorized by the California Department of Education.

F. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision I, which is incorporated by reference herein, "Parcel" means a unit of real estate in one ownership as shown on the most current official assessment role of the Alameda County Assessor.

G. "Reducing Class Sizes" shall mean that the revenues allocated under Section 3.A. of this Measure shall be allocated to reduce class sizes, below the staffing ratios supported by the District's Unrestricted General Fund.

H. "Severe Fiscal Emergency" means that the District's Board has declared a Severe Fiscal Emergency with no less than a four-fifth (4/5) vote following:

i. The Board determining the District's Interim Financial Report to be "Negative" pursuant to AB 1200 and AB 2756, and the Alameda County Office of Education concurring with this determination; or

ii. The Alameda County Office of Education has "Disapproved" the District's annual budget, or has "Certified" the District's Interim Financial Report as "Negative."

I. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision G, "Square Footage" means the total gross horizontal areas of all floors, including usable basement and cellars, below the roof and within the outer surface of the main walls of buildings (or the center lines of party walls separating such buildings or portions thereof) or within lines drawn parallel to and two feet within the roof line of any building or portion thereof without walls (which includes, notwithstanding paragraph iii below, the square footage of all porches), and including pedestrian access walkways or corridors, but excluding the following:

i. Areas used for off-street parking spaces or loading berths and driveways and maneuvering aisles relating thereto.

ii. Areas which are outdoor or semi-outdoor areas included as part of the building to provide a pleasant and healthful environment for the occupants thereof and the neighborhood in which the building is located. This exempted area is limited to stoops, balconies and to natural ground areas, terraces, pools and patios which are landscaped and developed for active or passive recreational use, and which are accessible for use by occupants of the building.

iii. Arcades, porticoes, and similar open areas which are located at or near street level, which are accessible to the general public, and which are not designated or used as sales, display, storage, service or production areas.

J. In accordance with Berkeley Municipal Code Section 7.56.020, subdivision H, which is incorporated by reference herein, "Structure" means anything constructed or erected, the use of which requires location on the ground or attachment to something having location on the ground.

K. "Parcel of Taxable Real Property" is defined as any unit of real property in the District that receives a separate tax bill for ad valorem property taxes from the Alameda County Treasurer-Tax Collector. All property that is otherwise exempt from or upon which no ad valorem property taxes are levied in any year shall also be exempt from this Special Tax in such year.

L. In the event of the modification of any Berkeley Municipal Code definition or term that applies to this Measure, the definition or term as modified shall apply for the purposes of this Measure. In the event of the expiration, repeal, or invalidation of this Berkeley Municipal Code for any reason, the definitions existing at the time of the adoption of this Measure shall continue to apply for purposes of this Measure.

## 10. Protection of Funding

Current law forbids any decrease in State or federal funding to the District resulting from the adoption of this Special Tax. However, if any such funding is reduced or affected because of the adoption of this local funding measure, then the Board may reduce the amount of the special taxes levied as necessary in order to restore such State or federal funding and/or maximize the District's fiscal position for the benefit of the educational program. As a result, whether directly or indirectly, no funding from this measure may be taken away by the State or federal governments.

## 11. Savings Clause

The provisions of this Measure shall not apply to any person, association, or corporation or to any property as to whom or which it is beyond the power of the District to impose the tax herein provided. The Board hereby declares, and the voters by approving this measure concur, that every sentence, clause, section, and part of this Measure has independent value and the Board and the voters would have adopted each provision hereof regardless of every other provision hereof. If any sentence, clause, section, or part of this Measure or any tax against any individual or any of the several groups specified herein is found to be unconstitutional, illegal, or invalid, such unconstitutionality, illegality, or invalidity shall affect only such clause, sentence, or part of this Measure and shall not affect or impair any of the remaining provisions, sentences, clauses, sections, or other parts of this Measure. It is hereby declared to be the intention of the Board and of the electorate that this Measure would have been adopted had such unconstitutional, illegal, or invalid sentence, clause, section, or part thereof, not been included.

# BERKELEY UNIFIED SCHOOL DISTRICT

# BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

# PLANNING & OVERSIGHT (P&O) COMMITTEE BYLAWS


I. Name of the Committee

II. Purpose

III. Primary Responsibilities of the P&O Committee

IV. Additional Responsibilities of the P&O Committee

V. Responsibilities of P&O Representatives and Alternates

VI. Membership

VII. Selection of Representatives and Alternates

VIII. Term of Office

IX. Vacancies

X. Removal from Membership

XI. Quorum

XII. Voting

XIII. Officers

XIV. Election and Term of Chair

XV. Duties of Chair

XVI. Calendar

XVII. Meeting Frequency, Notice, Time & Place

XVIII. Conduct of Meetings

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XXX. Communication with the Board

XXI. Amendment or Suspension of Bylaws

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XXIII. Minority Reports

XXIV. Complaint Procedures

XXV. Standing Rules and Special Rules

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XXVII. Subcommittees

XXVIII. Role of BSEP and Other District Staff

## APPENDICES

Appendix A: Complete Text of the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006)

# BERKELEY UNIFIED SCHOOL DISTRICT
# BERKELEY SCHOOLS EXCELLENCE PROGRAM
# PLANNING AND OVERSIGHT COMMITTEE BYLAWS

## I. Name of Committee

The name of the committee shall be the BSEP Planning and Oversight (P&O) Committee.

## II. Purpose

The P&O is established in accordance with Section 5 (B)(i) of the *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A of 2006--see Appendix A). The purpose of this Committee is to:

- Develop and recommend to the Board of Education annual expenditure plans for each of the Purposes of this Measure;
- Provide communication among school sites to enhance their effective use of the revenues provided by this Measure; and,
- Review District compliance with the terms of this Measure.

The P&O shall ensure broad community participation in the planning and oversight of BSEP funds.

## III. Primary Responsibilities of the P&O Committee

The primary responsibilities of the P&O Committee are to:

- Develop in conjunction with appropriate district staff budget recommendations for the following school year for each BSEP/Measure A of 2006 purpose:
    - Smaller Class Size, Expanded Course Offerings & School Counseling Services
    - School Site Discretionary Funds
    - School Libraries
    - Music and Visual & Performing Arts
    - Parent Outreach
    - Professional Development
    - Program Evaluation
    - Technology
    - Public Information, Translation and Support of the P&O Committee

- Present these budget recommendations to the Board of Education for review and action as part of the BSEP Annual Plan.
- Oversee the implementation of each BSEP/Measure A of 2006 purpose and ensure that both budgets and actual expenditure of funds are in compliance with the Measure.
- Prepare a report to the Board on compliance with the Measure (subsequent to issuance of the annual report and the Auditor's Report).

## IV. Additional Responsibilities of the P&O Committee

Additional responsibilities of the P&O Committee are to:

- Review of Reserves
  Ensure that sufficient reserves are being maintained to meet state reserve standards for Measure A expenditures (3% at by-laws writing); and ensure that Measure A funds are available to be spent for their intended purposes.
- Review of Annual Cost-of-Living Adjustment (COLA)
  Section 4.C of Measure A provides for an annual COLA adjustment for Measure A revenues.
- Mediate Site Fund Disputes
  Where SGCs (and BSEP Committee at BHS) cannot reach agreement on the allocation of site funds for their respective schools, the P&O will act to mediate and resolve such disputes.
- Hear waiver requests on SGC size and make a recommendation to the Board on the matter.
  School Governance Council Guidelines provide that school sites may request waivers regarding their composition (primarily regarding minimum size requirements).
- Appoint liaisons to other committees
  In the event that the district has, or shall form, Superintendent or Board Committees related to the BSEP Measure (such as Berkeley Arts in Education Steering Committee, Facilities Security and Maintenance Oversight Committee), the P&O Committee may request that P&O members be allowed representation on those committees to serve as a liaison between the district's committee and the P&O Committee.

## V. Responsibilities of P&O Representatives and Alternates

The responsibilities of Representatives to the P&O include:

- Attending P&O meetings;
- Making arrangements for an Alternate to attend any P&O meeting(s) which the Representative is unable to attend;
- Reporting to the P&O on the current status of School Governance Council matters at their site (except at Berkeley High School, where the Representatives report on the status of the BHS BSEP Site Committee); and
- Reporting back to the site School Governance Council after each P&O meeting. At the high school the Representatives shall report back to the BHS BSEP Committee and to the School Governance Council.
- Serving on P&O Subcommittees

## VI. Membership

The P&O shall be a district-wide committee composed of parents/guardians, staff members, students, residents or community members representing all school sites and an elected Chair. P&O membership shall consist of:

- One Representative and one Alternate for each elementary school;
- Two Representatives and two Alternates for each middle school;
- Four Representatives and four Alternates for Berkeley High School;
- One Representative and one Alternate for the Pre-K program;
- One Representative and one Alternate for the Berkeley Technology Academy;
- One Representative and one Alternate for the Independent Study Program.

Alternates are to represent the school sites when the selected Representative is absent.

## VII. Selection of Representatives and Alternates

Representatives and Alternates for each elementary school, each middle school, the Pre-K Program, the Berkeley Technology Academy and the Independent Study Program to the P&O shall be chosen by each School Governance Council (SGC) during the month of October each year, as soon as the SGC election has taken place.

Representatives and Alternates for Berkeley High School are to be chosen by the Berkeley High School BSEP Site Committee during the month of October each year, as soon as the BSEP Site Committee election has taken place.

P&O Representatives need not sit on the school's School Governance Council or BSEP Site Committee in the case of Berkeley High School, but they are required to communicate regularly with the SCG or Berkeley High School Site Committee. It is generally expected that P&O Representatives will have a definite connection to the school that they represent, such as being a parent or staff member at that school.

## VIII. Term of Office

The term of office of P&O Representatives is one year, from November 1 until October 31 of the following year. There is no limit to the number of terms, consecutive or interrupted, which P&O Representatives may serve.

## IX. Vacancies

In the event that a school should fail to appoint a Representative, the P&O Chair shall contact that school's SGC to inform them of the importance of participation on the P&O Committee, and to enlist their help in identifying a Representative from their school. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

## X. Removal from Membership

In the event that a Representative should fail to attend three or more successive meetings of the P&O without sending an Alternate, he/she shall be considered to have relinquished his/her post. The Chair shall then contact the school's School Governance Council to so inform them, and to request that they elect a new Representative. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

In the case of habitually disruptive behavior by a Representative at P&O meetings, the individual may be removed from membership by a two-thirds vote of the Committee. The Chair shall then contact that school's SGC to so inform them, and to request that they appoint a new Representative. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

In order to ensure representation of all schools at P&O meetings, the following protocol will be followed in the case of a school's Representative failing to attend a meeting: immediately following each P&O meeting, the Chair (or designee) shall inform the SGC Chair and Principal that their school was not represented at the meeting. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.

## XI. Quorum

A quorum of the P&O shall consist of no fewer than "one half plus one" of the total number of Representatives. In the event that a school has had a vacancy (no Representative chosen) for the two previous Committee meetings, that seat shall not be counted in the total for the purposes of determining a quorum. The Chair may be counted for the purposes of establishing a quorum.

## XII. Voting

Each Site Representative shall have one vote. In the absence of the Representative, the Alternate for that site shall vote.

All voting must be open and recorded: secret ballots are not permitted.

## XIII. Officers

The BSEP P&O shall have either a Chair or two Co-Chairs. The Committee shall have no other officers.

## XIV. Election and Term of Chair

At the first meeting of each term, the P&O shall select a Chair (or Co-Chairs), to serve for one year.

The Chair (or Co-Chairs) shall be a Berkeley resident and non- employee of the district. The Chair (or Co-Chairs) may be a regular Representative to the P&O Committee, but this is not a requirement. If the Chair is a regular Representative, the Chair may vote. If the Chair is <u>not</u> an elected Representative to the P&O Committee, he or she must have been a regular Representative in the term immediately preceding his or her first election to Chair. Such an individual may only be re-elected to contiguous/consecutive term and may not vote, except in the event of a tie. The Chair may be counted in order to establish a quorum.

There is no limit to the number of terms that a Chair (or Co-Chairs) may serve.
Elections for the P&O Committee Chair(s) shall follow Robert's Rules of Order, except that the nomination and second of a candidate for Chair must come from a P&O Representative.

## XV. Duties of Chair

Responsibilities of the P&O Chair include:

- Convening and presiding over the meetings of the P&O Committee;
- Making arrangements for an Alternate Chair or Co-Chair to preside at any meetings which the Chair is unable to attend;
- Convening and chairing Steering Committee meetings, as needed;
- Setting meeting agendas in conjunction with district staff;
- Setting the meeting calendar in conjunction with district staff;
- Communicating regularly with the Subcommittee Chairs and with appropriate district office staff;
- Representing P&O recommendations and concerns (not the Chair's own opinion), to the School Board and to the public. Reporting back to the P&O at their next meeting the substance of what was said.
- Contacting a school's SGC to inform them of the importance of participation on the P&O Committee, and enlisting their help in selecting a Representative from their school who will attend regularly, in the event that a SGC has failed to appoint a Representative or that an appointed Representative has failed to attend three or more successive P&O meetings. In the case of Berkeley High School, the Chair shall contact the BSEP Site Committee.
- Calling Steering committee meetings.

In the absence of the Chair, or if a Chair has not been selected, the Committee shall appoint an Acting Chair. In the event that a Chair needs to be removed from office, Robert's Rules of Order shall be followed.

## XVI. Calendar

At the first meeting of the new term, district staff in conjunction with the P&O Chair(s) shall prepare and present to the P&O a draft calendar of meetings for the year. Once adopted by the Committee, this calendar shall stand as the official P&O Calendar for the year, but may be

amended at any time by a majority vote of the Committee or by decision of the P&O Chair(s).

## XVII. Meeting Frequency, Notice, Time & Place

The P&O shall meet no fewer than six times a year. The Committee shall follow the Ralph M. Brown Act (Government Code 54950). Meetings shall be in a public place, held at times of reasonable public access, open to the public and noticed at least 72 hours in advance (preferably longer).

A closed session may not be convened without the express authority of the Board or its designee.

## XVIII. Conduct of Meetings

Except where specified by Law, Board Policy or in these bylaws, the P&O will follow standard meeting procedures (e.g. Roberts Rules of Order) with meetings conducted in an open and civil manner.

## XIX. Record Keeping

The Committee shall perform the standard record-keeping functions including: having written agendas, recording attendance and minutes of each meeting, recording votes, and disseminating these documents to committee members and the Board.

## XX. Communications with the Board

The Committee shall make timely, written, progress reports to the Board pertinent to its charge and timeline as specified by the Board. These reports shall be placed on the Board meeting agenda by the Staff Liaison to the Committee through the Board's regular calendar and agenda process.

The P&O Chair (or designee) shall represent P&O recommendations and concerns (not the Chair's own opinion), to the School Board and to the public. The Chair shall report back to the P&O at their next meeting the substance of what was said;

P&O members and Subcommittee members who are not the Chair, and who are not specifically authorized to speak on behalf of the Committee, shall make it clear that they are speaking as individuals.

## XXI. Amendment or Suspension of Bylaws

Amendment or suspension of these bylaws must be authorized by the Berkeley Board of Education. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board

## XXII. Conflict of Interest

A "Conflict of Interest" occurs when a P&O member or an individual in the member's immediate family stands to gain financially from adoption of a particular proposal submitted to the P&O.

Where a potential conflict may exist, the member with the potential conflict must disclose that conflict at the earliest possible opportunity and recuse themselves from voting on the particular matter.

If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

## XXIII. Minority Reports

Minority reports from subcommittee determinations may be filed with the full P&O Committee. These reports will be considered alongside the majority recommendation if filed in a timely manner.

Minority reports from P&O committee deliberations may be filed with the Board.

## XXIV. Complaint Procedures

Every attempt should be made to resolve disputes and/or complaints concerning the work of the Committee through the Committee's plenary and subcommittee meetings.

In the event that a committee member feels that they have not been able to resolve their complaint, they are encouraged to meet with the Committee Chair (or Co-chairs) and/or the BSEP Manager. If this does not resolve the issue and the complaint is not of the nature that can be addressed through a minority report, the complainant may avail themselves of the District's Complaint Procedures as outlined in the District's Student/Parent Handbook.

## XXV. Standing Rules and Special Rules

Any component of or recommendation pertaining to the annual expenditure plans or any amendment to the Bylaws, that is to be voted on by the P&O Committee, shall first be presented to the Committee as a Discussion Item, at which time it cannot come up for a vote. At a subsequent meeting of the Committee the item can be presented as an Action Item, and the vote may then be taken.

Where urgent action is needed the two meeting rule may be waived by a ¾ majority vote of all voting members present.

## XXVI. Steering Committee

At the beginning of each term, the P&O Committee shall establish a Steering Committee, whose charge is to represent the P&O Committee under certain specific circumstances, in decisions and policy resolutions pertinent to the charge of the Committee. The Chair or co-Chair may convene the Steering Committee when a substantive issue pertinent to the charge of the Committee is determined to be time sensitive and needs to be considered between regularly scheduled meetings of the plenary Committee.

The Steering Committee may not modify any action taken by the plenary Committee, but is charged with acting on the full Committee's behalf, and shall report on any actions it has taken at the next regular meeting of the P&O Committee for ratification by the P&O.

Voting membership on the Steering Committee shall consist of seven P&O Representatives: the Chair (or Co-Chairs) plus additional Representatives elected at large. The Steering Committee shall be chaired by the Chairperson or, in the event of Co-Chairpersons, by either Chairperson, of the P&O Committee.

A quorum of the Steering Committee shall consist of four Steering Committee members.

## XXVII. Subcommittees

At the beginning of each term, the P&O may establish Subcommittees.

The charge of a Subcommittee is to assist the P&O in working with the appropriate district staff to review and consider the programs funded

with BSEP monies, and to assist the P&O in developing recommendations for the expenditures of BSEP funds. Subcommittees are advisory to the full P&O Committee. Any findings, recommendations, reports, or conclusions drafted by Subcommittees must be presented to the full P&O committee for approval.

Subcommittees may include:

- Class Size Reduction (Smaller Class Sizes, Expanded Course Offerings, and School Counseling Services), Visual and Performing Arts, Libraries, Public Information, SGC support, Parent Outreach, Technology, Program Evaluation, Professional Development, Bylaws and other subcommittees as the need may arise.

Subcommittees that are established shall select Chairs. The Chair (or Co-Chairs) must be a regular member of the P&O Committee.

Responsibilities of P&O Subcommittee Chairs include:

- Convening and presiding over meetings of the appropriate P&O Subcommittee;
- Making arrangements for an Alternate Chair or Co-Chair to preside at any Subcommittee meetings which the Chair is unable to attend;
- Setting meeting agendas and calendar in conjunction with District staff.
- Informing other interested persons (parents, community members, staff) about the opportunity to participate in the Subcommittee and disseminating information about the work of the Subcommittee to interested parties.

Membership on all P&O Subcommittees (except the Steering Committee) is not limited to P&O Representatives. Teachers, parents, BUSD staff, and community members are encouraged to participate as full members of these Subcommittees.

## XXVIII. Role of BSEP and Other District Staff

District staff shall provide administrative, technical and clerical support to the P&O and Subcommittees, and to School Governance Councils. This support includes:

- Providing, to the P&O Committee (and to the general public), updated revenue and expenditure reports of the proceeds of this special tax at least four times annually: at the adoption of the District's annual budget, concurrently with the State-required First

and Second Interim Reports, and an Annual Report of the previous year (by November 1st).

- Supporting school sites in holding School Governance Council elections and choosing their P&O Representative(s).
- Preparing (in conjunction with Chair/s) the annual P&O calendar and meeting agendas.
- Notifying P&O members of upcoming meetings, including posting meeting. agendas as public information at least 72 hours in advance of the meeting.
- Recording and distributing minutes of P&O and Subcommittee meetings, including mailing/e-mailing minutes to the P&O Committee and the Board, and posting as public information on the BUSD website.
- Communicating to the P&O Committee any important Board events or actions and status updates on the State budget that will give a full picture of BUSD finances.
- Informing the Berkeley school community about the opportunity to serve on a School Governance Council, P&O Committee, or subcommittees of the P&O Committee.
- Presenting (to the P&O Committee and to the community) and helping to analyze other relevant data about student achievement, class size, or district operations.
- Informing the community about the implementation and expenditures of the BSEP tax.

Nothing in this section shall limit the District from providing additional information to the Committee.

I. Name of the Committee.
II. Purpose and Responsibility of School Site Council.
    A. Compliance with California Education Code.
    B. Compliance with Accountability Protections and Definition of Purposes of the Berkeley Public Schools Educational Excellence Act of 2016 (BSEP/Measure E1).
    C. Promote Engagement Among All Members of the School Community.
III. Development of the Site Plan.
    A. General Evolution of Site Plan.
    B. Specific Site Plan Development in the Berkeley Unified School District.
IV. Responsibilities of Governing Board.
V. Responsibilities of the District
VI. Responsibilities of the School Principal.
VII. Responsibilities of School Site Council Members.
VIII. Responsibilities of School Site Council as a Body.
IX. Responsibilities of School Site Council Chair/Co-Chairs.
X. Elections.
    A. Election Period.
    B. Outreach and Conduct of Elections.
    C. Election Information.
    D. Term of Office.
    E. Composition & Quorum Requirements.
    F. Submission of SSC Roster.
XI. Parent Election.
    A. Candidates.
    B. Recruitment.
    C. Voting.
XII. Staff Elections.
XIII. Student Elections.
XIV. Election of Officers.
XV. Alternates.
    A. Quorum Count and Voting.
    B. More Alternates Elected than Needed.
    C. Alternates at Meeting Exceed Absent Elected Members.
    D. Alternate Vacancies.
XVI. Removal from Membership.
XVII. Selection of Planning & Oversight Committee Representative(s).
XVIII. Accessible meetings.
XIX. Conduct of Meetings.
XX. Greene Act & Open Meetings.
    A. Open Meetings.
    B. Public Comment.
    C. Posting Notice.
    D. Content of Notice.
    E. Agenda Action Items.
    F. Brief Statements.

G. Recourse for Violation.
XXI. Voting.
XXII. Two Readings of Site Plan, Budget, and any Action Item.
XXIII. Record keeping and SSC Binder.
XXIV. Public Records.
A. Material Provided to SSCs.
B. Agenda and Packets.
C. Information Distributed.
XXV. Conflict of Interest.
XXVI. Dispute Resolution & Accountability.
A. Approving a Site Plan.
B. Implementing the Site Plan.
XXVII. Communications with the Board.
XXVIII. Amendment or Suspension of Bylaws.

## I. Name of the Committee.

The name of the committees subject to these bylaws within Berkeley Unified School District shall be the School Site Council (SSC).

## II. Purpose and Responsibility of School Site Council.

**A. Compliance with California Education Code.** The California Education Code requires the creation of a School Site Council (SSC) for schools participating in programs funded through the consolidated application process.[1] The School Site Council (SSC) develops the Single Plan for Student Achievement (SPSA), also known as the "Site Plan." The SSC must approve the Site Plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.[2] Below are major provisions to be complied with under state law:

i. **Align with School Goals**. The Site Plan shall be aligned with school goals for improving pupil achievement. School goals shall be based upon an analysis of verifiable state data, and may include any data voluntarily developed by districts to measure pupil achievement.

ii. **Improve Academic Performance**. The Site Plan shall address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils to the level of school goals.[3]

iii. **Provide Mechanism for Evaluating Progress**. The Site Plan shall also identify the schools' means of evaluating progress toward accomplishing goals and how state and federal law governing programs subject to EC Section 64000 will be implemented.

iv. **Review and Update Annually**. The Site Plan shall be reviewed annually and updated by the SSC.

v. **Approval by the Berkeley Unified School District "School Board."** After annual review by the SSC, the School Board shall certify that plans developed for purposes of this section are consistent with district local improvement plans that are required as a condition of receiving federal funding.

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[1] Cal Ed Code 64001, 52852

[2] CDE https://www.cde.ca.gov/fg/aa/co/ssc.asp

[3] Cal Ed Code 6400

B. **Compliance with Accountability Protections and Definition of Purposes of the Berkeley Public Schools Educational Excellence Act of 2016 (BSEP/ Measure E1).**

i. **Convene a School Site Council (SSC) to Create a Single Plan for Student Achievement (Site Plan).** A SSC shall be established at each pre-K-12 school site or designated program in accordance with California law, local statute, and policies and bylaws adopted by the Board.

ii. **Improve Student Learning.** The Site Plan developed by each SSC shall be focused on improving student learning and shall direct the School Site Program Fund revenues from the *Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1), together with other State and Federal Program funds allocated to the school. The Site Plan referred to in this section is the Single Plan for Student Achievement (SPSA) referenced in II.A.

iii. **Designate School Site Program Funds.** BSEP/ Measure E1 funds for School Site Programs shall be allocated annually to the SSC at each K-12 school on a per pupil basis. The SSC shall develop recommendations to allocate School Site Program funds for the personnel, services and materials required to deliver effective and equitable opportunities for student engagement, enrichment, and achievement. School Site Program funds may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as art and science instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.[4]

iv. **Delineation of BSEP funds in the School Plan.** The Site Plan must clearly delineate the use of the BSEP revenues from all other revenues.

**C. Promote Engagement Among All Members of the School Community.** The SSC is a public body that is distinctly different from Parent/ Teacher Organizations or other school-based interest organizations. The SSC provides a formal avenue to review school-based issues of concern related to student engagement, enrichment and achievement. It also provides a means to connect the many school and district committees and interest groups that can provide appropriate input to the SPSA.

## III. Development of the Site Plan.

**A. General Evolution of Site Plan.** The Site Plan involves a continuous development, implementation, and monitoring cycle:

- Step One: Measure effectiveness of improvement strategies at the school.

[4] Berkeley Public Schools Educational Excellence Act of 2016, Measure E1, Section B.3.iii

- Step Two: Seek input from school advisory committees/school community.
- Step Three: Reaffirm or revise school goals.
- Step Four: Review improvement strategies and expenditures.
- Step Five: Recommend the approved Site Plan to the School Board.
- Step Six: Monitor implementation of the Site Plan.

**B. Specific Site Plan Development in the Berkeley Unified School District.** These six steps are elaborated in the *Guide and Template for the Single Plan for Student Achievement, A Handbook for School Site Councils*, published by the California Department of Education:

**i. Measure Effectiveness of Improvement Strategies.** Site decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of each school. The District will provide student data to the Principal and SSC in a format that allows the data to be used as a basis for decision-making in developing the Site Plan.

**ii. Seek Input from School Advisory Committees/School Community.** In an effort to identify school needs, prior to Site Plan development, the SSC shall solicit input from the school community, including but not limited to advisory groups, teachers and other staff, administrators, parents/guardians and, when appropriate, students. Input should include a diverse combination of perspectives, including English language learners, students from a full spectrum of academic abilities, differing racial, ethnic and socioeconomic backgrounds, as well as parents/guardians who are new voices and who have had children in attendance for several years. The input solicited is regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with other sites.

**iii. Reaffirm or Revise School Goals.** The school goals shall be aligned with the District's Local Control and Accountability Plan but may include other goals as well.[5]

**iv. Review Improvement Strategies and Expenditures.** Not every program that a site develops must directly benefit every child however the Site Plan must demonstrate how all the children at a school benefit. Particular site or district funds may be targeted toward special purposes.

**v. Recommend the Approved Site Plan to the School Board**. The Site Plans are delivered to the School Board with recommendations and assurances signed by the Principal, SSC Chair, the Director of Special Programs and Projects, the Director of the Berkeley Schools

[5] BUSD Board Policy 0460

Excellence Program, and the Associate Superintendent of Educational Services.

vi. **Monitor Implementation of the Plan.** The Site Plan may be amended at any time, in accordance with Board policy and SSC Bylaws.

1. **Reasons to Amend a Site Plan.** Any of the following factors may indicate a need to amend the Site Plan:
   - A major service or activity proves ineffective, and students are at risk.
   - Material changes occur that affect the academic programs.
   - Staff, equipment, or materials essential to the Site Plan cannot be procured.
   - School boundaries or demographics suddenly change.
   - An activity is found to be non-compliant with state or federal law.
   - A planned activity is not supported by staff, parents, or students.
2. **Changes to a Site Plan.**
   a. **Material Changes to Program or Program Component.** Whenever the SSC makes a material change to the Site Plan, the Board must approve the change. A material change is defined as a substantial amendment to a program or program component such that a reasonable person would determine that there has been a significant departure from past practice or expectations related to the same program or program component implemented in previous site plans, and/or constitute a greater than 10% change in the overall budget for the year. Changes that do not require Board approval may be approved by the SSC and brought to the Director of BSEP or to the Asst./Assoc. Superintendent of Educational Services.
   b. **Changes in Preparing to Implement Site Plan.** In the event that a staffing or programmatic issue arises during the summer holiday, due to the timing and the need to resolve staffing and program details relevant to implementing the Site Plan goals prior to the start of the academic year, site funds allocated towards staff or programs may need to be amended or reallocated to continue to serve overall school goals. In such an event the Principal shall contact the Director of BSEP and Asst. Superintendent of Educational Services to resolve the issue through collaboration, with any changes made requiring the approval of both the BSEP and Educational Services Offices. Documentation of how the change continues to meet the approved Site Plan

goals will be provided to the SSC when it reconvenes the following academic year.

**IV. Responsibilities of Governing Board.** The School Board is the local governing board that will adopt policies for the development and implementation of the Site Plan consistent with state law. The Board must provide assurances to the California Department of Education that any school participating in programs funded through the consolidated application process has developed an SSC in accordance with the law. Acting upon the recommendation of the SSC, the Board will vote on the approval of the Site Plan and all subsequent revisions. The Board must certify that the Site Plan is consistent with local educational agency plans and initiatives. The Site Plan must have Board approval to authorize proposed expenditures.[6]

**V. Responsibilities of the District.** The District and school administration, in conjunction with individual school principals, is responsible for implementing the Site Plan. Administration of the Site Plan includes assigning, directing, and supervising project staff; purchasing materials and equipment and accounting for project funds. In order to ensure proper functioning of the SSC, the Superintendent or designee will provide the following:

- General training and information to the members of SSC to facilitate their ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate programs.
- A written handbook distributed to all SSC members and online district resources for SSC trainings.
- Regularly available revenue and expenditure reports, and an annual revenue and expenditure report.
- Budget worksheet that includes a clear description of funding in Section II.A, Funding for School Site Programs, and any other revenues subject to the Site Plan.
- Information regarding funding restrictions or parameters for Section II.A. and School Site Programs subject to the Site Plan.
- Student data in a format that allows the data to be used as a basis for decision-making in developing the Site Plan.
- Supplemental revenue and expenditure information specifically requested by a majority vote of the SSC.
- Best Practices for holding meetings, developing a Site Plan, and facilitating elections.
- Materials clearly explaining the purpose and conduct of the SSC, including bylaws, open government provisions and rules of order.
- District and LCAP Goals to be met in the Site Plan and guidance for compliance with BSEP measure goals.
- Annually updated links to all school site plans posted on the school and/or District website.

[6] *A Guide and Template for The Single Plan for Student Achievement*, Ca Dept of Ed, November 2006, p. 6

Nothing in this section shall limit the District from providing additional information to the SSCs to better inform Site Plan decision-making.

**VI. Responsibilities of the School Principal.** A principal's leadership is critical to the success of the SSC. The principal is a voting member of the SSC, and vital to the success of the planning and implementation of the Site Plan. The principal has no administrative authority over the SSC and therefore may not veto decisions made by the SSC nor make changes to the Site Plan after it has been approved. The principal has the following duties with respect to the development of the Site Plan:

- Implement the Site Plan in conjunction with the District.
- Provide vision, leadership and information to the SSC.
- Provide student data requested by a majority vote of the SSC in a format that allows the data to be used as a basis for decision-making in developing the Site Plan.
- Provide clear revenue and expenditure information for the SSC to be used in developing a realistic and accountable Site Plan.
- Administer the school-level activities of the approved Site Plan.
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SSC, ensure that elections for the SSC are open, widely publicized, and timely.
- Create an environment conducive to a civil, meaningful and respectful discussion of funding recommendations, including for minority viewpoints.
- Engage, listen, be responsive to, and involve the SSC and other members of the community in planning, program and budget development.
- Ensure that the Greene Act, the Public Records Act, and District Conflict of Interest provisions are followed.

**VII. Responsibilities of School Site Council Members.** The SSC members must:

- Attend the annual SSC orientation meeting and other workshops provided by District staff relevant to the SSC's charge and responsibilities.
- Attend, participate and vote in SSC meetings.
- Participate in planning SSC elections, unless a member is running for re-election.
- Contribute to an environment conducive to civil, knowledgeable, and thoughtful consideration of all viewpoints expressed and how to achieve all purposes of the SSC.
- Carefully consider budgets and plans before approval.

**VIII. Responsibilities of School Site Council as a Body.**

- Meet no fewer than five times a year. See the Timeline Appendix for suggested actions for each meeting.
- Demonstrate that information about the SSC's work has been disseminated widely in the school community.

- Demonstrate that the SSC has solicited input from all groups and individuals included in their community, including a healthy combination of new parent/guardian voices, parent/guardians who have had children in attendance for several years, English language learners, families of students representing the full spectrum of academic abilities, and families of differing racial, ethnic and socioeconomic backgrounds.
- Demonstrate the means by which the needs of all children have been considered in developing and implementing the Site Plan.
- Provide an opportunity for all members of the school community to bring their interests and concerns before the SCC.
- Comply with the Greene Act, Public Records Act, and Conflict of Interest provisions.
- Monitor implementation of the Site Plan.
- Carefully evaluate all proposals for inclusion in the Site Plan.
- Give consideration to the Principal's mandate to implement the Site Plan.

**IX. Responsibilities of School Site Council Chair/Co-Chairs.** SSC Chair/Co-Chairs shall:

- Preside over the meetings of the SSC.
- Make arrangements for an alternate Chair or Co-Chair to preside over any meetings which the Chair is unable to attend.
- Communicate regularly with the school's Planning and Oversight Committee Representative.
- With the SSC membership, publicize the upcoming SSC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the SSC.
- Attend SSC orientations and training meetings as provided by District staff.

And, in collaboration with the Principal:

- Set the SSC meeting agendas.
- Assure the SSC's compliance with the Greene Act and Conflict of Interest provisions.
- Submit the SSC election report and membership roster, and contact information for school's Planning and Oversight Committee Representative(s) to the appropriate District office.
- With the support of District staff, guide the SSC to analyze student data, assess school needs, review school budgets, and develop school goals and the Site Plan
- Submit any requested changes to the Site Plan in the required manner.
- With the SSC membership, publicize the role and work of the SSC and the contents of the Site Plan throughout the year.
- Assure meetings are facilitated in compliance with designated rules of order.
- Assure that a welcoming, civil, and respectful environment is established and maintained for purposes of thoughtful and educated deliberation of matters brought before the SSC, regardless of viewpoints expressed.

## X. Elections.

**A. Election Period.** A well-publicized election SSC shall be conducted by each school during September of each year, with the elections completed by October 1. Best practices recommend that outreach for participation in SSC elections begin prior to the school year ending.

**B. Outreach and Conduct of Elections.** Each SSC and Principal is responsible for determining how elections will be most effectively conducted and for reporting on the election process and results. Individuals nominated for re-election may not be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, distributing fliers, and so forth. The District Office may provide guidance to SSCs on effective, inclusive and appropriate mechanisms for outreach and conduct of elections.

**C. Election Information.** At a minimum, election outreach by the SSCs must contain the following:

- A description of what the SSC is and does.
- How many elected seats and alternate seats are to be filled.
- The terms of office associated with each seat.
- Voting system. One vote per candidate, write in, or slate.
- Voting mechanism. Paper ballot, on-line ballot.
- Vote Tally - When, where, and by whom it will be completed and right to observe.

**D. Term of Office**. The term of office is October 1 through September 30 of the year in which elections are held. The term of office for open SSC seats shall be decided by each SSC prior to the election and shall be documented in meeting minutes and on the ballot. Examples of terms are one year or staggered two-year terms. An SSC member may be re-elected for subsequent terms, without limit.

**E. Composition & Quorum Requirements.** The size, composition and quorum requirements of the SSC vary by school type, but must adhere to parity requirements. (See Appendix A).

**F. Submission of SSC Roster.** Upon completion of the SSC election and the selection of the school's Planning and Oversight Committee Representative(s), the Principal or Chairperson shall submit an election report and membership roster of the SSC and the P&O Representatives to the appropriate District office to demonstrate that SSCs are properly constituted.

## XI. Parent Election.

**A. Candidates**. Parents/guardians, residents, or community members shall be elected from the school at large, in an election conducted by the Principal or designee and outgoing SSC members.

**B. Recruitment.** Recruitment of candidates and election of members should be conducted in such a manner as to promote a SSC that reflects the ethnic, linguistic, socioeconomic, academic spectrum, and programmatic composition of the site. While SSCs may not reserve a seat for a particular group,[7] in conducting outreach for a diverse parent composition might include those from diverse ethnic backgrounds or participants in special programs such as bilingual education, special education, gifted and talented, and compensatory education. Efforts should be made to ensure that information is disseminated widely and the election process is made accessible to all members of the school community.

**C. Voting.** Each parent or guardian of a student enrolled in the school for which the SSC election is being held may have one vote.

**XII. Staff Elections.** Representatives of the teachers, selected by teachers, and other school personnel, selected by other school personnel, shall constitute staff representatives to the SSC. Staff shall be selected using the school's normal process for selecting committee members, as coordinated by the Principal and shall be completed during the month of September.

**XIII. Student Elections.** Student members of the secondary School Site Councils shall be selected by students at their school.

**XIV. Election of Officers.** The SSC shall elect officers with stated responsibilities and authority, including:

- Chair or co-Chairs to preside over SSC meetings. A Principal may not serve as Chair or a co-Chair. If Co-chairs are elected, at least one should be a parent.
- Secretary, to ensure meeting minutes are recorded, meeting packets have been appropriately filed in the SSC office binder, and notice for all meetings have been properly posted both online and at the school site, in accordance with the Greene Act.

**XV. Alternates**. To ensure a fully constituted SSC throughout the school year, Alternates from each represented group shall be elected. Alternates are required to attend and participate in all SSC meetings as they play a vital role with respect to contributing to thoughtful SSC analysis, dialogue, and to ensuring the ability of the SSC to take action when necessary.

**A. Quorum Count and Voting**. An alternate(s) shall be counted for the quorum of a meeting and vote only when there is an absence of an elected member at a meeting where action has to be taken.

**B. More Alternates Elected than Needed**. In the event that an election by slate or other means yields more than the requisite composition of a represented group (for example, if too many parents are elected), the SSC must determine

[7] https://www.cde.ca.gov/fg/aa/co/ssc.asp.

at its first meeting a means by which there is clarity about who will act as voting member and who will act as alternate for the remainder of the year.

**C. Alternates at Meeting Exceed Absent Elected Members.** If more Alternates are present at a meeting than absent election members, the SSC may choose how the appropriate number of Alternates are to participate in the place of the absent elected member.

**D. Alternate Vacancies**. In the event that a vacancy occurs and there is no Alternate, the sitting SSC will vote to appoint a minimum of two Alternates from the school community. Consideration should be given to the need for representation from the entire school community.

**XVI. Removal from Membership.** Participation by all SSC members is crucial to its success. In the event that an elected member should fail to attend three or more successive meetings, the SSC member is removed and the Principal or Chair shall notify the absent member that an alternate will step into the voting role for the remainder of the term filled. An Alternate chosen by the method previously decided by the SSC shall become a permanent voting member. In the case of habitually disruptive behavior by a SSC member at meetings, the individual may be removed from membership by a two- thirds vote of the SSC. An Alternate shall then become a voting member.

**XVII. Selection of Planning & Oversight Committee Representative(s).** Upon completion of the SSC election, the SSC shall select the school's Representative(s) to the district-wide BSEP Planning and Oversight Committee (P&O Committee). The number of P&O Committee Representatives and Alternates varies by school type (see chart). Planning and Oversight Committee Representatives are not required to be an SSC member, but they are required to communicate regularly with the SSC. It is generally expected that Planning and Oversight Committee Representatives will have a definite connection to the school that they represent, such as being a parent or staff member. The P&O representatives shall provide regular updates on the SSC activities to demonstrate to the P&O and the District that each site is properly involved in the development, monitoring, and evaluation of the Site Plan.

For more details regarding the responsibilities of Planning and Oversight Committee Representatives, see the *BSEP Planning and Oversight Committee Bylaws.*

**XVIII. Accessible Meetings.** Effort should be made to arrange childcare for meetings, if requested by the participants. Likewise, effort should be made to provide an interpreter in the event that non-English speaking individuals wish to participate in School Governance Council meetings.

**XIX. Conduct of Meetings.** SSC meetings are public meetings. The regulations and procedures governing meetings of other public bodies, such as the Greene Act,

Public Records Act, and Roberts Rules of Order, generally apply to meetings of the SSC. SSC meetings should be conducted in an open, civil manner.

**XX. Greene Act & Open Meetings.** The SSCs are public bodies governed by these Bylaws and by the Greene Act.[8]

**A. Open Meetings**. Any meeting held by the SSC shall be open to the public.[9] The public may record SSC open meetings in a non-disruptive manner.

**B. Public Comment**. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the SSC.[10] SSCs should establish a designated agenda item for public comment and set reasonable time limits that are evenly and consistently applied to all speakers.

**C. Posting Notice**. Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.[11] Additional notice may be given in the Principal's bulletin, a robo call, the school e-tree, or sent home with students where appropriate, etc. but does not circumvent required paper posting requirements. To maximize community participation, a regular calendar of meetings should be established at the first meeting and published.

**D. Content of Notice**. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.[12]

**E. Agenda Action Items.** The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.[13] In keeping with ensuring SSC discussions happen in an open meeting, discussions about SSC issues among a majority of SSC members should not occur via Email/On-line Communications.

**F. Brief Statements**. Questions or brief statements made at a meeting by members of the SSC that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the

[8] Ed Code 35147
[9] Ed Code 53147(c)(1)
[10] Id.
[11] Ed Code 53147(c)(1)
[12] Id.
[13] Id.

provision of information, need not be described on an agenda as items of business.[14]

**G. Recourse for Violation**. If the SSC violates the procedural meeting requirements of the Greene Act, upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item. [15]

**XXI. Voting.** Although reaching consensus in decision-making is desirable, it is not required. All votes must occur at an open meeting of the SSC and recorded; secret ballots are not permitted. Votes taken by email or other electronic means shall not be allowed. A vote must be taken to approve the budget expenditures and the Site Plan.

**XXII. Two Readings of Site Plan, Budget, and any Action Item.** To ensure a more collaborative process, any item voted on by the SSC must have two readings prior to the vote. The budget and Site Plan must be presented for discussion at least one week prior to the meeting where the vote for approval of the entire plan will take place. Therefore, the final approval of the Site Plan, including final budget allocations, may not be approved by a vote of the SSC at the same meeting at which it was presented for the first time.

**XXIII. Record keeping and SSC Binder.** The SSC shall maintain, at a minimum, records of the following. A copy of such records shall be kept at each school's office and available to the public for review during school hours:

- SSC Bylaws.
- SSC meeting schedule for the academic year.
- SSC members and terms.
- Election process.
- Official correspondence.
- Agendas of SSC meetings.
- Any communications or information distributed to the SSC from individuals, school advisory committees, and groups.
- Minutes of meetings.
- Copies of all information distributed prior to or during the SSC meetings, including electronic presentations.
- Copies of current and prior year Site Plans.
- Conflict of Interest disclosure statements.

These items may also be provided online but should be available in print in the office

[14] Ed Code 35147(c)(1)(b)

[15] Id.

as well. After each SSC meeting, meeting minutes recording attendance, discussions, recommendations, and actions shall be submitted to the District office. All records pertinent to a funded project must be retained for three years. SSC records must be kept available for public review upon request.

**XXIV. Public Records.**

**A. Material Provided to SSCs**. Any materials provided to a SSC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.[16]

**B. Agenda and Packets.** Agendas and meeting packets distributed to SSC members shall be made available to general members of the public at the SSC meeting.

**C. Information Distributed.** The public has a right to writings distributed by any person to the SSC, unless such documents fall under a valid exemption with nondisclosure under the Public Records Act, which must be cited and provided in writing. If the information distributed was in electronic format, the document must be made available upon a request to the Chair or Co-Chair.

**XXV. Conflict of Interest.** The SSC shall follow the District's Conflict of Interest policies. A "Conflict of Interest" occurs when a SSC member or an individual in the member's immediate family stands to gain financially from adoption of a particular proposal submitted to the SSC. Avoidance of a "conflict of interest" position should be taken into account during the election of SSC members, e.g., personnel paid by funds to be allocated by the SSC should not be elected to the SSC, since funding for their position will need to be reconsidered and approved each year by the SSC.

When a "conflict of interest" occurs, the "Interested Member" must immediately leave the meeting and resign from the Council and be replaced by an Alternate. The former member who has resigned due to a conflict may attend future SSC meetings and has the same rights as a general member of the public. The District shall include a Conflicts of Interest training within general SSC trainings.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school. If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

**XXVI. Dispute Resolution & Accountability.**

**A. Approving a Site Plan.** It is the responsibility of the SSC to draft and adopt a Site Plan to be forwarded to the School Board for approval. Best efforts shall be made by SSC members to achieve the SSC's purpose. If a majority vote to

[16] Ed Code 35147(c)(2)

approve the site plan cannot be achieved either due to a dispute or lack of quorum, the Principal shall immediately contact the Superintendent or designee who will, in a timely manner, mediate the issues of concern that are resulting in a Site Plan not being able to be adopted.

If the Superintendent or designee is not able to mediate issues of concern and desire to adopt a Site Plan for the Site facing an impasse, the School Board shall request a waiver from the State Board of Education with respect to requiring an SSC approval of the Site Plan.

**B. Implementing the Site Plan.** Because the School Board, administration, and SSC have separate but related responsibilities for the Site Plan, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the Site Plan and SSC compliance issues. Should an impasse occur, several remedies are available:

- The SSC or an individual member of the SCC may communicate with the Educational Services Office in an effort to clarify policy or resolve a dispute.
- The P&O Committee or its designee may offer support to a SSC seeking clarification.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The SSC may appeal to the School Board to resolve issues of planning or implementation, to clarify an issue in doubt, or to establish a needed policy.
- The administration may recommend that the Board not approve a Single Plan believed to be flawed.
- The School Board may develop policies to regulate or inform SSC's and staff in the performance of their duties.

XXVII. **Communications with the Board.** The Chair or co-Chairs (or designee) shall represent the SSC to the School Board and to the public, based on a majority vote of the SSC. Absent such a vote, the Chair or co-Chair may speak as an individual, but may not present him/ herself as representing the views of their school's SSC.

XXVIII. **Amendment or Suspension of Bylaws.** Amendment or suspension of these bylaws must be authorized by the School Board. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board.

## Appendix A: School Site Council Composition*, Quorum, and P&O Committee Representatives

| School/Program Type | Parent** Members | Staff Members | Student Members | Minimum Size | Quorum*** | P&O Committee Representatives |
|---|---|---|---|---|---|---|
| **Elementary** | **5 parents**<br>**+ 2 Alternates**<br>(elected at large) | **5 staff**<br>**+ 2 Alternates**<br>(includes Principal & at least 1 Classified staff member) | N/A | **10** | **6 = quorum**<br>At least:<br>● 2 parent members &<br>● 2 staff members | **1**<br>**+ Alternate(s)** |
| **Middle** | **5 parents**<br>**+ 2 Alternates**<br>(elected at large) | **6 staff**<br>**+ 2 Alternates**<br>(includes Principal & at least 1 Classified staff member) | **1 student**<br>**+ 1 Alternate** | **12** | **7 = quorum**<br>At least:<br>● 3 non-staff members &<br>● 3 staff members | **2**<br>**+ Alternate(s)** |
| **Berkeley High BSEP Committee** | **5 parents**<br>**+ 2 Alternates**<br>(elected at large) | **5 staff**<br>**+ 2 Alternates**<br>(includes Principal or designee & at least 1 Classified staff member) | **5 students**<br>**+ 2 Alternates** | **15** | **8 = quorum**<br>At least:<br>● 2 parent members<br>● 2 staff members &<br>● 2 student members | **4**<br>(minimum 2 must be parents/community)<br>**+ 2 Alternates** |
| **Berkeley High SSC** | **3 parents**<br>**+ 2 alternates** | **+6 staff**<br>**2 Alternates**<br>(includes Principal or designee & at least 1 Classified staff member) | **3 students**<br>**+ 2 Alternates** | **12** | **7 = quorum**<br>At least:<br>● 2 parent members<br>● 2 staff members &<br>● 2 student members | *represented by BHS BSEP Committee* |
| **B-Tech** | **1 parent**<br>**(+ Alternate)** | **2 staff**<br>**(+ Alternate)**<br>(includes Principal or designee; Classified staff optional) | **1 student**<br>**(+ Alternate)** | **4** | **3 = quorum**<br>At least:<br>● 1 parent member<br>● 1 staff member &<br>● 1 student member | **1**<br>**+Alternate(s)** |

*minimum composition - a site may increase composition as long as parity among members is maintained
**parents/guardians, residents or community members
***quorum must include Principal or designee

| School/Program Type | Parent** Members | Staff Members | Student Members | Minimum Size | Quorum*** | P&O Committee Representatives |
|---|---|---|---|---|---|---|
| **Independent Study Program** | **1 parent (+ Alternate)** | **2 staff (+ Alternate)** (includes Principal or designee; Classified staff optional) | **1-student (+ Alternate)** | **4** | **3 = quorum** At least: ● 1 parent member~~s~~ ● 1 staff member~~s~~ & ● 1 student member | **1 + Alternate(s)** |
| **Pre-K Program** | **4 parents (+ Alternate)** | **4 staff (+ Alternate)** (includes Principal or designee and both Certificated & Classified staff) | N/A | **8** | **5 = quorum** At least: ● 2 parents ~~+~~ & ● 2 staff | **1 + Alternate(s)** |
| **TK or other small school/program** | **1 parent (+ Alternate)** | **2 staff (+ Alternate)** (includes Principal or designee; Classified staff optional) | N/A | **4** | **3 = quorum** At least: ● 1 parent member ● 1 staff member & ● 1 parent/staff member | **1 + Alternate(s)** |

*minimum composition - a site may increase composition as long as parity among members is maintained
**parents/guardians, residents or community members
***quorum must include Principal or designee

**APPENDIX B:**
**Annual Timeline of School Governance Council Activities**

| **Tasks** | **Responsible** | **Date** |
|---|---|---|
| Conduct elections for School Governance Council (SSC) at each school site | School Principal and outgoing SSC Chairperson or designee | September 30 |
| Collect SSC membership, election data, and select P&O Rep(s); submit to District Office for review | School Principal and SSC Chair or designee | mid-October |
| Participate in orientation / training | All SSC members; District staff coordinate | mid-October |
| Review each SSC to certify the election and compliance with the guidelines; submit membership rosters to the Board of Education | District staff with P&O Committee representatives | October – November |
| Conduct regular meetings of the SSC to review all pertinent information about the effectiveness of the strategies adopted in the *Site Plan*; submit minutes of meetings | SSC Chairperson & School Principal; District staff to implement budget changes | ongoing |
| Collect and review student evaluation data from prior year and draw conclusions; prepare a report for the Board | Each SSC with school's Principal and District staff support | October thru December |
| Review school's student data analysis with selected School Board members & Educational Services Department staff | SSC Chairperson, members and Principal | January |
| Solicit input from school community re: the status, performance, and needs of the students and school | SSC Chair and members | January |

| | | |
|---|---|---|
| Discuss funding priorities and possible new programs for the new year; develop (every 3 years) or revise the school's Action Plans and Strategies to meet the three year Goals | Each SSC | January-February |
| Develop budgets based on the Action Plans of the *Single Plan for Student Achievement* | Each SSC | March-April |
| Submit the *Single Plan for Student Achievement* with budgets for administrative review | Each SSC | May |
| Adopt each school's *Single Plan for Student Achievement* (after 2 readings) | School Board | May |
| Prepare recruitment activities for election of next year's SSC members | Each SSC | May-August |
| Publish BSEP Annual Plan, including Site Plans | District Staff | June-September |

# BERKELEY HIGH SCHOOL
# SCHOOL SITE COUNCIL BYLAWS

Board of Education
Adopted August 4, 2010

*Rev. 9/15/10*

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws


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# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

## I. Name of the Committee

Berkeley High School shall establish a School Site Council (SSC) as is required by Education Code for any school participating in the programs funded through the Consolidated Application process, and may include any other school program it chooses to include.[1]

The SSC shall be established in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

## II. Purpose and Philosophy

The purpose of the California public school system is to provide for the academic development of each pupil and prepare each pupil, to the extent of his or her ability, to become a lifelong learner, equipped to live and succeed within the economic and societal complexities of the 21st century. The success of a school in achieving this goal, and the success of the students it serves, comes through the shared responsibility of the staff and the entire school community.

## III. Charge of the School Site Council

The primary charge of the SSC is to develop a *Single Plan for Student Achievement* (SPSA)[2]. The purpose of the *Single Plan for Student Achievement* (herein after called the *School Plan*) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The SPSA involves a continuous development, implementation, and monitoring cycle.

In the comprehensive high school, the WASC/CDE protocol, *Focus on Learning*[3] serves as the basis for the SPSA. Both WASC and SPSA share the goal of improving instructional programs. The purpose of WASC accreditation is "to provide high quality learning opportunities …with the added requirement ... of continual self-improvement." The WASC process guides the school into an ongoing improvement process that includes implementation, assessment and refinement of the school wide action plan on an annual basis. Appropriate reports and reviews throughout the normal six-year cycle of accreditation support this process." (See Appendix A[4])

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[1] California Education Code, 2008, Section 52800, Thomson & West, Section 64001(a).
[2] *A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils*, Overview of the Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1
[3] *Focus on Learning,* Joint WASC/CDE Process Guide, 2009 Edition, Updated Fall 2009. California Department of Education and Western Association of Schools and Colleges.
[4] Ibid, pp. 3-7.

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

## IV. Overview of the Single Plan for Student Achievement[5]

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (SPSA). The stated purpose of the SPSA is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."

This legislation requires that schools participating in programs funded through the consolidated application process assure that school site councils develop and approve a *Single Plan for Student Achievement*. Schools may also include any other school program they choose to include. [6]

### A. Requirements of the *School Plan*[7]

1. The *School Plan* must be developed with the review, certification, and advice of any applicable school advisory committees.

2. The *School Plan* must be developed to be in alignment with the District's goals, objectives and policies.

3. School goals must be based on "an analysis of verifiable student data, including the Academic Performance Index ... and the English Language Development test ... and may include any data voluntarily developed by the school or district to measure student achievement.

4. The *School Plan* must address how the Consolidated Application funds (and other funds as determined) will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index...".

5. The *School Plan* must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."

6. The *School Plan* must be reviewed and approved by the BUSD Board of Education annually "whenever there are material changes."

### B. Contents of the *School Plan*

The contents of the *School Plan* shall include all of the following:[8]

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[5] A Guide and Template for The Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1.
[6] EC 64001 (a)
[7] EC 64001 (a, d, f)

1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language students will understand; and instruction of educationally disadvantaged students, gifted and talented students, and students with exceptional needs.
3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
4) Ongoing evaluation of the educational program of the school.
5) Other activities and objectives as established by the Council.
6) The proposed expenditure of funds available to the school through the school-based state and federal categorical programs and other funds available to the school for the benefit of the students.[9]

The SSC shall annually formally review the goals, student outcomes, expenditures and program data of the *School Plan*, and make any necessary modifications in the Plan to reflect changing needs and priorities before submission of the Plan to the Board of Education for annual approval.

## V. Responsibilities of School Site Council

### A. Responsibilities of the SSC Members

#### 1. Developing the School Plan

The responsibility of the SSC is to develop the *School Plan*. The SSC is responsible, annually, to evaluate, monitor, revise and approve the following elements of the *School Plan:*

- WASC Plan.
- Expenditure Plan for all state or federal categorical funds (such as EIA).
- ELAC Committee's Plan for expenditure of EL funds.
- School Safety Plan.
- BSEP Site Plan for the expenditure of BSEP School Discretionary funds.

The *School Plan* may include review of other programs, expenditure budgets or factors related to improving the academic performance of the students as determined by the SSC annually.

In summary, the process for developing the *School Plan* is:[10]

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[8] EC 52853
[9] Ibid (7)
[10] Guide to the *Single Plan for Student Achievement*, California Department of Education, Nov. 2006, p.11

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals and align with District goals.
- Step Four: Review improvement strategies and expenditures
- Step Five: Approve and recommend the approved *School Plan* to the District's Board of Education
- Step Six: Monitor implementation of the *School Plan*.

[See Exhibit 1: a process timeline for developing the SPSA[11].]

**2. Annual SSC Orientation**

SSC members must participate in an annual SSC orientation meeting, and other workshops provided by District staff relevant to the SSC's charge and responsibilities.

**3. Soliciting Input and Disseminating Information**

The SSC must demonstrate that it has disseminated information about its work widely in the school community and has solicited input from all groups and individuals included in their respective constituent groups. The principal shall make meeting space available outside of regular class hours so that SSC parents, students, teachers, and classified staff can each host regular meetings with their constituent groups.

While the SSC may not**,** in every case**,** include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *School Plan.* All members of the school community must have opportunities to bring their interests and concerns before the SSC.

Annually, the SSC recommends the *School Plan* to the District's Board of Education for adoption. The recommended *School Plan* must be transmitted with an Assurances Letter, signed by the Principal and SSC Chair(s), which confirms for the Board of Education that the SSC has properly executed its responsibilities.

[11] Ibid., p. 5

**B. Responsibilities of the School Principal**

The principal is a voting member of the SSC, and is vital to the success of the planning and implementation of the *School Plan*. A principal's leadership is critical to the success of the SSC. The greater the principal's ability to engage and involve the SSC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

By law, the principal has no administrative authority over the SSC and therefore may not veto decisions made by the SSC nor make changes to the *School Plan* after it has been approved by the SSC. Because it is the principal's responsibility to implement the *School Plan*, the SSC should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the School Plan:

- Provide vision, leadership and information to the SSC.
- Provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.
- Provide clear revenue and expenditure information for the SSC to use in developing a realistic and accountable *School Plan*.
- Administer the school-level activities of the approved *School Plan*.
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SSC, ensure that elections for the SSC are open, widely publicized, and timely.

**C. Responsibilities of the Governing Board**

The local governing board adopts policies for the development and implementation of the *School Plan* consistent with the law. Acting upon the recommendation of the School Site Council, the Board votes on the approval of the *School Plan* and all subsequent revisions of it. The Board also must certify that the *School Plan* is consistent with local educational agency plans and initiatives. The *School Plan* must have Board approval to authorize expenditures proposed in the School Plan. [12] The Board must provide assurances to the CDE that the SSC of any school participating in programs funded through the consolidated application process has developed the SPSA in accordance with the law.
(See Exhibit 2: "Recommendations and Assurances.")[13]

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[12] *A Guide and Template for The Single Plan for Student Achievement*, California Department of Education, November 2006, p. 6
[13] EC 60001(a)

In the event that the governing board does not approve the School Plan in part or whole, the Plan shall be remanded back to the BHS SSC for modification.

### D. Responsibilities of the Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the SPSA. Administration of the SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment and accounting for project funds.[14]

As per Board policy, the Superintendent or designee will provide, annually, training and information to the members of the SSC to facilitate its ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate SPSA programs. The District will provide a written handbook of guidelines and information relevant to the SSC's charge and disseminate it to the SSC members.
Annually, the District will provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.

The District will also make available regularly to the Principal and the SSC revenue and expenditure reports, including an annual report of revenue and expenditure to enable the SSC to prepare its *School Plan).*

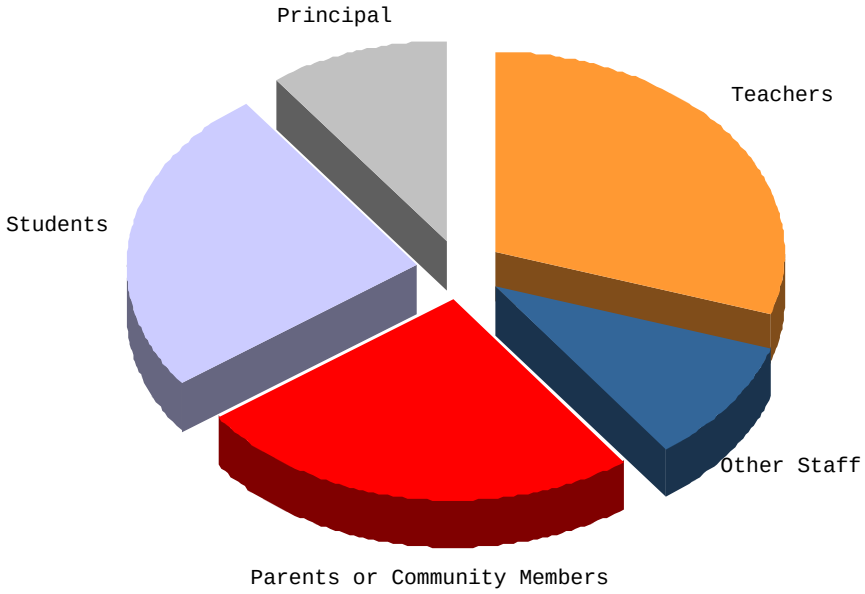
## VI. Organizing the School Site Council

### A. Composition of the SSC

The SSC shall be composed of the principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents elected by such parents and students elected by students attending the school. Classroom teachers shall comprise the majority of the school staff.

[14] EC Section 64001(h)

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws




The size and composition of the BHS SSC shall be as follows:

**Membership = 24 persons**

| **School** | **Parents, Students, Community** |
|---|---|
| Principal | 6 Parents or Community: |
| 1 Classified Staff | 6 Students |
| | |
| **10 Certificated Staff**[15] | **Parents, Student, Community** |
| designated as follows: | designated as follows: |
| 2 from the Small Schools | 1 from the Small Schools |
| 2 from Academic Choice | 1 from Academic Choice |
| 2 from International Baccalaureate | 1 from International High School |
| 1 Non affiliated with Small Schools or Programs | 3 At Large |
| 3 At large | |

**NOTE:** Co-membership (two persons sharing one seat) shall not be permitted.

[15]EC 52852: May include counselors, psychologists, and/or library personnel so long as classroom teachers comprise the majority of the school staff.

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

## VII. Elections

A well-publicized election to the SSC shall be conducted during September each year with the elections completed by October 1.

Recruitment of candidates and election of members should be conducted in such a manner as to promote an SSC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the school. It is strongly desirable that members represent the diversity of the student population of the school, as well as those students who are participating in special programs such as instruction for second language students, special education, gifted and talented, and compensatory education.

To this end, efforts should be made to ensure that information about the mission and role of the SSC is widely disseminated and that the election process is made accessible to all members of the school community.

No parent, teacher or classified staff person nominated for re-election may be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, and so forth.

### A. Parent Elections

Parents/guardians, residents, or other community members shall be elected in September, no later than September 30. Parents/guardians, residents, or community members shall be elected from the school at large. The Principal shall work with key parent organizations such as the PTSA and outgoing parent SSC members to conduct elections. The District's and High School's Parent Outreach staff and the District's Public Information staff will assist the school in its efforts to recruit candidates who represent the student body of BHS and to expand and diversify participation in the elections.

### B. Teacher Elections

Teacher members shall be elected by teachers no later than September 30th.

### C. Classified Staff Elections

Classified staff shall be elected by their peers in the fall no later than September 30th.

### D. Student Elections

Student members of the SSC shall be elected from Berkeley High School in the spring prior to the school year in which they will serve.

**E. Alternates**

***Alternates may only participate in the absence of an elected member.*** For students and parents, the next two persons obtaining the highest number of votes may be designated as non-voting Alternates for those two groups.

For teachers, there may be one non-voting alternate from each of the following subgroups: Small Schools, AC, IB, At Large group.

**F. BSEP and ELAC Committee Liaisons to the SSC**

To enhance coordination between the SSC and the ELAC, and the SSC and the BSEP Site Committee in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a non-voting Liaison to the other Committee.

**G. The Principal on the SSC**

The Principal is a de facto member of the SSC; s/he may appoint another administrator as his/her designee.

**H. Term of Office**

The term of office of the SSC shall be October 1 through September 30 of the following year. An SSC member may be re-elected for subsequent terms, without limit.

## VIII. Operations of the School Site Council

**A. Election of officers**

The SSC needs to elect officers with stated responsibilities and authority, including:

- **Chair or Co-Chairs** to preside over SSC meetings. If Co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- **Secretary:** to ensure that meeting minutes are recorded and submitted to the District Office in a timely fashion and to maintain other documents as required. Due to the volume of work required by the BHS SSC, and to ensure the timely posting of meeting notices and minutes, the school may choose to retain a staff person who may be compensated to serve as the SSC Recording Secretary. Said person shall be non-voting and shall not engage in the SSC deliberations. In the event that the SSC retains a Recording Secretary who is compensated, the SSC shall nevertheless select a Secretary from among its membership to serve as a liaison between the SSC and the Recording Secretary.
- **Parliamentarian:** to resolve questions of procedure with the help of Robert's Rules of Order or similar guide.

**B. Responsibilities of School Site Council Chair/Co-Chairs**

- Preside over the meetings of the SSC.
- Make arrangements for the Co-Chair to preside over any meetings which the Chair is unable to attend.
- With the SSC membership, publicize the upcoming SSC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SSC orientations and training meetings as provided by District staff.
- Represent the SSC in presenting its recommendations and concerns to the School Board and to the public. The recommendations and opinions presented are to represent those of the Committee as a whole (not the Chair's nor any individual member's opinion), as shall be discerned by discussion and direction of the SSC at a legally convened meeting.
- Sign, on behalf of the SSC, the annual "Recommendations and Assurances" letter which transmits the SSC's approved *School Plan* to the Board of Education for adoption. (See Exhibit 2: "Recommendations and Assurances")

## IX. Open Meeting Laws and Rules of Order

The SSC is governed by the State of California "Open Meeting Law"[16] and these Bylaws as follows.

**A. Open Meeting Law**

The SSC shall meet regularly and as often as needed to accomplish its duties. The day and time of SSC meetings shall be agreed upon among the SSC members (both parents and staff) and, preferably, shall be at a set time. A calendar of meetings should be established at the first meeting and then published, to allow maximum community participation. SSC meetings must operate according to the following rules:

- Meetings must be open to the public.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer). Such notice shall be given in the Principal's bulletin, on the school e-tree, and posted by the Secretary in an identified place for meeting notices.
- The notice must specify the date, time, and place of the meeting and the agenda.

[16] EC 35147

- The SSC cannot take action on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
- The public may address the SSC on any item within the subject matter jurisdiction of the SSC.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item.

**B. Information in Spanish**

Information in the Spanish language about the SSC agendas, minutes and the School Plan shall be made available upon request. Meeting notices shall include the contact point to obtain the requested information in Spanish. Spanish translation of the SSC meetings shall also be provided upon the request of interested parties.

**C. Accessible meetings**

SSC meetings shall be shall be open to the public and conducted in the City of Berkeley in a place which is accessible to the public. Effort should be made to provide an interpreter for the meeting in the event that non-English speaking individuals wish to participate in SSC meetings.

**D. Quorum Requirements**

A quorum of SSC members must be in attendance to approve any Action of the SSC. A quorum shall consist of no fewer than "one half plus one" of the total number of SSC members, that is, at least 13 SSC members. In addition, the Quorum shall further require that no fewer than six (6) staff; and six (6) parents/community or students are in attendance.

In the absence of voting members, Alternates may be counted for the quorum and may vote in their place.)

**E. Removal from Membership on the SSC**

In the event that an SSC Member should fail to attend three or more SSC meetings, s/he may be considered to have relinquished his/her post by a majority vote of the SSC.

**F. Filling Vacancies**

Every effort should be made to have a complete SSC. In the event of a vacancy, an Alternate shall be selected from the same group which held the

original seat (i.e., teacher, parent or student). In the event that a vacancy occurs and there is no Alternate, an interim election shall be conducted by the same group which held the original seat.

**G. Conduct of meetings**

SSC meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as Roberts Rules of Order) generally apply to meetings of the SSC. *SSC* meetings should be conducted in an open, civil manner.

**H. Voting**

When a vote is taken, it must be open and recorded; secret ballots are not permitted. Although reaching consensus in decision-making is desirable, a majority vote (one-half + 1) of those present is required to approve Action Items.

**I. Record keeping**

Public records require safekeeping. SSC records should be filed in a secure place which shall be available to the SSC members. Federal law requires that all records pertinent to a funded project be retained for three years.[17] SSC records must be made available for public review upon request. The SSC shall maintain records of the following:

- Elections
- Official correspondence
- Agendas of SSC meetings
- Evidence of input from school advisory committees and groups
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of current and prior year *School Plans*
- Documentation required to modify the School Plan

After each SSC meeting, minutes shall be completed in a timely manner and made accessible to the public in both electronic and printed copy. A "Meeting Summary Report" recording attendance, discussions, recommendations, and actions shall be submitted to the appropriate District office in a timely manner.

**J. Soliciting Input from the School Community**

Prior to developing the *School Plan*, the SSC shall solicit input from members of the school community, advisory groups, teachers,

[17] *Code of Federal Regulations*, Section 34, Part 74.53

administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with all the stakeholders in the school.

**K. All Students versus Targeted Groups of Students**

The *School Plan* must benefit all the children at the school, although particular school funds may be targeted toward special purposes. Not every program that the school develops must directly benefit every child. The school's decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of all the school's students.

## X. Conflict of Interest

"Conflict-of-interest" laws are based on the notion that members of a body responsible for making decisions about public funds, owe their paramount loyalty to the public, and that personal or private financial considerations should not be allowed to enter the decision making process."[18]

"A public official has a financial interest in a decision within the meaning of Government Code Section 87100 if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the official, or a member of his or her immediate family.[19]

The "public interest" of the SSC is to identify and allocate resources, without personal bias, to educational programs which lead to improving the achievement of the students for whom they are responsible to provide an education. A conflict-of-interest thus occurs when a SSC member participates in making a particular decision in which s/he or an individual in the member's immediate family stands to gain financially from adoption of that particular decision.

The SSC shall enforce "conflict of interest" laws in accordance with applicable regulations in Government Code, Education Code and in policy adopted by the Board of Education. The District shall provide training annually to the SSC about the "conflict of interest" regulations.

Avoidance of a "conflict of interest" position should be taken into account during the election of SSC members, e.g., personnel paid by funds to be allocated by

[18] *Conflicts of Interest*, Office of the Attorney General, Preface by Bill Lockyer, Attorney General, January 1, 2004

[19] Government Code Section 87103.

the SSC should not be elected to the SSC since funding for his/her position will need to be reconsidered and approved each year by the SSC. When a conflict-of-interest occurs during the course of the SSC's term, the "interested member" must resign from the SSC and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school.

If needed, arbitration of "conflict of interest" disputes alleged by an individual or the SSC shall be resolved through the dispute resolution procedures approved in these Bylaws.

## XI. Approval of the *School Plan* and Budget(s)

### A. Two Readings of Plan and Budget

The SSC must have two readings of the *School Plan* and budget(s) prior to taking action to approve. The budget presented by the Principal and the final reports from the Standing or Special Committees (e.g., ELAC Committee, School Safety Committee, BSEP Site Committee) to the SSC must be presented for review and discussion at meetings of the SSC at least one week prior to the meeting where a vote for approval of these budgets and/or reports will take place. The final approval of the *School Plan,* including final budget allocations, may not be approved by a vote of the SSC at the same meeting at which it is presented for the first time.

### B. Mid-year Changes to the School Plan

The SSC may amend the *School Plan* at any time, in accordance with Board of Education policy and SSC Bylaws. Whenever the SSC makes a material change to the *School Plan*, the Board of Education must approve the change. Any of the following factors may indicate a need to amend the *School Plan* during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Loss of funding or other material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

## XII. School Site Council Subcommittees

The SSC may establish or abolish subcommittees of its own membership to

assist the SSC in developing, monitoring, or evaluating the *SPSA*. Such appointed groups may be charged with gathering and analyzing information, proposing strategies for improving instruction, examining materials, staffing or funding possibilities, or drafting portions of the *School Plan* for SSC consideration.

For example, a subcommittee may be tasked with reviewing and recommending goals for the *School Plan* or to study the student data in depth and provide the Committee as a whole with a synthesis of the most relevant student data. Other tasks which may be delegated to a subcommittee include investigating and reporting on a successful program operating at another school or considering unsolicited proposals from any individual or group.

Subcommittee members may be appointed by the SSC Chairperson(s) with the advice and consent of the SSC. At least one member representing teachers and one member representing parents shall make up any SSC subcommittee. No subcommittee may exercise the authority of the SSC.

## XIII. Standing and Special Committees

The *School Plan* must be developed with the advice, review, and certification of any applicable school advisory committees.[20] The School Safety Committee, the English Language Learner Advisory Committee (ELAC) and the Program Evaluation Committee shall be considered Standing School Advisory Committees of the SSC. Other Standing School Advisory Committees may be established as required by state or federal law, by the decision of the SSC or by policies of the District's Board of Education. All School Advisory Committees shall have the responsibility to advise the school, through the SSC, on how to meet the needs of students for whom state and federal funds are allocated. Each of these Standing Committees shall develop its own Bylaws which shall be in conformance with the SSC Bylaws.

### A. The SSC and the School Safety Committee

The SSC is charged to write and develop a comprehensive School Safety Plan relevant to the needs and resources of the school. The SSC may delegate this responsibility to a School Safety Committee.[21] At Berkeley High School, due to the magnitude of the charge of this Committee, the School Safety Committee shall be considered a Standing Committee.

The charge of the School Safety Committee shall be to write, evaluate and update annually a comprehensive school safety plan that addresses the safety

20 EC Section 64001 (a)

21 EC 32280-32289,

concerns of Berkeley High School identified through a systematic planning process. In developing the School Safety Plan, the School Safety Committee shall consult with a representative from the City of Berkeley law enforcement agency, the Alameda County probation agency, the City of Berkeley Public Health and Mental Health agencies and the BHS Student Health Center.

The members of the School Safety Committee shall be appointed by the SSC; The School Safety Committee shall be made up of the following members:

- The Principal or the principal's designee.
- One teacher who is a representative of the recognized certificated employee organization.
- One parent whose child attends the school.
- One classified employee who is a representative of the recognized classified employee organization.
- Other members, as desired. Joint membership on the SSC and the School Safety Committee of some members is desirable.

The School Safety Committee shall annually review its charge and the existing goals and strategies in the *School Plan* related to the charge of the School Safety Committee, and will develop recommendations for improving school climate and safety. The SSC shall annually review and approve the School Safety Plan developed by the School Safety Committee, and shall integrate those recommendations into the *School Plan* prior to presenting the approved *School Plan* to the Board of Education for adoption.

If the SSC modifies the School Safety Plan, the School Safety Committee and the SSC shall meet in an attempt to resolve the proposed modifications prior to the *School Plan* being presented to the Board of Education for adoption. In the event that agreement about the SSC proposed modifications is not achieved, the School Safety Plan shall be presented to the Board of Education as approved by the SSC.

**B. English Learners Advisory Committee (ELAC)**

In compliance with California Education Code,[22] BHS shall have an English Language Learners Advisory Committee (ELAC) which shall be a Standing Committee. Although the law allows the ELAC to designate its charge to the SSC, at BHS, due to the large number of EL students and their families, the ELAC shall be considered a Standing Committee. In compliance with this provision of the law, this designation shall be renewed every two years by a vote of a properly convened ELAC.

22 EC Section 52176

The charge of the ELAC shall be to assist in the school's language census and needs assessment of ELL students, and to develop recommendations for the expenditure of any funds allocated for educational services for the English Language Learner population at BHS. The ELAC should also be responsible for identifying ways to make parents aware of the importance of their students' regular school attendance.

The ELAC Committee is open to all parents/guardians of ELAC students. The law does not describe a mandated size for the ELAC. The only requirement is that the percentage of parents/guardians of English learners serving on the ELAC must be the same as the percentage of English learners in the school.[23]

To enhance coordination between the SSC and the ELAC in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a (non-voting) Liaison to the other Committee.

A *Plan* for services to EL students shall be developed annually by the ELAC. The ELAC plan shall be presented to the SSC annually for approval, and the ELAC recommendations shall be incorporated into the SSC's *School Plan.* The ELAC must approve the *School Plan* prior to the SSC approving the *School Plan* to be presented to the Board of Education for adoption.

**C. Program Evaluation Advisory Committee**

It is the responsibility of the SSC to modify those activities approved in the *School Plan* which have proved ineffective in leading to the improvement of student performance. To that end, the SSC, in conjunction with the school's and district's administration, shall appoint a Standing Committee for Program Evaluation to perform the function of monitoring the effectiveness of the activities of the adopted School Plan.

The members of this Committee shall be appointed annually, no later than October 15th. The members shall be appointed by agreement of the High School Principal and the Chair or co-chairs of the SSC. The Superintendent shall appoint someone from the district office to participate in the Committee. Members may include teachers, parents, school and district administrators and external consultant(s). Every effort shall be made to appoint members to the Committee who can provide an objective evaluation of the programs to be evaluated.

The charge of the Committee is to work closely with the district's Office of

[23] *The Administrator's Guide to English Learner Advisory Committees, 2007-08.* School Innovations & Advocacy, 2007. www.sia-us.com

Evaluation and Assessment (BEA) to develop a plan for evaluation of the programs identified in the *Single Plan for Student Achievement*. Committee members may also assist in preparing student and program data in formats which are understandable to the members of the SSC, and in disseminating the information to other interested individuals or groups. The findings of this Committee shall be brought to the whole SSC on a regular and timely basis.

## XIV. The SSC and the BSEP Site Committee

### A. A Discrete Committee

The BHS BSEP Site Committee shall remain a discrete committee from that of the SSC, due to the size and complexity of the charge of each of the Committees. The charge of the BHS BSEP Site Committee is to consider BHS' *School Plan* and to develop an Annual Plan for the expenditure of BSEP School Discretionary Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as described in the *School Plan*

### B. BSEP Site Committee and the SSC

To enhance coordination between the SSC and the BSEP Site Committee in their work, each Committee shall appoint two members of their respective Committees to serve as a (non-voting) Liaison to the other Committee

The BHS BSEP Site Committee will have at least two joint meetings with the School Site Council: one in the fall, once both new committees are constituted, to review the BHS *School Plan* for the current year, and once in the spring when the SSC is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings may be scheduled as needed to insure collaborative planning. Toward this end, the SSC shall notify the BHS BSEP Site Committee when revisions to the *School Plan* are taking place.

### C. BSEP Budget Approval by SSC.

The BSEP Site Committee's recommended *Annual Plan for the expenditure of BSEP School Discretionary funds* shall be submitted to the BHS SSC where it will receive a vote to approve or disapprove.

If approved, the BSEP Site Committee's *Annual Plan for the expenditure of the BSEP School Discretionary funds* shall be submitted to the Board of Education for adoption.

In the event that the BHS SSC rejects the BSEP Site Committee's *Annual Plan* budget recommendations in whole or in part, the BSEP Site Committee shall have an opportunity to respond directly to the concerns of

the SSC. The SSC will observe the following process in developing its response to the rejection of the BSEP *Annual Plan* budget recommendations:

- The response should be focused exclusively on those items for which the BSEP funding in the current year was reduced or eliminated ("considered but not recommended").
- If the SSC's recommendation is to fund an item which was reduced or eliminated in the BSEP recommendation, then an item or items of an equivalent amount in the funded budget must be reduced or eliminated so that SSC recommended budget is balanced as was the budget recommended by the BSEP Site Committee.
- The SSC's recommendation shall be approved by a simple majority vote (50% + 1) of the SSC.
- The SSC shall deliver a written response to the BSEP Site Committee which details the revised budget recommendation and comments on the rationale for its changes in the recommendation.
- The BSEP Site Committee shall then consider the SSC's recommendations and either support or reject them. After consideration, the BSEP Site Committee shall refer its reconsidered budget to the SSC.
- If disagreement about the budget recommendations persists between the SSC and the BSEP Site Committee, then the recommendation of each of the Committees and the recommendation of the School Principal shall be submitted, with a written rationale from each Committee and the School Principal, to the Board of Education for adoption.

The BSEP Site Committee at Berkeley High shall be responsible for oversight of the expenditure of BHS BSEP School Discretionary funds.

## XV. Dispute Resolution

Because the School Board, administration, and SSC have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SSC compliance issues. Should an impasse occur, remedies available are:

**A.** Individuals may file a formal complaint, only about an alleged violation of process**,** under the district's *Uniform Complaint Procedure for Categorical Programs*.

**B.** If the SSC is in dispute within itself or with the school's implementation of the School Plan, then the following process for assistance in resolving the dispute may be observed:

1) Designated representatives of the SSC may request assistance from the Educational Services Office in an effort to clarify policy or resolve a dispute.
2) If resolution is not reached, the complaint may be brought to the Superintendent to arbitrate.
3) If the SSC is not satisfied with the Superintendent's decision, the decision may be appealed to the Board of Education. The Board of Education may establish a rule on the issue involved, and/or may remand the issue back to the SSC with guidelines to resolve the issue.

## XVI. Amendment or Suspension of Bylaws

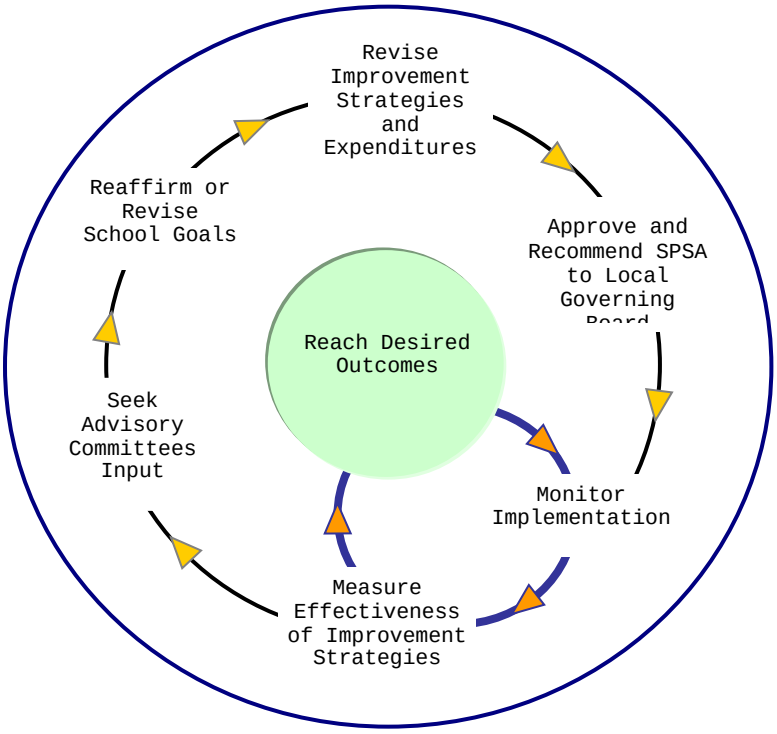
Amendment or suspension of these Bylaws must be authorized by the BUSD Board of Education. These Bylaws shall remain in effect until amended or rescinded by the BUSD Board of Education.

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

## EXHIBIT 1

### ACTIONS REQUIRED OF THE SCHOOL SITE COUNCIL[24]

The graphic below represents the cycle of actions required by the School Site Council in the development, implementation, and revision of the SPSA.[25]




[24] *EC* Section 64001
[25] A Guide and Template for the Single Plan for Student Achievement, p. 5

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

| **Exhibit 2:**<br>**RECOMMENDATIONS AND ASSURANCES**<br>**BHS SCHOOL SITE COUNCIL**<br>**SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)** | **FY**<br>_____ |
|---|---|

**I. SUMMARY OF SCHOOL GOALS:**

- 
- 

**SCHOOL SITE COUNCIL MEMBERS: (Quorum is 13)**

| Staff | Parents/Community* | Students* |
|---|---|---|
| (Principal) | 1) Chair | 1) |
| (Classified) | 2) | 2) |
| 1) (Teachers) | 3) | 3) |
| 2) | 4) | 4) |
| 3) | 5) | 5) |
| 4) | 6) | 6) |
| 5) | 7) | 7) |
| 6) | | |
| 7) | | |
| 8) | Teacher 9) | Teacher 10) |

*A quorum of the School Site Council consists of: 13

ELAC Committee Chair _____
(Name) (signature) (Date)

School Safety Committee Chair_____
(Name) (signature) (Date)

BSEP Site Committee Chair_____
(Name) (signature) (Date)

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

## RECOMMENDATIONS & ASSURANCES

The School Site Council recommends this *School Plan* and its related expenditures to the District's governing Board for approval, and assures the Board of the following:

1. The Berkeley High School Site Council is correctly constituted, and was formed in accordance with District applicable state law, governing board policy and local statute.
2. The BHS School Site Council reviewed its responsibilities under state law and District governing board policies.
3. The BHS School Site Council members do not have a conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Site Council stands to benefit financially from any decision of the Council.
4. This Single Plan for Student Achievement is based on an analysis of student academic performance, as well as other benchmarks of student achievement. The Committee believes that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
5. The BHS School Site Council sought and considered all recommendations from the following committees, before adopting this School Plan:
    - English Learner Advisory Committee (ELAC)
    - School Safety Committee
    - BHS BSEP Site Committee
6. This School Plan was reviewed and approved by the BHS English Learner Advisory Committee on _____
7. This school plan was adopted by the BHS School Site Council on _____.

| | | |
|---|---|---|
| ELAC Committee Chair | Signature | Date |
| BSEP Site Committee Chair | Signature | Date |
| Principal | Signature | Date |
| BHS School Site Council Chair: | Signature | Date |
| Director, Curriculum & Instruction | Signature | Date |
| Assistant Superintendent, Educational Services | Signature | Date |

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

**APPENDIX A**

An excerpt from ***Focus on Learning: Joint WASC/CDE Process Guide***
by
California Department of Education and
Western Association of Schools and Colleges
2009 Edition, Updated Fall 2009

## Focus on Learning: Overview

### Rationale

*Focus on Learning Joint Process WASC/CDE* is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting expected schoolwide learning results and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?

2. Is the school doing everything possible to support high achievement for all its students?

Through the *Focus on Learning* process a school fulfills the requirements for Accreditation and forms the basis for the Single Plan for Pupil Achievement through use of a single set of curriculum-driven criteria for high schools.

### School Improvement Cycle

The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: The process is guided and assisted by self- study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the expected schoolwide learning results and state or local academic content standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions. Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the visiting committee members for careful study at least four to five weeks prior to the visit. Using the results

of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

**WASC Six-Year Cycle for Schools[26]**

Below is the WASC six year cycle that demonstrates the ongoing improvement cycle.

**Year Six – Past Cycle**:
Completion of Self-Study/Visit/Refinement of Strategic Plan

**New Cycle**

**Year One:** Profile update, progress Report, refinement of Schoolwide Single Plan for Student Achievement

**Year Two:** Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

**Year Three:** Profile update, Midterm Progress Report (one-day review), refinement of Schoolwide Single Plan for Student Achievement

**Year Four:** Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

**Year Five:** Review of all profile data, Progress Report, Progress and Programs Analysis (beginning of next self-study), revision of annual Academic and Financial Plan

**Year Six:** Completion of self-study, including refinement of Schoolwide Single Plan for Student Achievement, full self-study visit, including revision of Schoolwide Single Plan for Student Achievement after the review of Visiting Committee Report

(continued on next page)

[26] Focus on Learning, p.4

# BERKELEY UNIFIED SCHOOL DISTRICT
# BHS School Site Council (SSC) Bylaws

## Importance of School's Vision, Expected Learning Results (Schoolwide Learner Outcomes)

An essential element of systemic school improvement is the collective vision on the part of the school's shareholders for all students: what should students know and be able to do upon exit from the school? What does it mean to be an educated person? What is the most effective preparation of students for their future? The expected schoolwide learning results should address the identified critical academic needs of the students.

This vision provides the school's foundation for establishing expected schoolwide learning results and academic standards which drive the instructional program and the support operations of the school.

### Importance of School's Academic Standards

Academic content and performance standards, whether those adopted locally or by the State Board of Education, define what students should know and be able to do in each curricular area and the level at which students are expected to demonstrate this knowledge and grade-level expectations for performance. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary, more global expected schoolwide learning results and the degree to which all students are achieving them.

### Criteria

The criteria are research-based guidelines for school improvement that focus on student achievement of the expected schoolwide learning results and academic content standards. A school will examine all aspects of its program against these five categories.

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
2. Standards-based Student Learning: Curriculum
3. Standards-based Student Learning: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth

**Importance of Data Analysis**

The self-study revolves around an in-depth gathering of data and information that will enable a school to take a careful and penetrating look at the following:

1) the identified critical academic needs
2) the related expected schoolwide learning results (schoolwide learner outcomes)
3) the academic standards
4) what is and isn't working based on the WASC/CDE criteria.

Examples of strategies which will be used for this review are the examination of student work; the observation of students working; the interviewing of students about what they are learning; the review of group test data; and the analysis of feedback from parents, graduates and community.

**Expected Outcomes of Self-Study**

The *Focus on Learning* self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other shareholders in a self-study through subject area, support, parent, and student Home Groups and interdisciplinary Focus Groups. Through the completion of the self-study the school will have accomplished:

Overview

Focus on Learning: Joint WASC/CDE Process Guide

1. The involvement and collaboration of all staff and other shareholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards
3. The gathering and analyzing of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

**Flexibility**

As long as the school adheres to the *expected outcomes*, there is flexibility in the self- study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the *expected outcomes* listed above have been met.

**The Focus on Learning Process**

The *Focus on Learning* process is the work of the school community organized into three types of groups:

1. Leadership team
2. Home Groups (shareholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of shareholders)

Within the Home Groups, participants will analyze student data and achievement in relation to the academic standards, the expected schoolwide learning results and quality of the school program based on the WASC/CDE criteria. The Home Groups will share the results within the Schoolwide Focus Groups.

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the identified student learning needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learning need of reading (e.g., effective communicator, the learning result) participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of the student learning result for this Focus Group? Each Focus Group begins with the analysis of student learning and then the analysis of the criteria to determine what needs to be done in this area in order to promote student learning.

**Visit**

After careful study of the School Report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The visiting committee gives insight to the school through dialogue with the Schoolwide Focus Groups and with the Home Groups about the self-study findings, and by its own review of evidence and student work. The visiting committee and the Leadership Team/Schoolwide Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the expected schoolwide learning results and the WASC/CDE criteria.

**Follow-up**

After the visit, the school refines and implements an action plan for school improvement. The plan integrates the critical areas of follow-up identified by the visiting committee. The school annually reviews progress, and refines the "next steps" in meeting the goals of the action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the expected schoolwide learning results and academic content standards, especially in relation to the critical student learning needs. The governing board and district are involved in the ongoing improvement process and ensure that the follow-up process is integral to district planning and goal setting.

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans 2018-19

# Revenue

**BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** Donald Evans, Superintendent
**FROM:** Natasha Beery, Director of BSEP and Community Relations
**DATE:** June 14, 2017
**REGARDING:** RESOLUTION **18-011** to establish the 2018-19 tax rate for the *Berkeley Public Schools Educational Excellence Act of 2016* (Measure E1 of 2016)

**BACKGROUND INFORMATION:**

The legislation establishing the Berk*eley Public Schools Educational Excellence Act of 2016* (Measure E1 of 2016) authorizes the levy of a special tax of thirty-seven cents per square foot as stipulated in Section 4 of the Measure.

> *This shall authorize the District to levy a Special Tax of thirty-seven cents ($0.37) per square foot on all Improvements beginning July 1, 2017, and continuing for a period of eight (8) years. This Special Tax shall be levied on the Square Footage of all Improvements, including all Buildings and Structures, on Parcels of Taxable Real property in the District.*

The revenues raised by the special tax are to be used to improve the educational achievement of Berkeley Unified School District's ("District") public school students by providing high quality educational programs as specified by the Measure.

Beginning in 2018-19, the second year of assessment of the Special Tax, and each year thereafter, an annual cost-of-living increase in the rate is permitted to maintain the programs. This increase was not applied in the first year of the Measure, but in subsequent years may be increased from the rate levied in the prior tax year by a cost-of-living adjustment equal to the annual average percentage change in the Bay Area Consumer Price Index - All Urban Consumers, San Francisco-Oakland-San Jose area over the prior twelve months, as of December 1 of the prior fiscal year, as published by the U.S. Bureau of Labor Statistics.

The statutory cost-of-living adjustment (COLA), based on the Bay Area Consumer Price Index - All Urban Consumers, San Francisco-Oakland-San Jose over the prior twelve months, as of December 1 2017, is **2.9** percent.

**POLICY/CODE**

The *Berkeley Public Schools Educational Excellence Act of 2016*, (Section 4)

**FISCAL IMPACT**

Revenues are projected to be $31,041,500 for FY 2018-19.

**STAFF RECOMMENDATION:**

Adopt the approved resolution setting the tax rate for the *Berkeley Public Schools Educational Excellence Act of 2016* for FY 2018-19

**BERKELEY UNIFIED SCHOOL DISTRICT**
**RESOLUTION NO. 18-011**

**TO ESTABLISH THE 2018-19 TAX RATE FOR THE "BERKELEY PUBLIC SCHOOLS EDUCATIONAL EXCELLENCE ACT OF 2016" (Measure E1 of 2016)**

**WHEREAS**, in November 2016, the voters of the City of Berkeley adopted legislation, "Berkeley Public Schools Educational Excellence Act of 2016" (Measure E1 of 2016) which levies a Special Tax for particular uses by the Berkeley Unified School District, including class size reduction, school libraries, teacher training, student support, music programs, instructional technology, and other designated purposes, and,

**WHEREAS**, the rates authorized for this Special Tax for Fiscal Year 2017-2018 were established in Measure E1 of 2016 as an initial levy of **$0.37** cents/square foot on the Square Footage of all Improvements, including all Buildings and Structures, on Parcels of Taxable Real property in the District,

**WHEREAS,** Section 4 of the Measure states:

> *To determine the rate of the Special Tax levied in the 2018-19 tax year (the second year of assessment of the Special Tax), and each year thereafter, the rate shall be increased from the rate levied in the prior tax year by a cost-of-living adjustment equal to the annual average percentage change in the Bay Area Consumer Price Index - All Urban Consumers, San Francisco-Oakland-San Jose area over the prior twelve months, as of December 1 of the prior fiscal year, as published by the U.S. Bureau of Labor Statistics*,

**WHEREAS**, according to the U.S. Bureau of Labor Statistics. the annual average percentage change in the Bay Area Consumer Price Index - All Urban Consumers, San Francisco-Oakland-San Jose area over the prior twelve months, as of December 1 of 2017 was **2.9** percent,

**NOW, THEREFORE, BE IT RESOLVED** that that an authorized COLA of **2.9%** be applied to the rate of FY 2017-2018, therefore a tax rate for the *Berkeley Public Schools Educational Excellence Act of 2016* in FY 2018-2019 shall be authorized to be levied at the rate of **$0.3808** cents/square foot on the Square Footage of all Improvements, including all Buildings and Structures, on Parcels of Taxable Real property in the District.

**APPROVED AND ADOPTED** by the Board of Education on the 7th day of February, 2018 by the following vote:

**AYES: Directors**
**NOES:**

**ABSENT:**
**ABSTAIN:**

_____

Beatriz Leyva-Cutler
Clerk, Board of Education
Berkeley Unified School District
Alameda County, State of California

**BSEP/Measure E1 of 2016**
**FY 2018/19 Revenue Projection**
**Projected Revenue 2018/19 2.9% COLA**

| | Resource | % | Projected Budget 2018/19 | Indirect Costs 5.93% | Net |
|---|---|---|---|---|---|
| **Revenue** | | | | | |
| County Tax Collections | | | $ 30,841,497 | | |
| City of Berkeley Tax Collections | | | $ 200,000 | | |
| Rebates | | | $ (200,000) | | |
| Interest | | | $ 45,000 | | |
| Reserve | | | $ - | | |
| **Total Projected Revenue** | | | $ 30,886,497 | | |
| | | | | | |
| **Expenses** | | | | | |
| County Collection Fees | | | $ 524,305 | | |
| City of Berkeley Fees | | | $ 50,000 | | |
| Audit and Legal Expense | | | $ 7,300 | | |
| **Total Expenses** | | | $ 581,605 | | |
| | | | | | |
| **Net Revenue** | | | $ 30,304,891 | | |
| | | | | | |
| **Available for Allocation** | | | $ 30,304,891 | | |
| Public Information/P&O | 0754 | 2.00% | $ (606,098) | | |
| **Net Available for Allocation** | | | $ 29,698,793 | $ (1,662,549) | $ 28,036,244 |

| **Resource Allocation** | **Resource** | **%** | **2018/19** | **Ind Cost** | **Net Rev** |
|---|---|---|---|---|---|
| High Quality Instruction | 0741 | 66.00% | $ 19,601,204 | $ (1,097,283) | $ 18,503,921 |
| School Site Programs | 0752 | 10.25% | $ 3,044,126 | $ (170,411) | $ 2,873,715 |
| Libraries | 0761 | 7.25% | $ 2,153,163 | $ (120,535) | $ 2,032,628 |
| Music/VAPA | 0753 | 6.25% | $ 1,856,175 | $ (103,909) | $ 1,752,265 |
| Instructional Technology | 0762 | 3.25% | $ 965,211 | $ (4,863) | $ 960,348 |
| Family Engagement | 0757 | 1.25% | $ 371,235 | $ (20,782) | $ 350,453 |
| Counseling | 0764 | 2.25% | $ 668,223 | $ (37,407) | $ 630,815 |
| Student Achievement Strategies | 0763 | 3.50% | $ 1,039,458 | $ (58,189) | $ 981,269 |
| **Net Resource Allocation** | | 100.00% | $ 29,698,793 | $ (1,613,379) | $ 28,085,414 |
| Public Information/P&O | 0754 | | $ 606,098 | $ - | $ 606,098 |
| **Total Allocation to All Resources** | | | $ 30,304,891 | $ (1,613,379) | $ 28,691,512 |

**Notes/Assumptions 2018/19 Projection**

- No increase in reserve although revenues will be higher
- 2.9% COLA
- Indirect Cost Rate: 5.93%
- Indirect Cost does not apply to Public Information/P&O Committee, Resource 0754

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans 2018-19

## High Quality Instruction

Small Class Size

- Expanded Course Offerings
- Classroom Support

Professional Development

Program Evaluation

# Summary for BSEP Funds for High Quality Instruction - Class Size Reduction and Support for Teaching, FY 2018-19

## Class Size Reduction and the Teacher Template

The contribution of BSEP Class Size Reduction (CSR) Funds for classroom teachers is estimated using a planning tool known as the "Teacher Template" . The Teacher Template calculates student enrollment and staffing for class size ratios to be paid for by General Fund (GF) resources and then calculates additional staffing to be paid for by BSEP funds, to determine the total number of teacher staffing, expressed as Full Time Equivalent (FTE).

The BSEP Planning and Oversight Committee (P&O) was provided with a draft Teacher Template for its review on February 13, 2018 and an update was adopted by the Committee on February 27, 2018. Further revisions to the calculations were made on March 2, 2018, reviewed by the P&O on March 13, and adopted by the Board on March 14. (Appendix A2). It should be noted that enrollment projections are reviewed again, both prior to presentation of the budget to the Board for adoption in June, and in early September after the actual enrollment has stabilized. The actual expense for the BSEP transfer to the General Fund for classroom teachers is calculated at the close of the Fiscal Year.

## PROGRAM SUMMARY - Support for Teaching

In addition to the Class Size Reduction goal, which is achieved through the aforementioned transfer of funds from BSEP to the General Fund, this resource supports a number of expenses in support of high quality instruction, as permitted by the Measure. These expenses, under the rubric of "Support for Teaching", may include Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support. Unlike the "teacher transfer" which is calculated at the end of the year, these expenses are "directly charged" at the time that the actual costs for the programs are incurred.

## Professional Development

The Professional Development (PD) Department works to build and sustain teacher capacity. With the arrival of the Common Core State Standards, as well as the Next Generation Science Standards (NGSS), professional learning efforts in math, literacy, and science have required deep investments as well as intensive and expansive coordination. The District's PD Coordinator oversees and coordinates professional learning in all core subject areas at district-wide events, and at teacher-led Wednesday staff meetings throughout BUSD.

In addition, these funds support the development of professional learning community (PLC) work and protocols at all levels of the District. A particularly important support funded through this budget is the district's K-5 Lead Literacy Coach who supports students and the teachers working with students who face the largest and most pronounced literacy challenges. At Berkeley High, the budget also forms the core of a teacher-led professional development team that works on curriculum as well as

culturally-responsive teaching.

Increases in expenditures in this area are partly driven by the need to relieve the General Fund (GF) of costs as part of the $1.8 million cut target to sustain the central budget. Additional FTE would be provided by BSEP to assume full funding of the Professional Development Coordinator position, fund more of the PD Teacher Leaders at BHS, and fund Instructional Technology TSA at BHS; these positions had been carried in whole or in part by the General Fund, but are within the scope and capacity of this BSEP resource to carry going forward. Professional Development funds remaining from BSEP Measure A are planned to be expended for two part-time short-term positions as described in the plan document.

*The BSEP Professional Development Plan for 2017-18 is found in Appendix B.*

**Program Evaluation**
As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. Equity-driven and data-driven decision-making is critical to student success, and therefore, the District established the Berkeley Research, Evaluation, and Assessment (BREA) office to provide needed expertise.

BREA's evaluations improve the ability of the School Board, staff, SGCs and the public to make informed decisions about the effectiveness of programs in order to maximize the use of resources to meet the needs of students, and in particular our most underserved students. BREA develops and maintains a central data warehouse of district and state mandated assessments which may be drillable to the site, classroom, case-management and student level to identify students who should be engaged through the intervention model. In addition, BREA teams with the Professional Development staff to support the development of data reporting systems across a range of program needs and works with the Office of Family Engagement and Equity in their efforts to document family and student engagement efforts.

Adjustments in expenditures in this area for 2018-19 are again partly driven by the need to relieve the General Fund (GF) of costs, as part of the $1.8 million cut target to sustain the central budget. With increases in the Professional Development area of the BSEP resources, some adjustments are being made in this budget. The Associate Superintendent would carry the responsibility for oversight of this department instead of a Director of BREA, with some additional staffing from Teachers on Special Assignment as this department transitions to a different oversight model. There would also be reduction in some of the discretionary expenditures for stipends and workshops of about $36,500.

*The BSEP Program Evaluation Plan for 2018-10 is found in Appendix C.*

**Expanded Course Offerings** (ECO)
This funding provides Middle and High School students with a wide variety of options for before and after-school elective and enrichment classes that are not available within the

master schedule. For example, ECO classes at Berkeley High include Advanced Placement (AP) augmentation classes, providing access to AP coursework for students who might not otherwise have such access, as well as science labs, yearbook and music classes. The 2018-19 proposal would be based on 7.6 FTE, the same allocation as in 2017-18.

- 0.4 FTE Longfellow Middle School
- 0.4 FTE Willard Middle School
- 0.8 FTE King Middle School
- 6.0 FTE Berkeley High School

**Classroom Support**

This resource may provide additional FTE for school sites or programs in need of support beyond that provided through the Teacher Template calculation.

With the inception of the new Universal 9th Grade program at BHS, additional FTE is needed to provide support for the program in order to provide more individualized attention as the students transition into high school. BSEP would carry 2.0 FTE of the needed 5.6 FTE, with the remainder provided by the General Fund and LCAP funding.

At LeConte Elementary School, the proposal is to maintain an additional 0.6 FTE for a teacher who provides small group supports to help manage a gap in proficiency in a student's home language while also trying to grow their skills in a second language. The small group intensive reading and writing groups helps equalize the challenges of kids and families in dual language instruction, providing support for students who are struggling academically in general and who did not have the advantage of bilingual preschools or other preparations. Without this support, the TWI program could become a very stratified program that best serves only those who already have tremendous educational and cultural advantages.

**Budget Summary for High Quality Instruction 2018-19**
**BSEP Measure E1, Resource 0741**

| | |
|---|---|
| **Revenue** | 19,601,204 |
| | |
| **Transfers to the General Fund** | |
| Teacher Compensation (132.28 FTE) | 13,418,500 |
| Direct Support | 379,600 |
| Sub Ave. Compensation | 248,500 |
| **Total Transfers to the General Fund** | 14,046,600 |
| | |
| **Directly Charged Expenses** | |
| Expanded Course Offerings | 851,890 |
| Professional Development | 1,357,700 |
| Program Evaluation | 563,072 |
| Classroom Support (BTA, LeConte) | 259,719 |
| **Total Directly Charged Expenses** | 3,032,381 |
| | |
| **Indirect Cost at 5.93%** | 1,012,784 |
| | |
| **Total Transfers and Expenses** | 18,091,765 |
| | |
| **Projected Ending Fund Balance** | $3,110,705 |

**Budget Summary for Professional Development 2018-19**
**From BSEP Measure A, Resource 0855**

| | |
|---|---|
| **Directly Charged Expenses** | |
| Staffing (Professional Development) | 119,400 |
| **Total Directly Charged Expenses** | 119,400 |
| | |
| **Indirect Cost at 5.93%** | 7,080 |
| | |
| **Total Expenses** | 126,480 |
| | |
| **Projected Ending Fund Balance** | $83,306 |

**BERKELEY UNIFIED SCHOOL DISTRICT**

**FY 2018-19 CLASS SIZE REDUCTION FTE PLANNING DOCUMENT (ENROLLMENT FACTOR CHANGED AT HIGH SCHOOL)**

**DRAFT v2018-03-02**

G:\Users\Staff\Documents\Documents\CBO\FY 2018-19\TTV\FY 2018-19 CSR Teacher Template Release 4 & 4.v 2018-03-2 BHS Factor changed.xlsx\MEAS A Budget Development round

| GRADE LEVEL | STAFFING ENROLLMENT BY GRADE | GENERAL FUND * CLASS SIZE FTE | Meas. E1 CSR FTE | Meas. E1 Necessary FTE | Meas. E1 CSR FTE |
|---|---|---|---|---|---|
| **ELEMENTARY SCHOOL** | **STUDENTS** | **34 :1** | **18 :1** | | |
| TK | 128 | 3.76 | 3.35 | -0.11 | |
| | | **34 :1** | **22.4 :1** | | |
| Kindergarten | 687 | 20.21 | 10.46 | 1.33 | |
| | | **34 :1** | **22.65 :1** | | |
| Grade 1 | 686 | 20.18 | 10.11 | | |
| - Release Time and adjustment | | 3.23 | 1.62 | 1.99 | |
| | | **34 :1** | **20 :1** | | |
| Grade 2 | 711 | 20.91 | 14.64 | | |
| - Release Time and adjustment | | 3.35 | 2.34 | -0.64 | |
| | | **34 :1** | **20 :1** | | |
| Grade 3 | 734 | 21.59 | 15.11 | | |
| - Release Time | | 3.45 | 2.42 | | |
| 3 Adjustments | | | | -0.81 | |
| | | **34 :1** | **26 :1** | | |
| Grade 4 | 727 | 21.38 | 6.58 | | |
| - Release Time ** and adjustment | | 3.42 | 1.05 | 2.36 | |
| | | **34 :1** | **26 :1** | | |
| Grade 5 | 766 | 22.53 | 6.93 | | |
| - Release Time ** | | 3.60 | 1.11 | | |
| 5 Adjustments | | | | -0.54 | |
| | **K-5 TOTAL** | **147.61** | **75.72** | **3.58** | **79.30** |
| | | **34 :1** | **18 :1** | | |
| Grade K-5 Special Day Class | 5 | 0.15 | 0.13 | 0.00 | 0.13 |
| Release time Special Day Class | | 0.02 | 0.02 | | 0.02 |
| **MIDDLE SCHOOL** | | **36 :1** | **28 :1** | | |
| Grade 6 | 706 | 19.61 | 5.60 | | |
| - Release Time | | 3.92 | 1.12 | | |
| Grade 6 Necessary Adjustments | | | | 0.94 | |
| | | **36 :1** | **28 :1** | | |
| Grade 7 | 729 | 24.30 | 6.94 | | |
| Grade 8 | 690 | 23.00 | 6.57 | | |
| Grade 7-8 Adjustments | | | | 0.39 | |
| | **6-8 TOTAL** | **70.83** | **20.23** | **1.33** | **21.56** |
| | | **34 :1** | **18 :1** | | |
| Grade 6-8 Special Day Class | 12 | 0.42 | 0.38 | | 0.38 |
| Release time Special Day Class | | 0.07 | 0.06 | | 0.06 |
| **HIGH SCHOOL *** ** | | **36 :1** | **28 :1** | | |
| Grade 9 | 773 | 25.78 | 7.36 | | |
| Grade 10 | 780 | 26.00 | 7.43 | | |
| Grade 11 | 682 | 22.73 | 6.49 | | |
| Grade 12 | 606 | 20.19 | 5.77 | | 27.05 |
| | | **36 :1** | **18 :1** | | |
| Grade 9-12 Special Day Class | 32 | 1.07 | 1.06 | | 1.06 |
| BTA | 76 | 2.53 | 2.54 | | 2.54 |
| Grade 9-12 Adjustments | | | | 0.18 | 0.18 |

**BERKELEY UNIFIED SCHOOL DISTRICT**

**FY 2018-19 CLASS SIZE REDUCTION FTE PLANNING DOCUMENT (ENROLLMENT FACTOR CHANGED AT HIGH SCHOOL)**

**DRAFT v2018-03-02**

G:\Users\Staff\Documents\Documents\CBO\FY 2018-19\TTV\FY 2018-19 CSR Teacher Template Release 4 & 4.v 2018-03-2 BHS Factor changed.xlsx]MEAS A Budget Development round

| GRADE LEVEL | STAFFING ENROLLMENT BY GRADE | GENERAL FUND * CLASS SIZE FTE | Meas. E1 CSR FTE | Meas. E1 Necessary FTE | Meas. E1 CSR FTE |
|---|---|---|---|---|---|
| | **TOTAL 9-12** | **98.30** | **30.65** | **0.18** | **30.83** |
| **TOTALS** | | | | | |
| Elementary School | 4,444 | 130.71 | 67.31 | 3.58 | 79.45 |
| - Release Time | | 17.07 | 8.56 | | |
| Middle School | 2,137 | 67.33 | 19.49 | 1.33 | 22.00 |
| - Release Time | | 3.99 | 1.18 | 0.00 | |
| High School | 2,949 | 98.30 | 30.65 | 0.18 | 30.83 |
| | **9,530** | **317.40** | **127.19** | **5.09** | **132.28** |
| **BSEP/MEAS E1 PROJECTED EXPENSE FOR CSR** | | | | | |
| FTE Ave Compensation | **101,441** | **$32,197,400** | $12,902,300 | $516,200 | $13,418,500 |
| Sub Ave Compensation | **$1,878** | **$596,100** | $238,900 | $9,600 | $248,500 |
| Direct Support | **$2,870** | **910,900** | $365,000 | $14,600 | $379,600 |
| Preliminary Measure E1 Transfer | 106,189 | **$33,704,400** | $13,506,200 | $540,400 | **$14,046,600** |

# High Quality Instruction
# Support for Teaching: Professional Development

## Plan Overview: FY 2018-19

**Budget Managers:**
Pasquale Scuderi, Associate Superintendent for Educational Services
Susanne Reed, Coordinator of Professional Development

**Program Objectives**
In order to support district goals for excellence, equity, engagement and enrichment in all classrooms, professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes. Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

**PROGRAM SUMMARY**

**Staffing**

- Elementary Literacy Coaches 2.75 FTE
- K-5 Lead Literacy Coach 0.60 FTE
- BHS Professional Development Leaders 4.40 FTE
- K-12 Instructional Technology TSA 0.50 FTE
- BHS Instructional Technology TSA 1.00 FTE
- Professional Development Coordinator 1.00 FTE

**Elementary Literacy Coaches** **2.75 FTE**
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 2018-19, the plan is to continue to fund 0.25 FTE for Literacy Coaches at 11 elementary school sites through BSEP Professional Development funds. The remaining FTE is provided through a combination of BSEP Student Support funds, LCAP, and Site funds.

**K-5 Lead Literacy Coach** **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 2018-19, the recommendation is to continue this position at .60 FTE with other resources providing funding for this position at 1.0 FTE.

**BHS Professional Development Leaders** **4.4 FTE**

Berkeley High School will continue to focus its professional development efforts on professional learning communities school-wide, as well as within learning communities and departments. Teacher-led teams from learning communities and the departments participate in this collaborative structure and the presence of this teacher leadership model ensures that a consistent and collaborative focus remains on instruction. While administrators are ultimately responsible for instructional leadership and supervision of teaching and learning, this current teacher leadership structure ensures that relevant and peer-led staff development remains consistent in the face of the many operational, behavioral, and structural challenges that regularly pull administrators away from an instructional focus. *This reflects an increase from 2.0 FTE from 2017-18; the additional 2.4 FTE was previously funded through the General Fund.*

**Instructional Technology Teachers (TSA)**
**1.50 FTE**

The K-12 TSA position helps teachers across the district utilize existing web-based tools to support classroom instruction using Google Applications for Education. 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. At BHS this position, *previously funded through the General Fund*, supports both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

**Coordinator of Professional Development** **1.00 FTE**

This position ensures that the professional development outlined in this proposal is well-organized and provided as outlined. *This reflects an increase from 0.4 FTE from 2017-18; the additional 0.6 FTE was previously funded through the General Fund.*

## Program Expenditures

**Teaching Workshops & Consultants** **$90,000**

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 leading this initiative in BUSD.

Staff will also use funds to continue to develop the core set of equity-based instructional practices that teachers have been working on over the past two years.

Additionally this fund will continue to support the development of a grades 6 through 12 academic language teaching framework.

These funds will also support staff development in the use of classroom and school-based data systems.

Another area where these funds may be applied is toward the District's developing commitment to a structured literacy program in our elementary schools; a program that requires expanded competency in the areas of explicit phonics instruction, specialized reading instruction, and the ability to screen students for potential dyslexia challenges.

**Teacher-Initiated Professional Development** **$50,000**

Research has shown that teacher or peer directed professional development is one of the most effective strategies for improving classroom instruction or professional practice. The Educational Services Division will work with site principals to develop annual professional learning or collaboration goals for this funding. Priority consideration will be given to subject areas or skill areas that have not recently received major allocations for professional learning; specifically, world languages, visual and performing arts, special education, special education instructional assistants, and K-8 mathematics.

**K-8 Curriculum Teacher Leaders** **$60,000**

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. 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.

**2018-19 SMART Goals Include:**

A. Cultural Competency Goal:
   By the end of the 2017-18 school year the BUSD Professional Development Department will provide two Cultural Competency Academies with up to 60 teachers participating.

B. Structured Literacy Training Goal:
   By the end of the 2018-19 school year, at least 60 teachers grades K through 8 will receive higher level training in explicit reading instruction. This means a deeper understanding and ability to apply supports in areas like phonics, morphology, sound/symbol recognition, and syntax.

## RESOURCE SUMMARY

### Budget Summary for Professional Development in 2018-19
### BSEP Measure E1, Resource 0741

| | |
|---|---|
| **Expense** | |
| Staff | 1,122,700 |
| Workshops and Consultants | 90,000 |
| Collaboration/Professional Learning Support (TIP) | 50,000 |
| Stipends K-8 Curriculum Eacher Leaders | 60,000 |
| Reserve for Personnel Variance | 35,000 |
| **Total Expense** | 1,357,700 |

### Measure A Funds for Professional Development

In addition to the expenditure of funds from BSEP Measure E1, the remaining fund balance from the BSEP Measure A resource for Professional Development (Resource 0855) is sufficient to provide for these program needs for 2018-19:

### Staffing

- DigiTech TSA 0.40 FTE
- Middle School Lead Literacy Coach 0.60 FTE

### DigiTech TSA

This position provides professional development workshops and individual coaching for delivery of Digital Citizenship curriculum, maintains and updates the Digital Citizenship curriculum for 3rd-5th grades, Liaisons with the 6th-8th Digital Citizenship curriculum development and coordination, Coordinates BUSD's application to be a Digital Citizenship Certified District, and provides professional development workshops and individual coaching for integration of main instructional technology tools of BUSD such as the G-Suite of tools.

### Middle School Lead Literacy Coach 0.60 FTE

The middle school literacy coach will support full implementation of the new middle school ELA curriculum: Inquiry By Design. This position will play a key role in a middle school ELA working group that will design the scope and sequence for ELA to include: Inquiry By Design, Constructing Meaning, Notice and Note, key differentiation strategies and practices, and programming and integration for students with learning disabilities, including dyslexia in Tier One and Tier Two classroom settings. This position coaches new and veteran teachers, coordinate and facilitate professional development for 6-8 ELA teaches. This year with the launch of new curriculum this position to ensure that all staff are fully versed in Inquiry by Design, understand and implement the scope and sequence and address the learning of all students.

**Budget Summary for Professional Development in 2018-19**
**BSEP Measure A, Resource 0855**

| | |
|---|---|
| **Expense** | |
| Staffing | 119,400 |
| Indirect Cost | 7,080 |
| **Total Expense** | 126,480 |
| | |
| **Fund Balance** | |
| Beginning Fund Balance (Measure A) | 209,786 |
| Net Increase/(Decrease) | (126,480) |
| **Ending Fund Balance** | 83,306 |

# High Quality Instruction
# Support for Teaching: Program Evaluation

## Plan Overview: FY 2018-19

**Budget Manager:**
Pasquale Scuderi, Associate Superintendent for Educational Services

**Program Objectives**
As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The Berkeley Research, Evaluation, and Assessment office (BREA) provides data and analysis to support equity-driven decision-making to support student success.

**2018-19 BUDGET AND PLAN DETAILS**

**Educational Program Evaluation Staff**

- Teachers on Special Assignment – 2.8 FTE
- Evaluation and Assessment Analyst - 1.0 FTE
- Administrative Support - 0.5 FTE

**Teachers on Special Assignment** (TSA) **2.8 FTE**
These positions provide staff development and technical support to teachers, principals, and School Site Council (SSC/SGC) members in how to use data and 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 TSAs provide structured technical assistance in the implementation of *Illuminate*, a software system for assessment data management, analysis, assessment creation and scan-based scoring. Sites are also supported in how to interpret the data to further inform instruction in the classroom, and determine students' academic and social intervention needs and the effectiveness of programs. Along with district-wide projects such as District Assessments, TSAs serve as the link between the site-based Professional Learning Community (PLC) and the District. TSAs provide facilitation/support at the school sites both through bi-monthly PLC Inquiry sessions as well as bi-weekly technical support sessions.

**Evaluation and Assessment Analyst** (1.0 FTE)
**Administrative Support** (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 Evaluation and Assessment Analyst serves as the manager of the data warehouse and supports staff by providing data requested for program evaluation.

**Program Expenditures**

**Professional Development for BREA Staff** **$8,000**
Professional development will support staff facilitation of district evaluation and assessment activities and the roll-out of the on-line and instructional components of *Illuminate*.

**Contracted Services**

***Illuminate*, Key-Data Systems, Survey Monkey** **$55,000**
The Evaluation and Assessment Office maintains the central repository for all student assessment information in the District. Currently, these data are stored by *Illuminate* software, and accessed through a web interface by instructional staff. BREA has been the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data. Key Data Systems provides test items that are specifically developed to measure student mastery of California State Standards. As a formative assessment, the questions are intended to help educators improve instruction by revealing common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. Key Data Systems is a partner with *Illuminate* and will serve to enhance the Item Bank particularly because it is aligned to the new State Standards. In addition, both the World Language and Science departments at BHS have committed to developing a greater number of common assessments using Key Data Systems.

Finally, the BREA department oversees the District's subscription to Survey Monkey, an online survey tool used by School Site Councils and other District offices to collect survey data.

**Supplies and Equipment** **$18,000**
Books, supplies and office equipment are estimated to allow for an upgrade to staff laptops and desktops.

**2018-19 SMART Goals Include:**

A. Infrastructure Goal:
In 2018-2019, a transition year, we will better systematize a method of prioritizing data requests with priority going to develop facility and capacity at school sites to use the Illuminate Student Data System to use formative assessment and periodic

summative assessment data to inform and adjust instruction and supports. As a result our hope is to distill, and then better address and process key District assessments and improve the turnaround times for that analysis to no more than two weeks; current turnaround times on K-12 assessments can vary from 3 to 5 weeks.

B. Research Goal:
BREA staff members will work with District and program leaders to catalog an assessment of student support interventions that are demonstrating/showing progress in their stated goal areas. For example, the addition of intervention counselors at BHS has improved the retention rates of pre-identified focal students from 70% to 98& over the course of two years; elsewhere, similarly situated students with academic challenges who are accessing the Student Learning Center at BHS have shown grade point averages notably above similarly situated peers that do not access this resource. Our goal then is to identify 15 supports, at least 5 per level (K-5, middle, and high) that are showing improvement and should receive consideration for expansion.

**RESOURCE SUMMARY**
**Budget Summary for Program Evaluation in 2018-19**
**BSEP Measure E1, Resource 0855**

| | |
|---|---|
| **Expense** | |
| Program Evaluation Staff | 437,072 |
| Certificated Hourly (Extra Duty) | 20,000 |
| Professsional Development (BREA Staff) | 8,000 |
| Supplies and Equipment | 18,000 |
| Contracted Services | 55,000 |
| Reserve for Personnel Variance | 25,000 |
| **Total Expense** | 563,072 |

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans 2018-19

# Essentials for Excellence

## School Site Programs

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Donald Evans, Ed.D., Superintendent
**FROM:** Natasha Beery, Director of BSEP and Community Relations and Dr. Patricia Saddler, Director of Programs and Special Projects
**DATE:** June 13, 2018
**SUBJECT:** 2018-19 Single Plans for Student Achievement

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**BACKGROUND INFORMATION**

The *Berkeley Public Schools Educational Excellence Act of 2016* (Measure E1 of 2016) allocates 10.25% of the available revenues annually for School Site Programs:

> *"The School Site Council (as described in Section 8.C) shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective and equitable opportunities for student engagement, enrichment, and achievement."* (Section 3.B.iii)

The California Department of Education requires every school participating in school-based categorical programs to have a Board-approved Single Plan for Student Achievement (SPSA) that must be revised annually based on current student data. The Principal at each site worked with School Site Councils (SSCs) to develop a comprehensive plan for the school, including the allocation of BSEP Site Program funds.

Strategic use of resources permits the funding of key elements in the plans. For example, each elementary school site contributes the funding for .25 FTE for a Literacy Coach from either BSEP site funds or Title I funds, the BSEP Professional Development resource provides another .25 FTE, BSEP Effective Student Support funds contribute .30 FTE, and LCAP funds provide .20 FTE to round out a full-time position at each elementary site.

SSCs begin with a review of student data from previous years, with the assistance of the Berkeley Research Evaluation and Assessment (BREA) Office. In addition, some SSCs chose to gather community feedback independently. The District distributed a family engagement survey in March that focused on school climate and Local Control Accountability Plan (LCAP)-funded programs. Some SSCs were able to review the district survey results in April, though some sites were in the last stages of site and budget planning at that point and chose to use the data to inform next year's process.

After reviewing data, the District's LCAP-aligned goals and funding, and centrally allocated positions and programs, each SSC developed an action plan and identified strategies to address school needs using Federal Title I funds (if applicable), BSEP Site Discretionary funds, and any other available resources such as grants or PTA monies.

The site plans include the Child Development Program, the stand-alone TK at King CDC, each elementary, middle and high school (including the BSEP Plans for Berkeley High, Berkeley Technology Academy and the Independent Study Program).

At the elementary level, the increase in prep time to be given to 2nd and 3rd grade teachers district-wide affected the SSC planning process at many sites. In some cases, logistically and financially balancing the district-provided staff for this prep/enrichment expansion made existing programs (such as certain sections of Dance or Art) unsustainable in 2018-19.

For K-8 schools, in addition to standard site plan expenditures such as academic and enrichment staff and materials/supplies, many sites chose to support mental and behavioral health needs through funding counselor salaries or counseling contracts. Several sites also directed funds toward parent education, and one site proposed to use carryover funds to provide a late bus to allow intervention time for students who otherwise could not stay after school.

Berkeley High School's BSEP Site Committee, comprised of the principal, teachers, parents, students, and classified staff, was able to continue funding each of the existing programs from 2017-18 despite increased staffing costs in almost every position; though funds were not sufficient to support a newly-requested Math 1 Intervention Case Manager position.

The total district-administered budget for these site plans is $3,037,961, of which BSEP School Site Allocations provide $2,699,060. The BSEP funds were provided based on a per-pupil allocation of $260, an increase over the $255 in 2017-18. All but 3 sites (Oxford, John Muir, and Longfellow) saw an increased allocation over 2017-18.

Each of the School Plans includes the following components:

- A cover page listing all members of the School Governance Council and signed assurances that all regulations have been followed
- School Vision and Mission
- School Profile
- Comprehensive Needs Assessment Components
- Description of Barriers and Related School Goals
- School and Student Performance Data
- Planned Improvements in Student Performance (goals, action steps, and budgets)
- Appendix A – Total Allocations and Expenditures by Funding Source
- Appendix B – Total Expenditures by Type
- Appendix C – Total Expenditures by Type and Funding Source
- Appendix D – Total Expenditures by Goal
- Attachment – School Site Budget Summary

The School Plans comply with the basic legal assurances for Title I as well as BSEP/Measure E1 of 2016. The Plans have been reviewed by the Office of Programs and Special Projects. The staff believes that each site has an understanding and ownership of its plan and has identified strategies to increase the performance of all students while accelerating the achievement of those who have not been succeeding in school.

A summary of the 2018-19 Single Plans for Student Achievement for BUSD schools was presented to the BSEP Planning and Oversight Committee for review on June 5, 2018. The summary of plans is attached, and a copy of the comprehensive plans are available in a binder located at the Superintendent's Conference Room for public viewing.

**SMART GOALS**
In addition to the program endeavors outlined above, the following specific goals are intended to be measurable outcomes for the year 2018-19:

1. The BSEP Program Specialist and/or Director will attend at least one SSC meeting for each site, provide feedback to Principals and Chairs, and report to P&O on best practices.
2. Produce educational materials around newly-revised K-8 SSC Bylaws, to be included in the Fall SSC Orientation.
3. Begin revising Berkeley High School SSC Bylaws.
4. Improve communication of the deadlines that inform SSC site plan and budget creation processes, to help site committees plan work and prioritize needs that enable meaningful decision making.

**POLICY/CODE**
Education Code 52850-52863
*Berkeley Public Schools Educational Excellence Act of 2016* (Measure E1) Section 3.B.iii.

**FISCAL IMPACT**
Approximately $3,037,961 in BSEP and Title I site funds.

**STAFF RECOMMENDATION**
Approve the 2018-19 Single Plans for Student Achievement.

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

## ARTS MAGNET

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.25 | 27,000 |
| | Math Coach | 0.50 | 58,000 |
| | ELD TSA | 0.10 | 10,600 |
| **Non-Salaried Categories** | Counseling Contract | Child Therapy Institute | 17,000 |
| | Puberty Ed Contract | | 420 |
| | Unallocated Reserve | | 1,900 |
| **TOTAL** | | | **114,920** |
| **Carryover Priorities** | Materials and Supplies | | 25,000 |
| | Certificated Hourly - Intervention | | 1,000 |
| | Professional Development | | 1,000 |
| | Certificated Hourly - Parent Nights | | 500 |
| | Contracts | Child Therapy Institute | 6,000 |
| **TOTAL** | | | **33,500** |

## CRAGMONT

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.25 | 27,500 |
| | RtI TSA | 0.28 | 29,500 |
| | ELD TSA | 0.40 | 44,100 |
| **Non-Salaried Categories** | Unallocated Reserve | | 2,500 |
| **TOTAL** | | | **103,600** |
| **Carryover Priorities** | Materials and Supplies | | 15,000 |
| | Contract - Behavioral Health | | 6,000 |
| | Certificated Hourly - Subs | | 10,000 |
| | IA Hourly | | 4,000 |
| **TOTAL** | | | **35,000** |

## EMERSON

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | .25 FTE | 31,702 |
| | RtI Teacher | 0.14 | 15,910 |
| | ELD Teacher | 0.06 | 6,236 |
| | Teacher Subs | | 5,920 |
| **Classified** | Classified Hourly - PD | | 1,000 |
| **Non-Salaried Categories** | Materials and Supplies | | 20,432 |
| | Unallocated Reserve | | 2,000 |
| **TOTAL** | | | **83,200** |
| **Carryover Priorities** | | | |
| | Materials and Supplies | | 10,000 |
| | Certificated Hourly - Subs | | 3,000 |
| | Late Bus | | 5,000 |
| **TOTAL** | | | **18,000** |

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

## JEFFERSON

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.25 | 25,903 |
| | RtI Teacher | 0.60 | 46,248 |
| | ELD Teacher | 0.20 | 21,073 |
| | Extended Day Academic Intervention | | 3,000 |
| **Non-Salaried Categories** | Materials and Supplies | | 7,356 |
| | Unallocated Reserve | | 2,500 |
| **TOTAL** | | | **106,080** |
| **Carryover Priorities** | Materials and Supplies | | 3,000 |
| | Teacher Hourly - Peer Observation | | 1,850 |
| | Certificated Hourly - Intervention | | 9,000 |
| | Certificated Hourly - Parent Math Night | | 1,000 |
| **TOTAL** | | | **14,850** |

## JOHN MUIR

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.13 | 14,250 |
| | RtI Coordinator | 0.35 | 36,400 |
| | Counselor | 0.17 | 16,900 |
| | Dance Teacher- Kinder | 0.06 | 6,830 |
| | Unallocated Reserve | | 2,300 |
| **Non-Salaried Categories** | Materials and Supplies | | 280 |
| **TOTAL** | | | **76,960** |
| **Carryover Priorities** | Teacher Hourly - Peer Observation | | 5,000 |
| | Materials and Supplies | | 3,000 |
| | Certificated Hourly - Dance Workshops | | 3,000 |
| | Parent Workshops | | 2,000 |
| | Professional Development | | 2,000 |
| **TOTAL** | | | **15,000** |

## SYLVIA MENDEZ (formerly Le Conte)

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | TWI Coordinator | 0.1 | 10,500 |
| | Counselor | 0.33 | 32,800 |
| | PE Teacher | 0.28 | 28,000 |
| | Teacher Hourly | | 1,000 |
| | Subs / Teacher Collaboration | | 1,000 |
| **Classified** | Hourly Bilingual Tutors | | 12,000 |
| **Non-Salaried Categories** | Materials and Supplies | | 8,000 |
| | Unallocated Reserve | | 3,500 |
| **TOTAL** | | | **96,800** |
| **Carryover Priorities** | Subs / Teacher Collaboration | | 3,000 |
| | Materials and Supplies | | 7,000 |
| | Certificated Hourly | | 3,000 |
| | Professional Development | | 2,000 |
| **TOTAL** | | | **15,000** |

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

## MALCOLM X

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.25 | 27,500 |
| | Literacy Coach | 0.07 | 6,900 |
| | RtI Teacher | 0.2 | 21,000 |
| | RtI Teacher | 0.3 | 32,285 |
| | Art Teacher | 0.08 | 8,315 |
| | PE Teacher | 0.04 | 3,700 |
| **Classified** | Instructional Specialist - Dance | 0.18 | 5,183 |
| | Instructional Specialist - Drama | 0.23 | 22,000 |
| | School Service Assistant | 0.16 | 8,767 |
| | Unallocated Reserve | | 7,610 |
| **TOTAL** | | | **143,260** |
| **Carryover Priorities** | Project Connect | | |
| | Teacher Subs | | |
| | Subscriptions | | |
| | Materials and Supplies | | |

## OXFORD

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.05 | 5,212 |
| | Literacy Coach | 0.2 | 20,850 |
| | Math Coach/Intervention/Enrichment | 0.05 | 5,800 |
| | Subs - Assessments / Collaboration | | 2,380 |
| **Classified** | Kindergarten Instructional Assistant | 0.47 | 20,576 |
| **Non-Salaried Categories** | Technology Budget | | 2,000 |
| | Classified Hourly Intervention | | 7,620 |
| | Counseling Contract | | 6,200 |
| | Unallocated Reserve | | 4,762 |
| **TOTAL** | | | **75,400** |
| **Carryover Priorities** | Certificated Subs (Collaboration) | | 7,140 |
| | Instructional Materials | | 2,000 |
| | Equity/Community Support Contract | | 3,000 |
| **TOTAL** | | | **12,140** |

## ROSA PARKS

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.25 | 31,700 |
| | Reading Support | 0.40 | 41,720 |
| **Classified** | Instructional Specialist - Dance | 0.23 | 18,670 |
| **Non-Salaried Categories** | Contract - support large 5th grade | Lifelong | 20,800 |
| | Unallocated Reserve | | 2,810 |
| **TOTAL** | | | **115,700** |
| **Carryover Priority** | Materials and Supplies | | 1,400 |
| **TOTAL** | | | **1,400** |

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

## THOUSAND OAKS

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | RtI Teacher | 0.07 | 8,000 |
| | Math Intervention TSA | 0.20 | 19,583 |
| | Reading Intervention TSA | 0.20 | 19,594 |
| | Teacher Subs | | 5,550 |
| | Extended Day Intervention | | 8,000 |
| **Classified** | Bilingual IA | 0.64 | 27,019 |
| **Non-Salaried Categories** | Materials and Supplies | | 8,734 |
| | Counseling Contract | BACR | 11,000 |
| | Unallocated Reserve | | 2,500 |
| **TOTAL** | | | **109,980** |
| **Carryover Priorities** | Certificated Hourly | | 10,000 |
| | Materials and Supplies | | 5,000 |
| **TOTAL** | | | **15,000** |

## WASHINGTON

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Literacy Coach | 0.05 | 5,250 |
| | Literacy Coach/TSA | 0.2 | 19,300 |
| | RtI TSA | 0.30 | 23,200 |
| | Math Coach | 0.50 | 52,000 |
| **Classified** | Instructional Specialist - PE | 0.15 | 15,000 |
| **Non-Salaried Categories** | Materials and Supplies | | 6,750 |
| | Contract | Child Therapy Institute | 5,000 |
| | Unallocated Reserve | | 3,500 |
| **TOTAL** | | | **130,000** |
| **Carryover Priorities** | Materials and Supplies | | 5,000 |
| | PD/Subs for CARE/equity/snapshot days | | 2,000 |
| **TOTAL** | | | **7,000** |

## TRANSITIONAL KINDERGARTEN

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Teacher Subs | | 2,160 |
| **Non-Salaried Categories** | Materials and Supplies | Classroom | 1,800 |
| | Materials and Supplies | Outdoor / PE | 700 |
| | Materials and Supplies | Parent Involvement | 900 |
| | Professional Development | Travel and Conference | 1,000 |
| | Field Trip Transportation | | 1,920 |
| | Contracts - Enrichment | | 3,000 |
| | Contracts - Assemblies | | 1,800 |
| | Unallocated Reserve | | 500 |
| **TOTAL** | | | **13,780** |

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

## EARLY CHILDHOOD EDUCATION

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | RtI Tier II ECE Teacher | 0.6 | 39,600 |
| **Non-Salaried Categories** | Field Trip Transportation | | 9,450 |
| | RtI Contract - CTI | | 12,960 |
| | Contracts - Enrichment | | 14,490 |
| | Unallocated Reserve | | 1,500 |
| **TOTAL** | | | **78,000** |
| **Carryover Priorities** | Classroom Materials | | 7,000 |
| | Site Materials | | 8,000 |
| | Field Trip Admissions | | 7,550 |
| **TOTAL** | | | **22,550** |

## KING MIDDLE SCHOOL

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Vice Principals | 3@.25 | 114,600 |
| | Counselor | 0.60 | 57,700 |
| | Academic Support Teacher | 0.7 | 70,000 |
| | Certificated Hourly | | 5,000 |
| **Non-Salaried Categories** | Materials and Supplies | | 7,940 |
| | Contract - Mentors / Tutors | Stiles Hall | 3,000 |
| | Travel and Conference | | 3,000 |
| | Unallocated Reserve | | 5,000 |
| **TOTAL** | | | **266,240** |
| **Carryover Priorities** | Staff and Curriculum Development | | 1,500 |
| **TOTAL** | | | **1,500** |

## LONGFELLOW MIDDLE SCHOOL

| | | FTE | Allocation |
|---|---|---|---|
| **Certificated** | Music Teacher | .04 FTE | 5,000 |
| | Counselor | .60 FTE | 56,000 |
| | Teacher - Creative Writing | 0.2 | 20,788 |
| | Certificated Hourly - PD, Curriculum | | 4,000 |
| **Non-Salaried Categories** | Classified Hourly - Extra Duty | | 1,292 |
| | Noon Supervisors | | 12,000 |
| | Materials and Supplies | | 4,000 |
| | Contract - Parent Involvement | PIQE | 5,400 |
| | Contract | Writer Coach | 17,500 |
| | Unallocated Reserve | | 3,500 |
| **TOTAL** | | | **129,480** |
| **Carryover Priorities** | Contract | Niroga | 4,000 |
| | Noon Supervision | | 6,500 |
| | Materials and Supplies | | 6,000 |
| | Teacher Hourly | | 4,000 |
| | Classified Hourly | | 2,500 |
| **TOTAL** | | | **23,000** |

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

| WILLARD MIDDLE SCHOOL | | | |
|---|---|---|---|
| | | **FTE** | **Allocation** |
| **Certificated** | Math Intervention | 0.60 | 50,270 |
| | Music Teacher | 0.04 | 4,800 |
| | Counselor | 0.35 | 47,650 |
| | Lunch Time Art Teacher | 0.08 | 8,500 |
| | Certificated Hourly - Academic Support | | 4,620 |
| **Non-Salaried Categories** | Contract - Mentoring | BACR | 5,000 |
| | Contract | Writer Coach | 13,000 |
| | Contract - Gardening | Americorp | 28,000 |
| | Unallocated Reserve | | 3,000 |
| **TOTAL** | | | **164,840** |
| **Carryover Priorities** | Materials and Supplies | | 6,000 |
| | Newsela | | 5,000 |
| | Contract | Be A Scientist | 2,000 |
| | Certificated Hourly | Subs and PD | 1,380 |
| | Contract | CAL Performances | 500 |
| **TOTAL** | | | **14,880** |

| BERKELEY TECHNOLOGY ACADEMY | | | |
|---|---|---|---|
| | | **FTE** | **Allocation** |
| **Classified** | Student Welfare & Attendance Specialist | 0.47 | 38,045 |
| | Unallocated Reserve | | 955 |
| **TOTAL** | | | **39,000** |

| INDEPENDENT STUDY | | | |
|---|---|---|---|
| | | | **Allocation** |
| **Classified** | Instructional Specialist - Garden | | 14,000 |
| | Hourly Tutors | | 7,000 |
| **Non-Salaried Categories** | Instructional Materials | | 3,500 |
| | Contract | Occupational Therapy | 14,000 |
| | Unallocated Reserve | | 500 |
| **TOTAL** | | | **39,000** |
| **Carryover Priorities** | Hourly Tutors | | 6,700 |
| **TOTAL** | | | **6,700** |

SUMMARY OF BSEP SCHOOL SITE DISRETIONARY FUNDS FOR FY 2018-19
For Board Adoption June 13, 2018

**BERKELEY HIGH SCHOOL**

| | | | FTE | Allocation |
|---|---|---|---|---|
| **Certificated** | **#4** | College-Career Advisors | 2.0 | 199,908 |
| | **#8** | TSA - Academic Support, Athletes | 0.50 | 51,899 |
| | **#15** | TSA - BIHS Support Class | 0.15 | 14,737 |
| | **#3** | TSA - AC Academic Development Class | 0.30 | 28,047 |
| | **#5** | TSA - Academic Support Coord. | 0.80 | 71,882 |
| **Classified** | **#12** | Instr. Specialist - Dance & Drum | 0.53 | 48,600 |
| | **#2** | Instructional Media Technician | 0.60 | 33,795 |
| | **#1** | Bilingual Home-School Liaison | 0.53 | 33,956 |
| | **#7** | Parent Liaison - Parent Resource Center | 0.53 | 46,597 |
| | **#9** | Program Asst - Volunteer Coordinator | 0.67 | 55,186 |
| | **#13** | Student Welfare & Attendance Specialist | 1.0 | 76,082 |
| | **#5** | Hourly Tutors - St. Learning Center | | 17,000 |
| | **#1** | Hourly Tutors - EL | | 17,000 |
| | **#10** | College Preparation Class Stipends | | 11,600 |
| | **#12** | Hourly IS - Dance and Drum | | 1,864 |
| **Non-Salaried Categories** | | Instructional Materials | | 30,000 |
| | **#11** | Contract - Coaching for Success | | 15,000 |
| | **#14** | Contract - Leveling the Musical Playing | | 30,040 |
| | **#15** | BIHS Academic Support Class | | 800 |
| | | Unallocated Reserve | | 26,427 |
| **TOTAL** | | | | **810,420** |
| **Carryover Priorities** | | Instructional Materials | | 40,000 |
| | **#1** | Hourly Tutors - EL | | 10,000 |
| | **#5** | Hourly Tutors - St. Learning Center | | 10,000 |
| | **#11** | Contract - Coaching for Success | | 6,000 |
| | **#12** | Hourly IS - Dance and Drum | | 8,136 |
| **TOTAL** | | | | **74,136** |

**BSEP Site Discretionary Fund Multi-Year Comparison**

| | FY 2018-19 | | FY 2017-18 | | FY 2016-17 | | FY 2015-16 | | FY 2014-15 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | % of | Total | % of | Total | % of | Total | % of | Total | % of |
| **Plan Expenditures** | | Total | | Total | | Total | | Total | | Total |
| **Certificated** | | | | | | | | | | |
| Literacy Coach | 243,067 | 9.01% | 192,455 | 10.52% | 225,131 | 14.17% | 162,704 | 11.58% | 192,050 | 13.92% |
| RTI Certificated | 252,143 | 9.35% | 265,105 | 14.49% | 203,038 | 12.78% | 104,042 | 7.41% | 111,012 | 8.05% |
| ELD Teacher | 82,009 | 3.04% | 72,950 | 3.99% | 40,214 | 2.53% | 44,000 | 3.13% | 4,570 | 0.33% |
| Reading/Lit Support Teacher | 61,314 | 2.27% | 49,130 | 2.68% | 19,805 | 1.25% | 59,467 | 4.23% | 16,000 | 1.16% |
| Math Support Teacher | 185,653 | 6.88% | 225,340 | 12.31% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Certificated - Other[1] | 332,998 | 12.35% | 122,950 | 6.72% | 150,066 | 9.45% | 171,880 | 12.24% | 93,595 | 6.78% |
| Vice Principals | 114,600 | 4.25% | 114,300 | 6.25% | 114,957 | 7.24% | 103,750 | 7.39% | 101,310 | 7.34% |
| Counselor | 410,958 | 15.24% | 186,750 | 10.20% | 233,063 | 14.67% | 117,195 | 8.34% | 107,265 | 7.77% |
| Hourly Teaching | 21,620 | 0.80% | 24,590 | 1.34% | 32,550 | 2.05% | 83,459 | 5.94% | 87,000 | 6.31% |
| Curriculum Development | 4,000 | 0.15% | 10,720 | 0.59% | 6,920 | 0.44% | 11,700 | 0.83% | 17,700 | 1.28% |
| Teacher Sub Days | 17,010 | 0.63% | 9,315 | 0.51% | 9,373 | 0.59% | 12,821 | 0.91% | 33,145 | 2.40% |
| **Classified** | | | | | | | | 0.00% | | 0.00% |
| Instructional Specialist | 125,317 | 4.65% | 85,830 | 4.69% | 119,270 | 7.51% | 118,610 | 8.44% | 151,385 | 10.97% |
| Instructional Assistant | 47,595 | 1.76% | 53,840 | 2.94% | 54,941 | 3.46% | 55,167 | 3.93% | 48,125 | 3.49% |
| Student Welfare & Attendance | 114,127 | 4.23% | 36,000 | 1.97% | 33,855 | 2.13% | 32,250 | 2.30% | 32,250 | 2.34% |
| School Service Aide | 8,767 | 0.33% | 8,250 | 0.45% | 11,500 | 0.72% | 16,215 | 1.15% | 13,880 | 1.01% |
| Classified Monthly - Other[2] | 88,981 | 3.30% | | 0.00% | | 0.00% | | 0.00% | | 0.00% |
| Parent Liaison | 80,553 | 2.99% | 5,400 | 0.30% | 0 | 0.00% | 17,600 | 1.25% | 22,000 | 1.59% |
| Classified Hourly | 21,512 | 0.80% | 15,000 | 0.82% | | 0.00% | | 0.00% | | 0.00% |
| Hourly Tutors | 53,000 | 1.97% | 6,000 | 0.33% | 10,830 | 0.68% | 12,000 | 0.85% | 13,000 | 0.94% |
| Noon Directors | 12,000 | 0.44% | 15,750 | 0.86% | 10,500 | 0.66% | 8,400 | 0.60% | 8,400 | 0.61% |
| **Other** | | | | | | | | | | 0.00% |
| Materials & Supplies | 102,392 | 3.80% | 82,555 | 4.51% | 88,774 | 5.59% | 87,790 | 6.25% | 98,320 | 7.13% |
| Travel & Conference | 4,000 | 0.15% | 7,945 | 0.43% | | 0.00% | | 0.00% | | 0.00% |
| Counseling Contract | 53,200 | 1.97% | 67,515 | 3.69% | 87,600 | 5.51% | 96,900 | 6.90% | 85,315 | 6.18% |
| Tutoring Contract | 78,540 | 2.91% | 18,900 | 1.03% | 3,400 | 0.21% | 2,000 | 0.14% | 2,000 | 0.14% |
| Other Contracted Services[3] | 91,870 | 3.41% | 80,500 | 4.40% | 70,659 | 4.45% | 32,320 | 2.30% | 50,724 | 3.68% |
| Field Trip Admissions | 0 | 0.00% | 850 | 0.05% | 850 | 0.05% | 0 | 0.00% | 0 | 0.00% |
| Transportation | 12,170 | 0.45% | 17,630 | 0.96% | 3,500 | 0.22% | 3,500 | 0.25% | 3,500 | 0.25% |
| Unallocated Reserve | 77,264 | 2.87% | 54,565 | 2.98% | 57,660 | 3.63% | 50,930 | 3.63% | 87,144 | 6.32% |
| **Total Allocation** | **2,696,660** | 100.00% | **1,830,135** | 100.00% | **1,588,456** | 100.00% | **1,404,700** | 100.00% | **1,379,690** | 100.00% |
| | | | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | |
| Increase FTE | 0 | 0.00% | 15,000 | 6.15% | 5,000 | 2.31% | 5,000 | 2.40% | | 0.00% |
| Materials,Technology,Subscription | 148,400 | 47.92% | 78,455 | 32.17% | 67,800 | 31.34% | 81,500 | 39.18% | 70000 | 50.12% |
| Teacher Hourly (inc Subs, CD, PD) | 71,370 | 23.05% | 55,950 | 22.94% | 94,560 | 43.70% | 78,510 | 37.74% | 42,675 | 30.55% |
| Classified/Tutor Hourly | 41,336 | 13.35% | 41,500 | 17.01% | 37,000 | 17.10% | 9,000 | 4.33% | 2000 | 1.43% |
| Noon Supervision | 6,500 | 2.10% | 4,000 | 1.64% | 6,000 | 2.77% | 4,000 | 1.92% | 3000 | 2.15% |
| Contracted Services | 27,500 | 8.88% | 49,000 | 20.09% | 6,000 | 2.77% | 30,000 | 14.42% | 22000 | 15.75% |
| Other[3] | 14,550 | 4.70% | | 0.00% | | 0.00% | | 0.00% | | 0.00% |
| **Total Carryover Estimate** | **309,656** | 100.00% | **243,905** | 100.00% | **216,360** | 100.00% | **208,010** | 100.00% | **139675** | 100.00% |

[1]For 2018-19 includes TWI Coordinator, PE/Art/Music/Creative Writing Teachers, and all TSAs at BHS.

[2]For 2018-19 includes Instructional Media Tech and Volunteer Coordinator at BHS.

[3]For 2018-19 includes Enrichment, Assemblies, Support for large 5th grade classes, Parent Involvement, Gardening, and Science Project Mentoring.

**BSEP Site Discretionary Fund Multi-Year Comparison**

**BSEP Site Discretionary Fund Multi-Year Comparison**

| | FY 2018-19 | | FY 2017-18 | | FY 2016-17 | | FY 2015-16 | | FY 2014-15 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | % of | Total | % of | Total | % of | Total | % of | Total | % of |
| **Plan Expenditures** | | Total | | Total | | Total | | Total | | Total |
| **Certificated** | | | | | | | | | | |
| Literacy Coach | 243,067 | 9.01% | 192,455 | 10.52% | 225,131 | 14.17% | 162,704 | 11.58% | 192,050 | 13.92% |
| RTI Certificated | 252,143 | 9.35% | 265,105 | 14.49% | 203,038 | 12.78% | 104,042 | 7.41% | 111,012 | 8.05% |
| ELD Teacher | 82,009 | 3.04% | 72,950 | 3.99% | 40,214 | 2.53% | 44,000 | 3.13% | 4,570 | 0.33% |
| Reading/Lit Support Teacher | 61,314 | 2.27% | 49,130 | 2.68% | 19,805 | 1.25% | 59,467 | 4.23% | 16,000 | 1.16% |
| Math Support Teacher | 185,653 | 6.88% | 225,340 | 12.31% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Certificated - Other[1] | 332,998 | 12.35% | 122,950 | 6.72% | 150,066 | 9.45% | 171,880 | 12.24% | 93,595 | 6.78% |
| Vice Principals | 114,600 | 4.25% | 114,300 | 6.25% | 114,957 | 7.24% | 103,750 | 7.39% | 101,310 | 7.34% |
| Counselor | 410,958 | 15.24% | 186,750 | 10.20% | 233,063 | 14.67% | 117,195 | 8.34% | 107,265 | 7.77% |
| Hourly Teaching | 21,620 | 0.80% | 24,590 | 1.34% | 32,550 | 2.05% | 83,459 | 5.94% | 87,000 | 6.31% |
| Curriculum Development | 4,000 | 0.15% | 10,720 | 0.59% | 6,920 | 0.44% | 11,700 | 0.83% | 17,700 | 1.28% |
| Teacher Sub Days | 17,010 | 0.63% | 9,315 | 0.51% | 9,373 | 0.59% | 12,821 | 0.91% | 33,145 | 2.40% |
| **Classified** | | | | | | | | 0.00% | | 0.00% |
| Instructional Specialist | 125,317 | 4.65% | 85,830 | 4.69% | 119,270 | 7.51% | 118,610 | 8.44% | 151,385 | 10.97% |
| Instructional Assistant | 47,595 | 1.76% | 53,840 | 2.94% | 54,941 | 3.46% | 55,167 | 3.93% | 48,125 | 3.49% |
| Student Welfare & Attendance | 114,127 | 4.23% | 36,000 | 1.97% | 33,855 | 2.13% | 32,250 | 2.30% | 32,250 | 2.34% |
| School Service Aide | 8,767 | 0.33% | 8,250 | 0.45% | 11,500 | 0.72% | 16,215 | 1.15% | 13,880 | 1.01% |
| Classified Monthly - Other[2] | 88,981 | 3.30% | | 0.00% | | 0.00% | | 0.00% | | 0.00% |
| Parent Liaison | 80,553 | 2.99% | 5,400 | 0.30% | 0 | 0.00% | 17,600 | 1.25% | 22,000 | 1.59% |
| Classified Hourly | 21,512 | 0.80% | 15,000 | 0.82% | | 0.00% | | 0.00% | | 0.00% |
| Hourly Tutors | 53,000 | 1.97% | 6,000 | 0.33% | 10,830 | 0.68% | 12,000 | 0.85% | 13,000 | 0.94% |
| Noon Directors | 12,000 | 0.44% | 15,750 | 0.86% | 10,500 | 0.66% | 8,400 | 0.60% | 8,400 | 0.61% |
| **Other** | | | | | | | | | | 0.00% |
| Materials & Supplies | 102,392 | 3.80% | 82,555 | 4.51% | 88,774 | 5.59% | 87,790 | 6.25% | 98,320 | 7.13% |
| Travel & Conference | 4,000 | 0.15% | 7,945 | 0.43% | | 0.00% | | 0.00% | | 0.00% |
| Counseling Contract | 53,200 | 1.97% | 67,515 | 3.69% | 87,600 | 5.51% | 96,900 | 6.90% | 85,315 | 6.18% |
| Tutoring Contract | 78,540 | 2.91% | 18,900 | 1.03% | 3,400 | 0.21% | 2,000 | 0.14% | 2,000 | 0.14% |
| Other Contracted Services[3] | 91,870 | 3.41% | 80,500 | 4.40% | 70,659 | 4.45% | 32,320 | 2.30% | 50,724 | 3.68% |
| Field Trip Admissions | 0 | 0.00% | 850 | 0.05% | 850 | 0.05% | 0 | 0.00% | 0 | 0.00% |
| Transportation | 12,170 | 0.45% | 17,630 | 0.96% | 3,500 | 0.22% | 3,500 | 0.25% | 3,500 | 0.25% |
| Unallocated Reserve | 77,264 | 2.87% | 54,565 | 2.98% | 57,660 | 3.63% | 50,930 | 3.63% | 87,144 | 6.32% |
| **Total Allocation** | **2,696,660** | 100.00% | **1,830,135** | 100.00% | **1,588,456** | 100.00% | **1,404,700** | 100.00% | **1,379,690** | 100.00% |
| | | | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | |
| Increase FTE | 0 | 0.00% | 15,000 | 6.15% | 5,000 | 2.31% | 5,000 | 2.40% | | 0.00% |
| Materials,Technology,Subscription | 148,400 | 47.92% | 78,455 | 32.17% | 67,800 | 31.34% | 81,500 | 39.18% | 70000 | 50.12% |
| Teacher Hourly (inc Subs, CD, PD) | 71,370 | 23.05% | 55,950 | 22.94% | 94,560 | 43.70% | 78,510 | 37.74% | 42,675 | 30.55% |
| Classified/Tutor Hourly | 41,336 | 13.35% | 41,500 | 17.01% | 37,000 | 17.10% | 9,000 | 4.33% | 2000 | 1.43% |
| Noon Supervision | 6,500 | 2.10% | 4,000 | 1.64% | 6,000 | 2.77% | 4,000 | 1.92% | 3000 | 2.15% |
| Contracted Services | 27,500 | 8.88% | 49,000 | 20.09% | 6,000 | 2.77% | 30,000 | 14.42% | 22000 | 15.75% |
| Other[3] | 14,550 | 4.70% | | 0.00% | | 0.00% | | 0.00% | | 0.00% |
| **Total Carryover Estimate** | **309,656** | 100.00% | **243,905** | 100.00% | **216,360** | 100.00% | **208,010** | 100.00% | **139675** | 100.00% |

[1]For 2018-19 includes TWI Coordinator, PE/Art/Music/Creative Writing Teachers, and all TSAs at BHS.

[2]For 2018-19 includes Instructional Media Tech and Volunteer Coordinator at BHS.

[3]For 2018-19 includes Enrichment, Assemblies, Support for large 5th grade classes, Parent Involvement, Gardening, and Science Project Mentoring.

**BSEP Site Discretionary Fund Multi-Year Comparison**

# Berkeley Unified School District
## Educational Services
## Preliminary Site Budget Allocations
## FY 2018 - 2019

*DRAFT*

| # | LOC | SCHOOL SITES | CALPADS Enrollment (Oct. 2017) | (A) Title I, Part A (Basic) Basic Apportionment RS 3010 | (B) Title I, Part A (Basic) Parent Involve. RS 3010 | (C = A + B) Total Title I, A | (D) BSEP/Measure E1 Site Allocation $260 | (E = C + D) Total Pre. 2018-19 Site Allocation (2/13/2018) | Budget Allocation:2/13/18 SCHOOL SITES | LOC | # |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 112 | Cragmont * | 399 | $ - | $ - | $ - | $ 103,740 | $ 103,740 | Cragmont * | 112 | 1 |
| 2 | 113 | Emerson | 320 | 31,025 | 670 | 31,695 | 83,200 | 114,895 | Emerson | 113 | 2 |
| 3 | 116 | Jefferson * | 408 | - | - | - | 106,080 | 106,080 | Jefferson * | 116 | 3 |
| 4 | 118 | LeConte | 381 | 37,336 | 806 | 38,142 | 99,060 | 137,202 | LeConte | 118 | 4 |
| 5 | 126 | Malcolm X * | 551 | - | - | - | 143,260 | 143,260 | Malcolm X * | 126 | 5 |
| 6 | 128 | John Muir | 296 | 31,688 | 636 | 32,324 | 76,960 | 109,284 | John Muir | 128 | 6 |
| 7 | 119 | Oxford | 290 | 27,081 | 585 | 27,666 | 75,400 | 103,066 | Oxford | 119 | 7 |
| 8 | 124 | Rosa Parks * | 445 | - | - | - | 115,700 | 115,700 | Rosa Parks * | 124 | 8 |
| 9 | 120 | Thousand Oaks | 423 | 47,064 | 1,016 | 48,080 | 109,980 | 158,060 | Thousand Oaks | 120 | 9 |
| 10 | 121 | Washington * | 500 | - | - | - | 130,000 | 130,000 | Washington * | 121 | 10 |
| 11 | 123 | Arts Magnet * | 442 | - | - | - | 114,920 | 114,920 | Arts Magnet * | 123 | 11 |
| 11 | | Total K-5 Schools | 4,455 | $ 174,194 | $ 3,713 | $ 177,907 | $ 1,158,300 | $ 1,336,207 | Total K-5 Schools | | 11 |
| 1 | 132 | King * | 1,024 | $ - | $ - | - | $ 266,240 | $ 266,240 | King * | 132 | 1 |
| 2 | 127 | Longfellow | 498 | 72,305 | 1,561 | 73,866 | 129,480 | 203,346 | Longfellow | 127 | 2 |
| 3 | 131 | Willard | 634 | 63,365 | 1,368 | 64,733 | 164,840 | 229,573 | Willard | 131 | 3 |
| 3 | | Total 6-8 Schools | 2,156 | $ 135,670 | $ 2,929 | $ 138,599 | $ 560,560 | $ 699,159 | Total 6-8 Schools | | 3 |
| 1 | 137 | BHS | 3,117 | $ - | $ - | $ - | $ 810,420 | $ 810,420 | BHS | 137 | 1 |
| 2 | 136 | BTA | 51 | 9,902 | 199 | 10,101 | 39,000 | 49,101 | BTA | 136 | 2 |
| 3 | 135 | Independent Study | | - | - | - | 39,000 | 39,000 | Independent Study | 135 | 3 |
| 3 | | Total 9-12 Schools | 3,168 | $ 9,902 | $ 199 | $ 10,101 | $ 888,420 | $ 898,521 | Total 9-12 Schools | | 3 |
| 1 | 262 | Early Childhood (Pre-K, PD) | | $ 12,294 | $ - | $ 12,294 | $ 78,000 | $ 90,294 | Early Childhood (Pre-K, PD) | 262 | 1 |
| 1 | | Total Pre-k | - | $ 12,294 | $ - | $ 12,294 | $ 78,000 | $ 90,294 | Total Pre-k | | 1 |
| 18 | | TOTAL DISTRICT | 9,779 | $ 332,060 | $ 6,841 | $ 338,901 | $ 2,685,280 | $ 3,024,181 | TOTAL DISTRICT | | 18 |

***~ Notes for Title I, A Funding:***

** 7 schools are not eligible for Title I funding in 2018-19. Free and Reduced Meals (FRM) percentage for these schools did not meet 35% "Low Income Requirement" for Title I, A funding.*
*These schools are: Cragmont (34.10%), Jefferson (31.40%), Malcolm X (24.70%), Rosa Parks (23.40%), Washington (31.20%), BAM (32.40%) and King (26.70%).*

***~ Notes for BSEP/ Measure E1 Funding***

*(1) The allocation for Independent Study (150) and BTA (150) are based on an agreed-upon average enrollment at each site.*
*(2) The Pre-K allocation is based on an agreed-upon enrollment of 300.*

**BUDGET SUMMARY 2018-19**

| Early Childhood Education (262) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| RtI Tier II ECE Teacher | 1102 | 39,600 | 0.60 | | | | | | | 0.60 |
| Field Trip Transportation | 5751 | 9,450 | | | | | | | | |
| RTI Contract (CTI) | 5800 | 12,960 | | 12,294 | | | | 16,746 | | |
| Contracts for Enrichment | 5800 | 14,490 | | | | | | | | |
| **Unallocated Reserve** | | 1,500 | | | | | | | | |
| **Total Expenditures** | | 78,000 | | 12,294 | | | | 16,746 | | |
| **Revenue Allocation** | | 78,000 | | 12,294 | | | | | | |
| | | | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | |
| Classroom Materials | | 7,000 | | | | | | | | |
| Site Materials | | 8,000 | | | | | | | | |
| Field Trip Admissions | | 7,550 | | | | | | | | |
| **Total Carryover Priorities** | | 22,550 | | | | | | | | |

**BUDGET SUMMARY 2018-19**

| Transitional Kindergarten (200) | | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | **Obj** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Certificated Hourly - Subs | 1103 | 2,160 | | | | | | | | |
| Classroom Materials | 4300 | 1,800 | | | | | | | | |
| Materials and Supplies - Outdoor/PE | 4300 | 700 | | | | | | | | |
| Materials and Supplies - Parent Involvement | 4300 | 900 | | | | | | | | |
| Professional Development | 5200 | 1,000 | | | | | | | | |
| Field Trip Transportation | 5751 | 1,920 | | | | | | | | |
| Contracts for Enrichment | 5800 | 3,000 | | | | | | | | |
| Contracts (Assemblies) | 5800 | 1,800 | | | | | | | | |
| **Unallocated Reserve** | | 500 | | | | | | | | |
| **Total Expenditures** | | 13,780 | | | | | | | | |
| **Revenue Allocation** | | 13,780 | | | | | | | | |

**BUDGET SUMMARY 2018-19**

| Cragmont (112) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Literacy Coach | 1102 | 27,500 | 0.25 | | | | 0.20 | | | | 0.55 | 1.00 |
| RTI TSA | 1102 | 29,500 | 0.28 | | | | 0.60 | | | | 0.12 | 1.00 |
| ELD TSA | 1102 | 44,100 | 0.40 | | | | 0.40 | | | | | 0.80 |
| Dance Teacher & Arts Anchor | 1102 | | | | | | | | | | 0.28 | 0.28 |
| Instructional Specialist | 2182 | | | | | | | | 0.24 | | | 0.24 |
| Family Engagement Coordinator | 2902 | | | | | | 0.47 | 25,300 | 0.33 | | | 0.80 |
| Extended Day After School Intervention | 1116 | | | | | 7,646 | | | | | | |
| Contract (Behavioral Health) | 5800 | | | | | 12,000 | | | | | | |
| Contracts (MOSAIC & Transportation) | 5800 | | | | | | | 24,600 | | | | |
| Contract (Visual Arts) | 5800 | | | | | | | 41,500 | | | | |
| **Unallocated Reserve** | | 2,500 | | | | | | | | | | |
| **Total Expenditures** | | 103,600 | | | | 19,646 | | 91,400 | | | | |
| **Revenue Allocation** | | 103,740 | | | | | | | | | | |
| | | 140 | | | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | | | |
| Materials & Supplies | | 15,000 | | | | | | | | | | |
| Contract (Behavioral Health) | | 6,000 | | | | | | | | | | |
| IA Hourly | | 4,000 | | | | | | | | | | |
| Certificated Subs | | 10,000 | | | | | | | | | | |
| **Total Carryover Priorities** | | 35,000 | | | | | | | | | | |

**BUDGET SUMMARY 2018-19**

| Emerson (113) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Literacy Coach | 1102 | 31,702 | 0.25 | | | | 0.20 | | | | 0.55 | 1.00 |
| RTI Teacher | 1102 | 15,910 | 0.14 | 29,471 | 0.26 | | 0.40 | | | | | 0.80 |
| ELD Teacher | 1102 | 6,236 | 0.06 | | | | 0.40 | 14,552 | 0.14 | | | 0.60 |
| Teacher Subs (32 Days) | 1116 | 5,920 | | | | | | | | | | 0.00 |
| Teacher Hourly for After School | 1116 | | | | | 6,260 | | | | | | 0.00 |
| Behavioral Health | 5800 | | | | | 12,000 | | | | 5,000 | | 0.00 |
| Classified Hourly (Prof Develop) | 2116 | 1,000 | | | | | | | | | | 0.00 |
| BUILD Tutor Contract/Kids' World | 5800 | | | | | | | | | 2,500 | | 0.00 |
| Parent Involvement | 4300 | | | 670 | | | | | | | | 0.00 |
| Materials and Supplies | 4300 | 20,432 | | | | | | | | | | 0.00 |
| Art Teacher | 1102 | | | | | | | 23,150 | 0.20 | | 0.36 | 0.56 |
| Bilingual Office Assistant | 2102 | | | | | | | 26,375 | 0.40 | | | 0.40 |
| PE Teacher | 1102 | | | | | | | 44,000 | 0.40 | | | 0.40 |
| Assemblies/Cultural Enrichment | | | | | | | | 3,000 | | | | 0.00 |
| **Unallocated Reserve** | | 2,000 | | 884 | | | | 3,242 | | | | 0.00 |
| **Total Expenditures** | | 83,200 | | 31,025 | | 18,260 | | 114,319 | | 7,500 | | |
| **Revenue Allocation** | | 83,200 | | 31,025 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Materials | 10,000 |
| Teacher Subs | 3,000 |
| Late Bus | 5,000 |
| **Total Carryover Priorities** | 18,000 |

**BUDGET SUMMARY 2018-19**

| Jefferson (116) | Obj Code | BSEP Site Funds Resource 0752 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Literacy Coach | 1102 | 25,903 | 0.25 | | 0.20 | | | | 0.55 | 1.00 |
| RTI Teacher | 1102 | 46,248 | 0.60 | | 0.40 | | | | | 1.00 |
| ELD Teacher | 1102 | 21,073 | 0.20 | | 0.40 | 21,073 | 0.20 | | | 0.80 |
| Extended Day Academic Intervention | 1116 | 3,000 | | 6,499 | | | | | | |
| Summer School Certificated | 1116 | | | | | 12,100 | | | | |
| Materials and Supplies | 4300 | 7,356 | | | | | | | | |
| Retreat | 5200 | | | | | 2,000 | | | | |
| Equity/Community Outreach | 5800 | | | | | 3,000 | | | | |
| Contract (BUILD Tutors) | 5800 | | | | | | | 2,500 | | |
| Contract (Mental Health Counseling) | 5800 | | | 12,000 | | 8,000 | | 5,000 | | |
| **Unallocated Reserve** | | 2,500 | | | | | | | | |
| **Total Expenditures** | | 106,080 | | 18,499 | | 46,173 | | 7,500 | | |
| **Revenue Allocation** | | 106,080 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Materials & Supplies | 3,000 |
| Teacher Hourly (Parent Math Night) | 1,000 |
| Teacher Hourly Extended Day Academic | 9,000 |
| Teacher Sub Days for Peer Observation | 1,850 |
| **Total Carryover Priorities** | 14,850 |

**BUDGET SUMMARY 2018-19**

| Sylvia Mendez (Formerly Le Conte) (118) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Literacy Coach/TSA | 1102 | | | 25,539 | 0.25 | | 0.20 | | | | 0.55 | 1.00 |
| TWI Program Support | 1102 | | | | | | | | | | 0.60 | 0.60 |
| RtI TSA | 1102 | | | | | | 0.40 | | | | | 0.40 |
| RtI TSA | 1102 | | | | | | 0.20 | | | | | 0.20 |
| RtI TSA Math | 1102 | | | | | | 0.20 | | | | 0.02 | 0.22 |
| ELD TSA | 1102 | | | | | | 0.80 | | | | | 0.80 |
| TWI Coordinator | 1102 | 10,500 | 0.10 | 10,500 | 0.10 | | | | | | | 0.20 |
| Behavioral Health Counselor | 1202 | 32,800 | 0.33 | | | 12,000 | | | | 5,000 | 0.05 | 0.38 |
| PE Teacher | 1102 | 28,000 | 0.28 | | | | | | | | 0.72 | |
| Instructional Specialist - Garden | 2182 | | | | | | | 6,617 | 0.22 | | 0.51 | 0.73 |
| Extended Day After School Intervention | 2/1116 | | | | | 8,411 | | | | | | |
| Teacher Hourly | 1116 | 1,000 | | | | | | | | | | |
| Hourly Bilingual Tutors (340 hrs) | 2146 | 12,000 | | | | | | 24,000 | | | | |
| Subs Teacher Collaboration | 1116 | 1,000 | | | | | | | | | | |
| Materials & Supplies | 4300 | 8,000 | | 300 | | | | | | | | |
| Parent Involvement | 4380 | | | 806 | | | | | | | | |
| Professional Development | 5200 | | | | | | | 2,000 | | | | |
| Field Trip Buses | 5751 | | | | | | | 1,500 | | | | |
| Field Trips Admissions | 5800 | | | | | | | 3,500 | | | | |
| YMCA PE Contract | 5800 | | | | | | | | | | | |
| BUILD Tutors | 5800 | | | | | | | | | 2,500 | | |
| Stiles Hall Mentors | 5800 | | | | | | | | | 5,000 | | |
| **Unallocated Reserve** | | 3,500 | | 997 | | | | | | | | |
| **Total Expenditures** | | 96,800 | | 38,142 | | 20,411 | | 37,617 | | 12,500 | | |
| **Revenue Allocation** | | 99,060 | | 38,142 | | | | | | | | |
| | | 2,260 | | | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | | | |
| Subs Teacher Collaboration | | 3,000 | | | | | | | | | | |
| Materials & Supplies | | 7,000 | | | | | | | | | | |
| Certificated Hourly | | 3,000 | | | | | | | | | | |
| Professional Development | | 2,000 | | | | | | | | | | |
| **Total Carryover Priorities** | | 15,000 | | | | | | | | | | |

**BUDGET SUMMARY 2018-19**

| Oxford Elementary (119) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Total FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Literacy Coach | 1102 | 5,212 | 0.05 | | | | 0.20 | | | | 0.55 | 0.80 |
| RTI Teacher added to Lit Coach | 1102 | | | | | | 0.20 | | | | | 0.20 |
| Literacy Coach | 1102 | 20,850 | 0.20 | | | | | | | | | 0.20 |
| RTI Teacher (Math Intervention) | 1102 | | | | | | 0.20 | | | | | 0.20 |
| Kindergarten Instructional Asst. | 2102 | 20,576 | 0.47 | | | | | | | | | 0.47 |
| Instructional Assistant (1st -3rd) | 2102 | | | | | | | 13,360 | 0.33 | | | 0.33 |
| Student Support Program (Social Groups) | 5800 | | | | | | | 7,000 | | | | 0.00 |
| ELD Teacher | 1102 | | | | | | 0.40 | | | | | 0.40 |
| Custodial Overtime | 2912 | | | | | | | 600 | | | | 0.00 |
| Subs (Assessments, Collaboration) 3 per teacher | 1116 | 2,380 | | | | | | | | | | |
| Grade Level Funds | | | | | | | | 3,000 | | | | |
| Math Coach/Intervention/Enrichment | 1102 | 5,800 | 0.05 | 23,200 | 0.20 | | | 29,028 | 0.25 | | | 0.50 |
| PE Instructional Specialist | 2182 | | | | | | | 13,700 | 0.20 | | | 0.20 |
| Extended Day Intervention | 2/1116 | | | | | 5,209 | | | | | | |
| Dance & Movement - K-1 | 5800 | | | | | | | 6,000 | | | | |
| Art (Contract) | 5800 | | | | | | | 20,435 | | | | |
| Technology Budget | 4400 | 2,000 | | | | | | | | | | |
| Intervention (Classified Hourly) | 2116 | 7,620 | | | | | | | | | | |
| Counseling (Contract) | 5800 | 6,200 | | | | 12,000 | | | | 5,000 | | |
| Morning Traffic & AM Recess Supervisor | 2116 | | | | | | | 2,500 | | | | |
| Multicultural Assembly(s) | | | | | | | | 1,500 | | | | |
| Art Supplies & PE Equipment | 4300 | | | | | | | 500 | | | | |
| Parent Involvement | 4300 | | | 585 | | | | 1,000 | | | | |
| Instructional Materials | 4300 | | | 1,350 | | | | 3,000 | | | | |
| **Unallocated Reserve** | | 4,762 | | 2,531 | | | | | | | | |
| **Total Expenditures** | | 75,400 | | 27,666 | | 17,209 | | 101,623 | | 5,000 | | |
| **Revenue Allocation** | | 75,400 | | 27,666 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Certificated Subs (Collaboration) | 7,140 |
| Instructional Materials | 2,000 |
| Equity/Community Support Contract | 3,000 |
| **Total Carryover Priorities** | 12,140 |

# BUDGET SUMMARY 2018-19

| Thousand Oaks (120) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Lit Coach | 1102 | | | 30,808 | 0.25 | | 0.20 | | | | 0.55 | 1.00 |
| RTI Teacher | 1102 | | | | | | 0.50 | | | | | 0.50 |
| RTI Teacher | 1102 | 8,000 | 0.07 | 14,900 | 0.13 | | 0.10 | | | | | 0.30 |
| ELD Teacher | 1102 | | | | | | 0.70 | | | | | 0.70 |
| Math Intervention Teacher | 1102 | 19,583 | 0.20 | | | | | | | | | 0.20 |
| Reading Intervention Teacher | 1102 | 19,594 | 0.20 | | | | | | | | | 0.20 |
| Teacher Subs | 1103 | 5,550 | | | | | | | | | | |
| Extended Day Intervention (Teacher Hourly ) | 1116 | 8,000 | | | | 9,510 | | | | | | |
| Bilingual IA | 2102 | 27,019 | 0.64 | | | | | | | | | 0.64 |
| Tutors | 2146 | | | | | | | | | | | |
| Parent Involvement (Translation and Childcare | 4380 | | | 1,016 | | | | | | | | |
| Materials & Supplies | 4300 | 8,734 | | | | | | | | | | |
| PE Instructional Specialist | 5800 | | | | | | | 39,412 | 0.50 | | | |
| Contract (MOCHA) (Art) | 5800 | | | | | | | 10,000 | | 8,000 | | |
| Contract (Music/PBIS/Community Building) | 5800 | | | | | | | 13,800 | | | | |
| Contract (BACR) (mental health) | 5800 | 11,000 | | | | 12,000 | | | | 5,000 | | |
| **Unallocated Reserve** | | 2,500 | | 1,356 | | | | | | | | |
| **Total Expenditures** | | 109,980 | | 48,080 | | 21,510 | | 63,212 | | 13,000 | | |
| **Revenue Allocation** | | 109,980 | | 48,080 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Teacher Hourly | 10,000 |
| Materials & Supplies | 5,000 |
| **Total Carryover Priorities** | 15,000 |

**BUDGET SUMMARY 2018-19**

| Washington (121) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Literacy Coach | 1102 | 5,250 | 0.05 | | | | 0.20 | | | | 0.25 | 0.50 |
| Literacy Coach/TSA | 1102 | 19,300 | 0.20 | | | | | | | | 0.30 | 0.50 |
| RtI TSA | 1102 | | | | | | 0.10 | | | | | 0.10 |
| RtI TSA | 1102 | | | | | | 0.40 | | | | | 0.40 |
| RtI TSA | 1102 | 23,200 | 0.30 | | | | 0.10 | | | | | 0.40 |
| ELD Teacher | 1102 | | | | | | 0.60 | | | | | 0.60 |
| Math Coach | 1102 | 52,000 | 0.50 | | | | | | | | | 0.50 |
| Instructional Specialist - PE | 2182 | 15,000 | 0.15 | | | | | 58,000 | 0.58 | | 0.27 | 1.00 |
| Materials & Supplies | 4300 | 6,750 | | | | | | | | | | |
| Contract (Behavioral Health) CTI | 5800 | 5,000 | | | | 12,000 | | | | 5,000 | | |
| **Unallocated Reserve** | | 3,500 | | | | | | | | | | |
| **Total Expenditures** | | 130,000 | | | | 12,000 | | 58,000 | | 5,000 | | |
| **Revenue Allocation** | | 130,000 | | | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Materials & Supplies | 5,000 |
| PD/Subs for CARE/equity/shapshot days | 2,000 |
| **Total Carryover Priorities** | 7,000 |

## BUDGET SUMMARY 2018-19

| Berkeley Arts Magnet (123) | Obj Code | BSEP Site Funds Resource 0752 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Lit Coach | 1102 | 27,000 | 0.25 | | 0.20 | | | | 0.55 | 1.00 |
| Math Coach | 1102 | 58,000 | 0.50 | | | | | | | 0.50 |
| ELD Coach | 1102 | 10,600 | 0.10 | | 0.40 | | | | | 0.50 |
| RTI | 1102 | | | | 0.60 | | | | | 0.60 |
| Extended Day After-School Intervention-Cert Hourly | 1116 | | | 8,172 | | | | | | |
| Contracts (KALA) | 5800 | | | | | 17,000 | | | | |
| Contract (Counseling) | 5800 | 17,000 | | 12,000 | | 5,000 | | 5,000 | | |
| Contract (Performing Arts) | 5800 | | | | | 25,000 | | | | |
| Contract (YMCA) | 5800 | | | | | 34,020 | | | | |
| Contract (Puberty Ed) | 5800 | 420 | | | | | | | | |
| **Unallocated Reserve** | | 1,900 | | | | | | | | |
| **Total Expenditures** | | 114,920 | | 20,172 | | 81,020 | | 5,000 | | |
| **Revenue Allocation** | | 114,920 | | 20,172 | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Materials & Supplies | 25,000 |
| Teacher Hourly (Intervention) | 1,000 |
| Teacher Hourly (Parent Nights) | 500 |
| Professional Development | 1,000 |
| Contracts (Behavioral Health) | 6,000 |
| **Total Carryover Priorities** | 33,500 |

**BUDGET SUMMARY 2018-19**

| Rosa Parks (124) | Obj Code | BSEP Site Funds Resource 0752 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Lit Coach | 1102 | 31,700 | 0.25 | | 0.20 | | | | 0.55 | 1.00 |
| ELD Teacher | 1102 | | | | 0.50 | | | | | 0.50 |
| RtI Coach | 1102 | | | | 0.50 | | | | | 0.50 |
| RTI | 1102 | | | | 0.10 | | | | | 0.10 |
| Reading Support | 1102 | 41,720 | 0.40 | | | | | | | 0.40 |
| Extended Day Afterschool Intervention | 1116 | | | 5,878 | | | | | | |
| Dance IS | 2182 | 18,670 | 0.23 | | | | | | | 0.23 |
| Contract (Lifelong) | 5800 | 20,800 | | 12,000 | | | | 5,000 | | |
| **Unallocated Reserve** | 4380 | 2,810 | | | | | | | | |
| **Total Expenditures** | | 115,700 | | 17,878 | | | | 5,000 | | |
| **Revenue Allocation** | | 115,700 | | | | | | | | |
| | | | | | | | | | | |
| **Carryover Priorities** | | | | | | | | | | |
| Materials & Supplies | | 14,000 | | | | | | | | |
| **Total Carryover Priorities** | | 14,000 | | | | | | | | |

**BUDGET SUMMARY 2018-19**

| Malcolm X (126) | Obj Code | BSEP Site Funds Resource 0752 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Lit Coach | 1102 | 27,500 | 0.25 | | 0.20 | | | | 0.55 | 1.00 |
| RtI Teacher | 1102 | 32,285 | 0.30 | | 0.10 | | | | | 0.40 |
| ELD TSA | 1102 | | | | 0.40 | | | | | 0.40 |
| RTI TSA | 1102 | | | | 0.50 | | | | | 0.50 |
| Lit Coach | 1102 | 6,900 | 0.07 | | | 22,000 | 0.23 | | | 0.30 |
| Art TSA & Release | 1102 | 8,315 | 0.08 | | | | | 8,315 | 0.08 | 0.16 |
| RTI Teacher | 1102 | 21,000 | 0.20 | | | | | | | 0.20 |
| Music Teacher | 1102 | | | | | 15,850 | 0.16 | | | 0.16 |
| PE Teacher | 1102 | 3,700 | 0.04 | | | | | | 0.96 | 1.00 |
| Extended Day After School Intervention | 2/1116 | | | 7,312 | | | | | | |
| Instructional Specialist - Dance | 2182 | 5,183 | 0.18 | | | 24,070 | 0.30 | | | 0.48 |
| Instructional Specialist - Drama | 2182 | 22,000 | 0.23 | | | 50,129 | 0.52 | | | 0.75 |
| School Service Aide | 2902 | 8,767 | 0.16 | | | | | | | 0.16 |
| Contract (Counseling) | 5800 | | | 12,000 | | | | 5,000 | | |
| **Unallocated Reserve** | | 7,610 | | | | 4,951 | | | | |
| **Total Expenditures** | | 143,260 | | 19,312 | | 117,000 | | 13,315 | | |
| **Revenue Allocation** | | 143,260 | | | | | | | | |

**Carryover Priorities**

Project Connect
Teacher Hourly - Subs
Subscriptions
Materials and Supplies

**Total Carryover Priorities** 0

**BUDGET SUMMARY 2018-19**

| John Muir (128) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Lit Coach (Partial year at 1.0 to cover leave) | 1102 | 6,950 | 0.13 | 6,400 | 0.12 | | 0.20 | | | | 0.55 | 1.00 |
| Lit Coach (Partial year at .4) | 1102 | 7,300 | 0.13 | 6,740 | 0.12 | | 0.15 | | | | | 0.40 |
| RtI Coordinator | 1102 | 36,400 | 0.35 | | | | 0.40 | | | | | 0.75 |
| ELD TSA | 1102 | | | | | | 0.40 | | | | | 0.40 |
| K Grade Dance | 1102 | 6,830 | 0.06 | | | | | | | | 0.26 | 0.32 |
| Subs for Peer Observation | 1114 | | | | | | | | | | | |
| Mental Helath Counselor | 1202 | 16,900 | 0.17 | 15,900 | 0.16 | 12,000 | | | | 5,000 | 0.05 | 0.38 |
| Certificated Hourly - Intervention | 1116 | | | | | | | | | | | |
| PE Teacher (K, 4, 5) | 1102 | | | | | | | 29,120 | 0.32 | | 0.64 | 0.96 |
| Extended Day Intervention | 1116 | | | | | 5,974 | | | | | | |
| Materials & Supplies | 4300 | 280 | | 1,648 | | | | | | | | |
| Parent Involvement | 4380 | | | 636 | | | | | | | | |
| Professional Development | 5200 | | | | | | | | | | | |
| Contracts | 5800 | | | | | | | | | | | |
| **Unallocated Reserve** | | 2,300 | | 1,000 | | | | | | | | |
| **Total Expenditures** | | 76,960 | | 32,324 | | 17,974 | | 29,120 | | 5,000 | | |
| **Revenue Allocation** | | 76,960 | | 32,324 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Teacher Hourly for Peer Observation | 5,000 |
| Materials & Supplies | 3,000 |
| Certificated Hourly - Dance workshops | 3,000 |
| Parent Workshops | 2,000 |
| Professional Development | 2,000 |
| **Total Carryover Priorities** | 15,000 |

**BUDGET SUMMARY 2018-19**

| Longfellow Middle School (127) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Counselor | 1202 | 56,000 | 0.60 | 19,600 | 0.20 | | | | 0.20 | 1.00 |
| RJ Counselor | 1202 | | | | | | 1.00 | | | |
| Literacy Coach | 1102 | | | | | | | | 0.60 | 0.60 |
| Creative Writing for targeted | 1102 | 20,788 | 0.20 | | | | | | | |
| Read 180 additional period | 1102 | | | 20,176 | 0.20 | | | | | 1.00 |
| Music Teacher | 1102 | 5,000 | 0.04 | | | | | | | 0.04 |
| Certificated Hourly - Intervention/Math | 1116 | | | 5,223 | | | | | | |
| Certificated Hourly - PD, Curriculum, Retreat (122 hrs) | 1116 | 4,000 | | | | | | | | |
| Classified Hourly - Extra Duty | 2116 | 1,292 | | | | | | | | |
| Noon Supervision (677 hrs) | 2916 | 12,000 | | | | | | | | |
| Math Intervention Software (TenMarks) | 5800 | | | 1,800 | | | | | | |
| Materials & Supplies | 4300 | 4,000 | | | | | | | | |
| Professional Development | 1116 | | | 4,600 | | | | | | |
| Contract PIQE (Parent Involvement&Education) EL | 5800 | 5,400 | | | | | | | | |
| Contract PIQE (Parent Involvement&Education) | 5800 | | | 5,400 | | | | | | |
| Buses - AVID & Grade Level | 5751 | | | 3,500 | | | | | | |
| Travel and conference RTI Training Solution Tree (6 people | 5200 | | | 10,710 | | | | | | |
| Contract- Writer Coach | 5800 | 17,500 | | | | | | | | |
| Contract - Stiles Hall | 5800 | | | 2,000 | | | | | | |
| **Unallocated Reserve** | | 3,500 | | 857 | | | | | | |
| **Total Expenditures** | | 129,480 | | 73,866 | | | | | | |
| **Revenue Allocation** | | 129,480 | | 73,866 | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Noon Supervision | 6,500 |
| Classified Hourly | 2,500 |
| Niroga Contract (Coaching for implementation) | 4,000 |
| Teacher Hourly | 4,000 |
| Materials & Supplies | 6,000 |
| **Total Carryover Priorities** | 23,000 |

**BUDGET SUMMARY 2018-19**

| Willard (131) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| ELD Teacher | 1102 | | | | | | 0.40 | | | | 0.40 | 0.80 |
| ALD Teacher | 1102 | | | | | | 0.20 | | | | 0.80 | 1.00 |
| RTI Teacher | 1202 | | | | | | 0.60 | | | | | 0.60 |
| Music Teacher | 1102 | 4,800 | 0.04 | | | | | | | | | 0.04 |
| Math Teacher | 1102 | 50,270 | 0.60 | | | | 0.20 | | | | 0.20 | 1.00 |
| RJ Counselor | 1102 | | | | | | 1.00 | | | | | 1.00 |
| Counselor | 1202 | 47,650 | 0.35 | 61,255 | 0.45 | | | | | | 0.20 | 1.00 |
| Lunch Time Art Teacher | 1102 | 8,500 | 0.08 | | | | | | | | | |
| Certificated Hourly - Subs & PD | 1114/6 | 4,620 | | | | | | | | | | |
| Instructional Specialist - PE | 2182 | | | | | | | 8,200 | 0.10 | | 0.70 | 0.80 |
| Extended Day After-School Intervention | 1116 | | | | | 11,900 | | | | | | |
| Materials & Supplies | 4300 | | | 1,000 | | | | | | | | |
| Parent Involvement | 4380 | | | 1,368 | | | | | | | | |
| Contract (Mentoring-BACR) | 5800 | 5,000 | | | | | | | | | | |
| Contract (Writer Coach) | 5800 | 13,000 | | | | | | | | | | |
| Contract (Americorp) | 5800 | 28,000 | | | | | | | | | | |
| **Unallocated Reserve** | | 3,000 | | 1,110 | | | | | | | | |
| **Total Expenditures** | | 164,840 | | 64,733 | | 11,900 | | 8,200 | | | | |
| **Revenue Allocation** | | 164,840 | | 64,733 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Newsela | 5,000 |
| Certificated Hourly - Subs & PD | 1,380 |
| Materials & Supplies | 6,000 |
| Contract (Cal Performances) | 500 |
| Contract (Be A Scientist) | 2,000 |
| **Total Carryover Priorities** | 14,880 |

**BUDGET SUMMARY 2018-19**

| King Middle School (132) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| .25 FTE for 3 Vice Principals | 1302 | 114,600 | 0.75 | | | | | | | | | 0.75 |
| Counselor | 1202 | 57,700 | 0.60 | | | | | | | | 0.40 | 1.00 |
| Academic (Classroom Teacher) | 1102 | 70,000 | 0.70 | | | | | | | | | 0.70 |
| RTI Coordinator | 1102 | | | | | | 1.00 | | | | | 1.00 |
| ALD Classsroom Teacher | 1102 | | | | | | 0.20 | | | | | 0.20 |
| ELD Coach | 1102 | | | | | | 0.70 | | | | | 0.70 |
| Math (Classroom Teacher) | 1102 | | | | | | 0.40 | | | | | 0.40 |
| Restorative Justice Counselor | 1202 | | | | | | 1.00 | | | | | 1.00 |
| Teacher Hourly | 1116 | 5,000 | | | | | | 8,000 | | | | |
| Certificated Hourly (Early Back) | 1116 | | | | | | | 18,000 | | | | |
| Noon Supervision | 2916 | | | | | | | 5,000 | | | | |
| Lifeguards | 2916 | | | | | | | 4,000 | | | | |
| Books | 4200 | | | | | | | | | | | |
| Materials & Supplies | 4300 | 7,940 | | | | | | | | | | |
| Technology | 4300 | 0 | | | | | | | | | | |
| Travel & Conference (AVID, EL, etc) | 5200 | 3,000 | | | | | | | | | | |
| Contract (Stiles Hall) | 5800 | 3,000 | | | | | | | | | | |
| Contract (Art) | 5800 | | | | | | | 19,000 | | | | |
| Contract (Writer Coach) | 5800 | | | | | | | 17,600 | | | | |
| **Unallocated Reserve** | | 5,000 | | | | | | | | | | |
| **Total Expenditures** | | 266,240 | | | | | | 71,600 | | | | |
| **Revenue Allocation** | | 266,240 | | | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Staff and Curriculum Development | 1,500 |
| **Total Carryover Priorities** | 1,500 |

**BUDGET SUMMARY 2018-19**

| Berkeley Independent Study (135) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Hourly Tutors | 2146 | 7,000 | | | | | | | | |
| Hourly Garden IS | 2182 | 14,000 | | | | | | | | |
| Instructional Materials | 4300 | 3,500 | | | | | | | | |
| Contract - Therapy | 5800 | 14,000 | | | | | | | | |
| **Unallocated Reserve** | | 500 | | | | | | | | |
| **Total Expenditures** | | 39,000 | | | | | | | | |
| **Revenue Allocation** | | 39,000 | | | | | | | | |

**Carryover Priorities**

| | |
|---|---|
| Hourly Tutors | 6,700 |
| | 6,700 |

**BUDGET SUMMARY 2018-19**

| Berkeley Technology Academy (136) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | LCAP Resource 0500 | | Other Resources | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | |
| Student Attendance Specialist | | 38,045 | 0.47 | | | | | | 0.53 | 1.00 |
| Certificated Hourly | 1116 | | | 3,000 | | | | | | |
| Classified Tutors | 2146 | | | 4,600 | | | | | | |
| Parent Involvement | | | | 500 | | | | | | |
| Contract (Behavioral Health) | 5800 | | | | | | | | | |
| Supplies & Materials | 4300 | | | 2,001 | | | | | | |
| **Unallocated Reserve** | | 955 | | | | | | | | |
| **Total Expenditures** | | 39,000 | | 10,101 | | | | | | |
| **Revenue Allocation** | | 39,000 | | 10,101 | | | | | | |

**Carryover Priorities**

# Appendix A
## BSEP SCHOOL SITE DISCRETIONARY FUNDS 2018-19
## Berkeley High School (137)

| | | | |
|---|---|---|---|
| **CERTIFICATED MONTHLY SALARIES & FRINGE** | | | |
| 1102 | TSA - Academic Support, Athletes (.50 FTE) | $51,899 | |
| 1102 | TSA - BIHS Support Class | $14,737 | |
| 1102 | TSA - BHS Academic Suport Coordinator (.80 FTE | $71,882 | |
| 1102 | TSA - AC Academic Development Class | $28,047 | |
| 1202 | College/Career Advisors (2.0 FTE) | $199,908 | |
| | **TOTAL CERTIFICATED MONTHLY:** | **$366,473** | |
| | | | |
| **CERTIFICATED STIPENDS** | | | |
| 1116 | College Preparation Class Teacher Stipends | 11,600 | |
| | **TOTAL CERTIFICATED HOURLY:** | **$11,600** | |
| | | | |
| **CLASSIFIED MONTHLY SALARIES & FRINGE** | | | |
| 2182 | IS - Dance & Drum (.53 FTE) | $48,600 | |
| 2202 | Instructional Media Technician (.60 FTE) | $33,795 | |
| 2902 | Bilingual Home-School Liaison (.53 FTE) | $33,956 | |
| 2902 | Parent Liaison - Parent Resource Center (.53 FTE | $46,597 | |
| 2902 | Program Asst - Volunteer Coordinator (.67 FTE) | $55,186 | |
| 2902 | Student W & A Specialist - OCI (1.0 FTE) | $76,082 | |
| | **TOTAL CLASSIFIED MONTHLY** | **$294,216** | |
| | | | |
| **CLASSIFIED HOURLY SALARIES & FRINGE** | | | |
| 2146 | Tutors Hourly - SLC | $17,000 | |
| 2146 | Tutors Hourly - EL | $17,000 | |
| 2186 | Hourly IS - Dance & Drum | $1,864 | |
| | **TOTAL CLASSIFIED HOURLY** | **$35,864** | |
| | **SUB-TOTAL PERSONNEL:** | | **$708,153** |
| | | | |
| **NON-SALARIED CATEGORIES** | | | |
| 4300 | Instructional Materials | $30,000 | |
| 5800 | Contracts - Coaching for Success | $15,000 | |
| 5800 | Contracts - Leveling the Musical Playing Field | $30,040 | |
| | Transportation - College Visits for BIHS | $800 | |
| | **SUB-TOTAL NON-SALARIED:** | | **$75,840** |
| **TOTAL EXPENDITURES:** | | | **$783,993** |
| **RESERVE FOR PERSONNEL VARIANCE:** | | | **$26,427** |
| **TOTAL FY 2017-18 BSEP ALLOCATION:** | | | **$810,420** |

| | |
|---|---|
| **CARRYOVER PRIORITIES** | |
| Instructional Materials | $40,000 |
| Academic Tutors | Up to $10,000 |
| EL Tutors | Up to $10,000 |
| Band and Orchestra Coaches | Up to $6,000 |
| Jazz Music Coaches | Up to $8,136 |

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans 2018-19

# Essentials for Excellence

Libraries

Music / VAPA

Instructional Technology

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Donald Evans, Ed.D., Superintendent
**FROM:** Pasquale Scuderi, Associate Supt for Educational Services
**DATE:** May 23, 2018
**SUBJECT:** Recommendation for Allocation of BSEP Essentials for Excellence Funds for 2018-19: Libraries, Music/VAPA, Technology

## BACKGROUND INFORMATION

According to BSEP Measure E1 of 2016, "Twenty-seven percent (27%) of the Available Revenues shall be dedicated annually to providing programs designed to improve the academic proficiency and educational experience of all students by providing equitable access to an enriched, challenging and engaging curriculum. Available Revenues may support all costs attendant to providing these services at district-operated schools, including operational costs. These revenues shall be allocated to district-wide programs as follows:[1]

| | |
|---|---|
| 7.25% | School Libraries |
| 6.25% | Music, Visual and Performing Arts Programs |
| 3.25% | Instructional Technology |
| 10.25% | School Site Programs |

The recommendations for School Libraries, Music and Visual and Performing Arts Programs, and Technology were presented to the Planning and Oversight Committee on March 13, 2018 and adopted by the Committee on April 24, 2018. The School Site Programs will be presented in summary to the P&O Committee on June 5, 2018.

## PROGRAM EXPENDITURES

### School Libraries **$2,176,792**[2]

Available Revenues shall be allocated annually to provide student access to quality school libraries, which shall be maintained by providing library staff to operate the District's K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries.

*See Appendix A for BSEP Library plan details for 2018-19.*

[1] BSEP Measure E1 of 2016, Section 3.B

[2] Includes expenditure of carryover funds from Measure A funds for this purpose

**Music, Visual and Performing Arts** **$1,620,927**[3]
Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.

*See Appendix B for BSEP Music, Visual and Performing Arts Programs plan details for 2018-19.*

**Instructional Technology** **$901,614**
Available Revenues shall be allocated to providing instructional technology in schools, and access for students to computers and instructional technology

*See Appendix C for the BSEP Instructional Technology plan details for 2018-19.*

**POLICY/CODE**
*Berkeley Public Schools Educational Excellence Act of 2016, Section 3B.*
*Berkeley Public Schools Educational Excellence Act of 2006, Section 3B and 3C.*

**FISCAL IMPACT**
Expenditure of **$4,699,333** from Measure E1, BSEP Essentials for Excellence allocation for 2018-19 and fund balance from Measure A for Libraries, and from Measure A of 2006 for Music, Visual and Performing Arts.

**STAFF RECOMMENDATION**
Approve the recommendation for the allocation of BSEP Funds in FY 2018-19.

[3] Includes expenditure of carryover funds from Measure A for this purpose

# Essentials for Excellence: Library Program

Plan Overview: FY 2018-19

---

**Budget Manager:**
Pasquale Scuderi, Associate Superintendent for Educational Services

## BACKGROUND INFORMATION

According to Measure E1 of 2016, "Seven and a quarter percent (7.25%) of the Available Revenues shall be allocated annually to provide student access to quality school libraries, which shall be maintained by providing library staff to operate the District's K-12 school and other specialized libraries, and by allocating revenues for books, materials, services and equipment for the school libraries."[1]

## Program Objectives

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

## BUDGET RECOMMENDATIONS FOR FY 2018-19

The following recommendation is for the allocation of funds for the Purpose of Libraries in 2018-19 in accordance with BSEP Measure E1.

**Library Staffing** **$1,720,925**

- District Library Coordinator 1.00 FTE
- Elementary Teacher Librarian/DigiTech TSAs 2.00 FTE*
- Elementary Library Media Specialists 9.70 FTE**
- Middle School Teacher Librarians 3.00 FTE
- Middle School Library Media Technicians 1.86 FTE
- BHS Teacher Librarians 2.00 FTE
- BHS Library Media Technician 0.80 FTE

*0.4 FTE funded by Professional Development funds
**increase of 0.1 FTE @ LeConte

**District Library Coordinator** **1.0 FTE**

[1] BSEP Measure E1 of 2016, Section 3.B.i

The District Library Coordinator administers the annual library plan for the District, overseeing staffing, collection development, technology upgrades, and professional development throughout the school library system. Through on-site visits, monthly meetings and periodic workshops, the District Library Coordinator guides the school level library staff in staying abreast of library and information literacy trends, and integrates districtwide initiatives into the library program. She collaborates with the Professional Development Coordinator and the Technology Director and Supervisor to help guide DigiTech, the District's Instructional Technology Team.

**Teacher Librarians** **7.0 FTE**

Background information - Teacher Librarians hold two credentials: a California Teaching Credential, and a Teacher Librarian Services Credential. Our Teacher Librarians also have a Master in Library and Information Science. The following narrative describes the difference between the Elementary Teacher Librarians, which are District TSA positions, and the Secondary Teacher Librarians, which are school site-based positions.

Elementary - We will have 2.0 FTE certificated Teacher Librarian TSAs serving the 11 elementary schools in collaboration with the site-based classified Library Media Specialists. This represents an increase of 0.4 FTE and is funded by BSEP Professional Development as the Teacher Librarian TSAs are core participants the DigiTech Instructional Technology team. The Elementary Teacher Librarian TSAs develop lessons and resources aligned with the Common Core State Standards (CCSS), the CDE Model School Library Standards, the Teachers College Reading and Writing Program (TCRWP), and the DigiTech Digital Literacy Scope and Sequence, and model their use in instruction in our libraries and classrooms.

The Elementary Teacher Librarians are collaborating with site Library Media Specialists, classroom teachers and other District TSAs. We continue to align and update our school library resources with the standards, respond to districtwide initiatives such as Welcoming Schools, Toolbox and Gender Inclusive curriculum, participate in the We Need Diverse Books campaign, and integrate the strategic use of ebooks, audiobooks and academic databases in addition to our strong print resources. We are bringing consistency, equity and full implementation to our Digital Citizenship instruction. We need to teach skilled and responsible use of digital and online resources, and more fully integrate information and computer literacy instruction into all subject areas. Teacher Librarians have this cross-curricular, information and computer literate instruction as their core focus.

Secondary - Our middle and high school Teacher Librarians provide lessons in information literacy, research process, and digital citizenship; collaborate with classroom teachers on curricular units; offer guidance in reading selections and reading promotions; manage library acquisitions and circulation; and oversee management of their site's textbook collection. For the 2018-19 school year, our secondary Teacher

Librarian staffing ratio is shifting slightly. The middle schools and BHS will remain the same, with one Teacher Librarian at each middle school and two at BHS. At BTA, the position has been reduced from 0.2 FTE to zero. In consideration of the student and staff numbers and needs, we believe the library and information services of the combined BIS/BTA campus will be served with the flexible resources and coaching the Library Department Teacher Librarian TSAs will provide.

**Library Media Specialists** **9.70 FTE**

At the elementary level, Library Media Specialists are responsible for managing their library's program, from class visits to acquisition to circulation and everything in between. Book circulation can run from 1,000 to over 2,000 books per month at each site. Library Media Specialists provide weekly class visits that include read-alouds and guidance in using the online library catalog and other digital resources. They are the primary point person for author visits and Berkeley Public Librarian visits, and often help coordinate instructional technology and digital citizenship lessons. They offer drop-in access during recess time when school schedules permit, with opportunities for coding, keyboarding, educational games, yoga and even extra reading. At the three smaller elementary schools, the positions are 0.8 FTE, the seven larger schools - including LeConte for the first time this year - are 0.9 FTE, and the largest school, Malcolm X, is a 1.0 FTE position.

**Library Media Technicians** **2.66 FTE**

At the middle school level, the Library Media Technician assists the Teacher Librarian with much of the resource management, including textbooks. Longfellow and Willard continue to be served by a 0.53 Library Media Technician position, while King Middle School continues to have a 0.8 FTE Library Media Technician position.

At the high school level, the 0.8 FTE Library Media Technician position at BHS is an 11-month position in order to manage the entire textbook collection for the BHS campus. When the beginning and end of semester demand for textbook management has abated, the Library Media Technician resumes duties in the library.

**Hourly Extra Duty** **$35,000**

**School Year Preparation**

Two extra duty days at the start of the school year for the classified library staff allows them to be participants in the whole school initiatives that are developed during the staff meetings prior to the first day of school, enabling them to better tailor their library collections and programs to the needs at each school site.

**Library Media Specialist Substitutes**

We are able to train and provide substitutes for elementary Library Media Specialists. Otherwise Library services are suspended when an elementary Library Media Specialist is absent.

**Summer Extended Day Library Program**
The BEARS Summer School Library program will continue in the summer of 2018, with a Library Media Specialist at all three BEARS/ECE summer school sites (this year Malcolm X, Rosa Parks and Washington) for fifteen hours per week at each site for four weeks of summer school. The Library Media Specialists provide library visits, book circulation and special projects for the BEARS/ECE students and staff. This summer program supports our focus on literacy, and yields strong results by mitigating the common "summer slide".

**Early Childhood Education Instructional Assistants**
The "Book Bag" Instructional Assistants at our three preschools provide weekly stories and book exchanges for their students. For 2018-19, their extra duty hours will be funded by library monies, which in earlier years were funded by the Early Childhood Department.

## Professional Development $9,000

Participating and presenting in library workshops and conferences strengthens instructional and managerial skills and helps library staff stay abreast of developing instructional and library technologies. Professional Development monies pay for registration fees and substitutes (if the workshops fall during the school day). Workshops can include: American Library Association (ALA) annual conference; Association of Children's Librarians (ACL) Spring Institute; California School Library Association (CSLA) Annual Conference; Computer Using Educators (CUE) regional workshops; San Francisco Public Library workshops; San Mateo County Office of Education Library Staff Summer Training Program; extra duty hours for classified library media specialists and technicians to participate in professional development opportunities such as Cultural Competency Academies.

## Collection and Resource Development $134,450

**School Library Collections**
BUSD libraries provide print and digital resources for a broad range of reading levels and interests. We are committed to offering materials that reflect and expand the cultural diversity of our local and global community. From preschool through high school, titles are selected to be in alignment with curriculum content and library standards, and also are geared to stimulating students' selections for free reading and pursuing individual interests. Ebooks and audiobooks provide different modes of accessing printed material. In addition, we've launched a strong collaboration with

Berkeley Public Library through their OverDrive Collection to expand our digital audiobook and ebook resources for our secondary schools.

We support reading promotions such as *We Need Diverse Books*, *California Young Reader Medal*, *Mock Newbery*, the *Cook Prize* for STEM picture books, and our curriculum initiatives such as *Welcoming Schools, Toolbox*, Gender Inclusive communities. Author and illustrator visits are supported with additional autographed print copies of their books in our libraries, often in collaboration with our local independent bookstores. We provide additional materials for students at our Bilingual and TWI schools who are studying core curriculum and pursuing free reading in Spanish.

**Online Research Databases**
Subscription online databases are designed with student learning in mind, and are essential for academic success throughout their lives. Linked on every school library website, these advertising-free resources offer high quality vetted information. An exciting and long-anticipated development going into effect for the 2018-19 school year is the statewide purchase of three major databases for California K-12 students via the California State Library. This means our K-12 subscription to *World Book Online* will be replaced by *Encyclopedia Britannica,* and our subscription to *TeachingBooks* will be covered. In addition, we are gaining full K-12 access to the *ProQuest* suite, previously only available at BHS. *Tales2Go* is our streaming audiobook service for all elementary students. The elementary *TrueFlix* subscription provides ebook versions of the printed nonfiction titles alongside a brief video introduction, “read to me” options and online dictionary definitions. At the middle school level, *ScienceFlix* follows a similar format, and adds science-focused career and “in the news” resources. Our high schools have access to additional research databases, such as *ABC-Clio, Opposing Viewpoints,* and *Teen Health and Wellness*. The additional high school databases costs are paid for by the Berkeley High site allocation for collection development. All BUSD students can seamlessly access these resources from any district-networked computer, and have password-protected access off campus.

**District Library Services $35,000**

**Library and Textbook Management System**
Our libraries use the Destiny Library and Textbook Management System from Follett School Solutions. The online catalog is accessible from any networked computer or mobile device at school, at home or on the road, and supports our ebook collections on the embedded Follett Shelf. Students and staff can view their own accounts, and our library staff uses it to manage patrons, materials and circulation. WebPath Express is an additional license for the elementary sites which guides students to age-appropriate vetted websites for information sources on the Internet. The annual license renewal fee includes technical support for all 16 school sites, the Central Media Library and the Music Library.

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

**Library Services Office**
The District Library Coordinator's office handles ongoing needs such as materials promoting author/illustrator visits, posters for the Mock Newbery, the California Young Reader Medal and the Cook Award for STEM Picture Books, brochures of resources, materials for professional development, reading promotions, and in-town transportation costs.

Additionally, the District Library maintains a web page of central services and school site library links for staff and families at library.berkeleyschools.net/. All of the library collections of the K-12 schools and the Central Media Library are searchable online. Each of those libraries maintains virtual library web pages guiding students to additional resources appropriate for their studies.

**2018-19 SMART Goals Include:**

1. **Independent Reading**: All library staff will promote independent reading through participation in at least two of the following: Audiobook awareness (Tales2Go and/or OverDrive), Battle of the Books, Family Literacy Night, Goodreads (student book reviews), Mock Newbery, Mock Sibert (most distinguished information book), Reading Recommendations distributed at parent conferences, school events and newsletters.

2. **Digital Citizenship:** All library staff, in coordination with classroom teachers and DigiTech, will lead at least one Digital Citizenship lesson per grade 3rd-9th. As technology use increases in the library and the classroom, the need for explicit Digital Citizenship instruction is ongoing.

3. **Using Technology to Bring the Outside World into the Library**: All library staff will integrate technology tools to deepen students' understanding of the worlds represented in the books being read and shared. Some examples include virtual author visits, curated playlists and book trailers, and image-based slideshows.

## RESOURCE SUMMARY

The library allocation of BSEP revenue funds the Library Program Plan for 2018-19. We will maintain a fund balance to ensure the sustainability of the library program for the duration of the measure. In summary, the recommendation for the expenditure of the BSEP Library funds in FY 2018-19 is:

| | |
|---|---|
| **Revenue** | 2,153,100 |
| | |
| **Expense** | |
| Library Staff | 1,720,925 |
| Hourly Extra Duty | 35,000 |
| Professional Development | 9,000 |
| Collection and Resource Development | 134,450 |
| District Library Services | 35,000 |
| Reserve for Personnel Variance | 40,000 |
| Indirect Cost (5.93%) | 117,673 |
| **Total Expense** | 2,092,048 |
| | |
| **Net Change to Fund Balance** | 61,052 |
| | |
| **Beginning Fund Balance** | **77,000** |
| Net Increase/(Decrease) in Fund Balance | 61,052 |
| **Ending Fund Balance** | **138,052** |

**Measure A Funds for Library Services**
In addition to the expenditure of funds from BSEP Measure E1, the remaining fund balance from the BSEP Measure A resource for Libraries (Resource 0860) is sufficient to provide for these program needs for 2018-19:

**Upgrade Presentation Equipment**

As the largest classroom on campus, our libraries often host large gatherings for staff meetings, parent workshops, and community gatherings. We will resume upgrading our presentation equipment with mounted projectors and screens at the 10 sites that do not have this installation currently. (Note: BHS, John Muir, Longfellow and Willard are set up already.)

**Budget Summary for Libraries in 2018-19**
**BSEP Measure A, Resource 0761**

| | |
|---|---|
| **Expense** | |
| Materials & Installation | 80,000 |
| Indirect Cost | 4,744 |
| **Total Expense** | 84,744 |
| | |
| **Net Change to Fund Balance** | (84,744) |
| | |
| **Fund Balance** | |
| Beginning Fund Balance | 120,446 |
| Net Increase/(Decrease) | (84,744) |
| **Ending Fund Balance** | 35,702 |

# Essentials for Excellence: Music, Visual and Performing Arts Program

## Plan Overview: FY 2018-19

**Budget Manager:**
Pasquale Scuderi, Associate Superintendent for Educational Services

## BACKGROUND INFORMATION

The Berkeley Public Schools Educational Excellence Act of 2016 allocates 6.25% of the available revenues annually to providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.[1]

## Program Objectives

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

## Program Summary

BSEP funds provide the instrumental and choral music program for grades 4-8 and supports arts instruction and professional development in arts integration in the elementary and middle schools. In March 2016, BUSD was recognized for the fourth year in a row by the NAMM Foundation as one of the Best Communities in the United States for Music Education 2016. Berkeley is one of 388 recognized districts across the United States and one of only five to receive the award in California.

Music Program Summary

All Fourth and Fifth Grade students receive music instruction twice per week. Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), world music (percussion, ukuleles, guitars).

In the middle schools, classes are electives, held five days a week, usually during zero period. Choices include 6th Grade Band, 7th-8th grade Band, two levels of Orchestra, Chorus, Jazz Band, and Guitar. Jazz Band is an after-school elective four days a week at all three middle schools. Mariachi and Music meets two days a week at Longfellow. For 2017-18, there will continue to be two Orchestras and three Bands during zero period at King to accommodate the large number of students who have signed up for music.

[1] BSEP Measure E1 of 2016, Section 3.B.ii

Visual and Performing Arts Program Summary

The VAPA BSEP resource provides curriculum and professional development support to the District's dance, drama and visual art teachers K-8 by providing workshops as well as facilitating meetings with their Berkeley High School peers on district Professional Development days. In addition, there is financial support for conferences and professional development, and a middle school drama material allocation of $2,000 per middle school.

## BUDGET RECOMMENDATIONS FOR MUSIC, VISUAL and PERFORMING ARTS for FY 2018-19

### Staffing

**Release Time Music Teachers $244,500**
**Release Time Transfer to General Fund 1.96 FTE**

In accordance with the teacher contract, fourth and fifth grade teachers receive five periods of release time per week. The General Fund pays for the FTE for science, dance and art teachers who provide part of this release time. The General Fund is currently providing half of the cost of the FTE required for music teachers for the two periods per week of fourth and fifth grade teacher release time, and the BSEP fund is paying the other half of the FTE in the release time calculation through a transfer to the General Fund.

**Music Teachers and Program Staffing $990,000**
**Additional Fourth-Fifth Grade Music Teachers 3.91 FTE**

Three music teachers are scheduled for the prep period of every two classroom teachers in order to offer a variety of options, including strings, woodwinds, brass, and world music. Several additional music teachers may be assigned for 4$^{th}$ and 5$^{th}$ grades as needed to provide an optimal learning environment and to allow for grade level groupings where there are combination classes. The total number of classes for the 2017-18 school year may need to be altered when school opens based on variances in enrollment. Music class sizes average 15:1 so that all students receive the instruction and coaching they need to be successful musicians. The BSEP fund bears the entire cost of these additional music teachers.

**Visual and Performing Arts Program Supervisor 1.0 FTE**

This position supervises and evaluates 18 music teachers, plans all arts professional development, facilitates all arts partnerships, serves as liaison to Bay Area arts organizations and supports District arts teachers and programs. The Supervisor supports the four arts curricula and assessments as well as Standards and Common Core alignment. This person is the budget manager for all aspects of the VAPA resource in the BSEP measure, as well as for independent contractors and outside grants.

**VAPA Technician 0.6 FTE**

The VAPA Technician keeps an ongoing database (library information software) of all instruments and sheet music. The VAPA Tech works with the music teachers to ensure

that they have the materials and supplies they need for their students. This person arranges for repairs, tracks purchase orders, places and receives orders, tracks teacher absences and repairs instruments when possible. In the fall and the spring, the VAPA Tech delivers and then picks up over 2,500 instruments from the school sites.

**Middle School (6-8th grade) Music Teachers 3.28 FTE**

Over 800 middle school students participate in the music program, requiring multiple before and after school sections in jazz, band, orchestra, chorus and mariachi. APA Tech delivers and then picks up over 2,500 instruments from the school sites.

**Music Tutors and Hourly Staffing $20,500**

**Middle School Music Tutors and Instructional Specialists - $4,000**

Instructional specialists provide individual and small group instruction to orchestra and band students by coaching chamber music groups and reinforcing classroom learning in small group settings.

**Teacher Substitutes for Special Events - $9,000**

Substitutes for music teachers are necessary when those teachers attend Berkeley Symphony concerts, Cazadero Jumpstart Retreats, Jazz performances at elementary schools, Arts on the Run, California Music Education Association student festivals and music conferences. This item increase this year due projected need and teacher involvement.

**Teacher Hourly for Performing Arts Rehearsals - $7,500**

In order to properly staff and supervise 800 students rehearsing and performing in the annual Performing Arts Showcase and 150 students annually at Jazz Girls Day, teachers are paid hourly for their weekend work time, approximately nine hours per teacher. This item increase this year due projected need and teacher involvement.

**Professional Development & Arts Anchor Schools $98,200**

**Professional Development - $13,200**

Since 2012, music teachers have participated in the year-long *Mills Teachers Scholars inquiry*. We will continue this program in 2017-18. The VAPA staff and Mills have worked together to incorporate DuFours-style PLC groups in compliance with the BUSD PLC initiative, and VAPA PD will remain committed to both styles. VAPA staff has also committed to make the main “lens” of inquiry equity-based. The cost of the Mills Teacher Scholars program for 2018-19 is $8,200. The Mills item has increased due to Mills’ own increase in costs loss of grant funding. The remaining $5,000 for funding workshops and trainings for Professional Development for teachers in all arts disciplines across the district. The amount budgeted for workshops stays the same

**Arts Anchor Program - $85,000**

The Arts Anchor school program provides professional development in arts to K-5 classroom teachers, utilizing modeling and coaching to encourage classroom teachers to integrate the arts into their curriculum. Teachers at Arts Anchor schools design the professional development focus as a team and work with an arts provider or a certificated arts teacher to plan integrated arts lessons. Classroom modeling and

coaching are essential to deepen learning and understanding for all students, as well as greater teaching proficiency of the teachers.

In 2018-19, ten elementary schools plan to participate in the Arts Anchor program. Principals and teachers report an increased level of confidence among classroom teachers in undertaking arts integration on their own. Classroom teachers eagerly choose curriculum and an art focus for the year; teachers who are new to the staff or who have not participated previously engage in the work. Dance and class plays have become “something we do at this school” and student displays throughout the school express the “student as artist” vision.

**Arts Anchor Extension Pilot $110,400**

This year we plan to pilot funding for arts and enrichment that are missing from current programming either because of scheduling or funding constraints. The intent is to provide equitable arts opportunities for all students.

**Middle School Elective Supplement - 0.6 FTE**

This funding will provide the opportunity for middle schools to offer arts courses otherwise not offered at their site.

**After School Arts - 0.6 FTE**

As constraints on instructional minutes increase, there continues to be less room for enrichment during the elementary school day. Up to 7 schools can use up to 0.08 FTE or $8,000 to fund after school arts programming that is largely missing from the school day.

**Instruments and VAPA Instructional Materials $122,000**

**Instruments - $75,000**

The music program provides musical instruments to all fourth to eighth grade music students. Berkeley is one of the few California school districts that loans instruments so that students of all financial levels have equal access to the program. In addition, students are supplied with music method books and workbooks, recorders, reeds, strings, all instrument accessories and sheet music, and classrooms are outfitted with music stands, music carts and music storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

Growth in student enrollment over the last several years has had an impact on the music program. While current projections are for slower overall enrollment growth affecting the elementary grades for another three years, the middle school program participation continues to grow. There is an ongoing demand for instrument purchase and repair in order to serve a larger overall population than was being served several years ago. Also, the cost of instruments and repair services have gone up significantly in the past several years. Increases in this area reflect those costs. $43,000 is budgeted for instrument purchases, and $32,000 for repairs, tuning and moving.

**Materials - $47,000**
The music library collection will continue to be expanded in 2017-18 to help students grow and develop as musicians. As the number of students enrolled in music classes continues to increase at the middle schools, so does the need for additional instruments, repairs and instructional materials. As the students become more proficient, more sophisticated instruments must be provided. $40,000 is budgeted for music materials and supplies, and $6,000 for drama production materials. The balance of the budget, $1000, is for memberships with the National and California Music Educators Associations, The Kennedy Center Partners in Education Program, and the Orff Music Association.

**Mileage for Music Teachers; Festival Participation $10,000**
Mileage reimbursement is needed for the elementary and middle school music teachers, who travel between three or four schools a day and five to seven schools during the course of the week.

Middle school teachers understand the tremendous educational opportunity provided by participation in local chorus, band and orchestra festivals. Students play for adjudicators who give the chorus, band or orchestra a score with comments. In addition, guest conductors work with the ensembles in clinics. The registration fees are covered and teachers raise funds for the buses to transport students.

**Technology $10,000**
This budget would fund purchases of bluetooth speakers and LCD projectors for all music teachers as well as new desktop teacher computers for VAPA HQ are planned for 2018-19.

**Performances and Exhibitions $3,000**
BUSD participates in *March IS Art Education Month* each year with a variety of special events. VAPA monies support the custodians for Performing Arts Showcase and the Arts of the Run bus costs.

*Performing Arts Showcase:* The VAPA Department presents the Performing Arts Showcase, an afternoon of music performed by grades 5-12 at the Berkeley Community Theater. On March 26, 2017, roughly 1500 students participated in Choruses, Orchestras, and Bands by grade level. Participation in this event has more than doubled in the last several years. It is important to add that the Berkeley Community Theater might be off-limits due to construction at some point in 2018, which would make the Performing Arts Showcase impossible to stage in its current format. However, the budget item still stands because the VAPA staff is committed to showcasing the student's work district-wide each year. The Performing Arts Showcase will likely morph into a multi-venue, multi-artform showcase requiring a similar budget for music staff. This change might occur in 2017-18 but most likely in 2018-19.

*Arts on the Run:* In February 2017, three busloads of Berkeley High School performing arts students traveled to the three middle schools, to present a 50-minute sampler of the dance, drama, vocal and instrumental music opportunities at Berkeley High School to

the eighth grade students who would soon be registering for their ninth grade classes at BHS. Experiencing the many options available for participation in the arts at BHS supports students in their transition from middle school to high school.

**Collaborative Partnerships $12,400**

Thanks to BSEP funding, the VAPA program is able to leverage contributions towards collaborative partnerships with the Berkeley Symphony Orchestra, Cal Performances, Alonzo King LINES Ballet, and the Kennedy Center to provide expanded opportunities for our students at a fraction of the full cost of these programs.

The Berkeley Symphony Orchestra (BSO) *Music in the Schools* Program provides BUSD elementary schools with an exciting educational program. Our students benefit from Symphony visits to schools in the fall for *Meet the Symphony* concerts, as well as Symphony musicians visiting with our K-5 classrooms, and *I Am a Performer* concerts at many schools in February.

Cal Performances provides our teachers with the opportunity to attend workshops and have guest artists visit their classes in conjunction with “School Time Performances.” The Kennedy Center provides KC Partners with unique collaborations - this year the BUSD has an exciting new partnership opportunity with the Alonzo King LINES Ballet, a contemporary ballet company which draws upon a diverse range of cultural influences to inspire our students.

The VAPA budget includes contributions toward these partnerships, with $10,000 to support the Berkeley Symphony Orchestra program at the eleven K-5 schools and residencies at middle and high schools, $400 to support custodial time for Cal Performances in the classroom workshops, and $2,000 for travel expenses to the Kennedy Center Partners in Education annual meeting. By association, the Kennedy Center oversees our partnership with the Alonzo King LINES Ballet, which provides dance instruction and teacher PD to Washington elementary and will provide BUSD with general dance PD to elementary school teachers district wide 2017-2020.

**SMART GOALS:**

In addition to the overall program goals and objectives of described above, following are a few specific, measurable, achievable, relevant and time-bound goals for the year 2018-19.

1. By 2018-19, offer at least one “strum and drum” class (drumline, uke, guitar, chorus, world percussion) at each elementary that merits more than 3 music classes (approaching goal - classes added at Malcolm X and, Washington, and Rosa Parks).
2. In 2018-19, music teachers will have a fully functional “portable classroom” equipped with iPads (already purchased in 2016-17), powerful bluetooth speakers, and LCD projectors**.**
3. In 2018-19, three middle school daily electives will be offered in addition to current arts offerings.
4. By 2020-21, offer dance & movement professional development to all BUSD elementary teachers/sites through LINES Ballet partnership.

**Budget Summary for Music/VAPA for 2018-19**
**BSEP Measure E1, Resource 0753**

| | |
|---|---|
| **Revenue** | |
| BSEP Revenue Allocation | 1,856,175 |
| Music Teacher Transfer to General Fund | (244,500) |
| **Total Revenue** | 1,611,675 |
| | |
| **Expense** | |
| Music Teachers and Program Staffing | 642,800 |
| Middle School Music and Performing Arts | 347,200 |
| Arts Anchor and Program Stipends | 85,000 |
| Arts Anchor Pilot | 110,400 |
| Middle School Music Tutors | 4,000 |
| Teacher Substitutes | 9,000 |
| Teacher Hourly for Rehersals | 7,500 |
| Music/VAPA Staff Professional Development | 13,200 |
| Instruments | 121,000 |
| Memberships | 1,000 |
| Collaborative Partnerships | 12,400 |
| Teacher Travel/Mileage Reimbursements | 10,000 |
| Technology | 10,000 |
| Performing Arts Showcase, Arts Bus | 3,000 |
| Reserve for Personnel Variance | 40,000 |
| Indirect Cost (5.93%) | 98,497 |
| **Total Expense** | 1,514,997 |
| | |
| **Net Change to Fund Balance** | 96,678 |
| | |
| **Beginning Fund Balance** | 286,450 |
| Net Increase/(Decrease) in Fund Balance | 96,678 |
| **Ending Fund Balance** | **383,128** |

**Measure A Funds for VAPA**

In addition to the expenditure of funds from BSEP Measure E1, the remaining fund balance from the BSEP Measure A resource for Music, Visual and Performing Arts (Resource 0853) is sufficient to provide for this program need for 2018-19:

**Deferred Maintenance Initiative** **$100,000**

In order to maintain the quality of our larger instruments, and address deferred maintenance issues, up to $100,000 of Measure A fund balance will be used to repair or replace larger assets such as pianos, as well as to make a few necessary major purchases of large brass instruments and string instruments which had been deferred during the previous measure. This special use of funds provides the opportunity to strategically address a delayed investment in our district assets.

**Budget Summary for Music/VAPA in 2018-19**
**BSEP Measure A, Resource 0853**

| | |
|---|---|
| **Expense** | |
| Deferred Maintenance | 100,000 |
| Indirect Cost | 5,930 |
| **Total Expense** | 105,930 |
| | |
| **Fund Balance** | |
| Beginning Fund Balance (Measure A) | 468,900 |
| Net Increase/(Decrease) | (105,930) |
| **Ending Fund Balance** | 362,970 |

# Essentials for Excellence: Instructional Technology

Plan Overview: FY 2018-19

**Budget Manager:**
Pasquale Scuderi, Associate Superintendent for Educational Services

## BACKGROUND INFORMATION:

According to BSEP Measure E1 of 2016, "Three and a quarter percent (3.25%) of the Available Revenues shall be allocated to providing instructional technology in schools, and access for students to computers and instructional technology."[1]

### Program Objectives

Up-to-date technology is a vital asset for Berkeley Public Schools. The appropriate use of technology broadens thinking and problem-solving skills, improves access to information and communication, and provides opportunities for self-direction to take research and learning in new directions. Access to technology is an equity issue – all students should have opportunities to engage with current technology. The use of technology engages students in learning, supports improved attendance, and facilitates parent involvement. Technology helps schools meet the needs of all students with opportunities for differentiated instruction and expanded options for participation, learning, and expression.

### 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, staff and administrators, including instructional technology and information systems such as Illuminate, the district Student Information System; and provide funds and ordering assistance for school technology purchases made by school governance councils and individual staff and teachers.

## BUDGET RECOMMENDATIONS for FY 2018-19

**Staff** **$747,500**

- School Computer Technicians 6.20 FTE
- Technology Supervisor 0.75 FTE
- Instructional Technology TSA 0.50 FTE

### School Computer Technicians 6.2 FTE

The job of the technicians is to work with teachers and staff to keep computers, tablets, projectors, printers and more functioning properly, to help integrate technology with the curriculum, to support teachers using Illuminate and other software, as well as to help technology committees and School Site Councils make decisions about technology expenditures. Staffing includes:

[1] BSEP Measure E1 of 2016, Section 3.B.iv

- 2.0 FTE support the high schools (of which 1.8 is for Berkeley High School and 0.2 FTE is for Berkeley Technology Academy and Berkeley Independent Study),
- 1.6 FTE support the middle schools, and
- 2.6 FTE supports the elementary schools and preschools and provides support for site technology purchases.
- Since all but two of the Techs are 10-month positions, an extra $3,000 for classified extra duty is budgeted for work over the summer.

**Teacher on Special Assignment – Instructional Technology 0.5 FTE**
Since 2010-11, a TSA for Instructional Technology has been co-funded by BSEP Technology and BSEP Professional Development. Currently, the position is funded 50% from the BSEP Technology budget, and 50% from the BSEP High Quality Instruction Professional Development budget. This plan continues this funding.

**Technology Supervisor 0.75 FTE**
The Technology Supervisor position directly supervises the school technicians and spends much of his time in schools. The position also provides expanded professional development opportunities for the School Techs and fosters a collaborative environment. *(Funded to 1.0 FTE with 0.25 from the General Fund.)*

**Technology Teacher Leaders & Hourly Support $44,000**
This Resource will fund 17 Tech Teacher Leader stipends for the 2018-19 school year. This will be the fourth year these stipends have been a part of the 0862 BSEP Technology budget. 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 Tech Teacher Leader stipend at every site. Teachers are interested in doing more with technology, but some are unsure how to implement these pedagogical shifts or how to integrate their current curriculum with the increased use of technology. This amount includes $5,000 for additional hourly support or professional development.

**Technology Equipment for Schools $94,000**
BSEP Funding in the schools provides about $9 per student for technology equipment, repairs and software licenses. Fortunately, the passage of Measure I of 2010, the Prop 65 facilities bond for the BUSD, has enabled another $250,000 per year to be dedicated to technology. That amount increased to $592,000 in 15-16, per the plan adopted by the School Board. During the last three years, Measure I bond funds improved the wireless infrastructure across the District, as well as a SIP-enabled VOIP telephone system to replace a system that was beyond its useful life, and mounted projectors in classrooms

**SMART GOALS for 2018-19:**
In addition to the overall program goals and objectives of described above, following are a few specific, measurable, achievable, relevant and time-bound goals for the year 2018-19.

1. All 3rd-5th grade teachers will continue to integrate technology into the regular day

curriculum, as well as expand use of Google Classroom with professional development led by their Technology Teacher Leader..

2. By September 2018, all 4th-8th grade classrooms where teachers have become Google or BUSD Technology Certified Educators will have additional Chromebooks for a 1:1 student to device ratio. In 3rd grade classrooms, there will be one Chromebook cart shared by two classrooms.
3. All 7th-8th grade teachers core teachers will have a 1:1 ratio of students to Chromebooks, and will use technology weekly with students. The success of this goal hinges on funding outside of BSEP.
4. A two-day technology PD in August 2018 will be held for at least 40 teachers demonstrating to their peers EdTech skills that they've found most effective.

**BUDGET SUMMARY**

Following is the proposal for the Technology Budget for FY 2018-19:

| | |
|---|---|
| **Revenue** | 965,200 |
| | |
| **Expense** | |
| Technology Staff | 747,500 |
| Certificated Hourly | 5,000 |
| Technology Teacher Leader Stipends | 39,000 |
| Equipment and Supplies | 94,000 |
| Reserve for Personnel Variance | 20,000 |
| Indirect Cost | 53,696 |
| **Total Expense** | 959,196 |
| | |
| **Net Change to Fund Balance** | 6,004 |
| | |
| **Fund Balance** | |
| Beginning Fund Balance | 34,790 |
| Net Increase/(Decrease) | 6,004 |
| **Ending Fund Balance** | 40,794 |

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

# Annual Plans 2018-19

# Effective Student Support

Family Engagement

Middle School Counseling

Achievement Strategies

# BERKELEY UNIFIED SCHOOL DISTRICT

**TO:** Donald Evans, Ed.D., Superintendent
**FROM:** Pasquale Scuderi, Associate Supt for Educational Services
**DATE:** May 23, 2018
**SUBJECT:** Recommendation for Allocation of BSEP Effective Student Support Funds for 2018-19

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**BACKGROUND INFORMATION**
According to BSEP Measure E1 of 2016, "seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child.

These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students."[1]

2017-18 was the first year of implementation for Measure E1, and with the transition from Measure A it was decided to divide the available 7% in a way that would sustain essential programs. The proposal for 2018-19 is to continue allocations in percentages that match those of the prior year, as follows:

| | |
|---|---|
| 3.50% | Student Achievement Strategies |
| 2.25% | Counseling and Behavioral Health |
| 1.25% | Family Engagement |

In the case of the Family Engagement budget, carryover funds from Measure A will be utilized to sustain current program staffing, with the understanding that the program is being reviewed and possibly restructured to stay within the E1 budget in future years.

This recommendation was presented to the BSEP Planning and Oversight Committee on March 27, 2018 and adopted by the Committee on April 24, 2018.

**PROGRAM EXPENDITURES**

**Student Achievement Strategies** **$995,848**
Funding for was provided for "program support" to enable improved academic,

[1] BSEP Measure E1 of 2016, Section 3.C

behavioral and social-emotional outcomes for students.

*See Appendix A for BSEP Student Achievement Strategies plan details for 2018-19.*

**Counseling and Behavioral Health** **$615,718**
Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges as well as the social and emotional barriers that create those challenges.

*See Appendix B for BSEP Counseling and Behavioral Health plan details for 2018-19.*

**Family Engagement** **$430,132**[2]
The Office of Family Engagement and Equity (OFEE) was developed to create a welcoming and equitable school environment. The staff is working to strengthen a district and school climate and culture in which family engagement skills are part of every Principal, teacher and staff's daily practice, and families are connected to the resources and knowledge they need to help students succeed at school.

*See Appendix C for Family Engagement plan details for 2018-19.*

**POLICY/CODE**
*Berkeley Public Schools Educational Excellence Act of 2016* (Para. 3C, Measure E1 of 2016).
*Berkeley Public Schools Educational Excellence Act of 2006* (Para. 3B.ii.c, Measure A of 2006).

**FISCAL IMPACT**
Expenditures of **$2,041,698**, including revenue allocation from Measure E1, BSEP Effective Student Support Funds and fund balance from Measure A, Parent Outreach funds.

**STAFF RECOMMENDATION**
Approve the recommendation for the allocation of BSEP Funds in FY 2018-19.

[2] Includes expenditure of carryover funds from Measure A for this Purpose

# Effective Student Support: Student Achievement Strategies

## Plan Overview: FY 2018-19

**Budget Manager:**
Pasquale Scuderi, Associate Superintendent for Educational Services

The Response to Intervention (RtI) Teachers in elementary and middle schools, and elementary Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams the District has been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific academic or behavioral outcomes, both positions play key direct service roles with our students.

### BUDGET RECOMMENDATIONS FOR FY 2018-19

**Staff** **$930,100**

- RtI Teachers 5.50 FTE
- Literacy Coaches 3.30 FTE

The **RtI teacher** allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with Individualized Education Plans (IEP). Better still, this focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student. The current plan is to fund this staffing with this resource:

> **2.75 FTE RtI teachers** for the 11 elementary schools (.25 FTE at each elementary school).
>
> **2.75 FTE RtI teachers** for the three middle schools (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King)

The **Literacy Coach** positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies respectively. The funding of Literacy Coaches through both the professional development budget and the Student Support budget (as well as site funds and LCAP) reflects the multiple roles fulfilled by this position.

> **3.3 FTE elementary school Literacy Coaches/Teachers;** (.3 FTE for each of the 11 elementary schools).

**Be A Scientist** **$10,000**

The "Be A Scientist" program provides students with support to engage in authentic science and engineering practices. Previously, teachers lacked the time and resources to mentor students through individual science research projects, and the traditional "science fair project" was assigned as an out-of-school homework project, contributing to inequities in learning opportunities dependent on resources and support available outside of school. Well-prepared scientists and engineers (mostly graduate students and post-doctoral researchers from UC Berkeley) mentor 7th grade students through the 6-week project of designing, conducting, and presenting independent research projects in science lab class.

The program is in the third year of a successful pilot in partnership with Community Resources for Science, serving about 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors. The contribution from BSEP funds toward a contract with Community Resources for Science will be matched by LCAP funds, a Chancellor's Grant, funding from the Berkeley Public Schools Fund and other sources to provide a robust program that reaches every 7th grade science class.

**BUDGET SUMMARY**

Following is the proposal for expenditures for Student Achievement Strategies from funds allocated to this purpose in accordance with *The Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1).

| **Resource 0763 Student Achievement Stategies: Budget Summary** | | |
|---|---|---|
| | | |
| **Revenue Allocation for FY 2018-19** | 1,039,436 | |
| | | |
| **Projected Expenditures** | | |
| Literacy Coaches | 367,250 | |
| RTI TSAs | 562,850 | |
| Contracts | 10,000 | |
| Indirect Cost | 55,748 | |
| **Total Expense** | 995,848 | |
| | | |
| **Net Change to Fund Balance** | 43,588 | |
| | | |
| **Beginning Fund Balance** | 68,889 | |
| Net Change to Fund Balance | 43,588 | |
| **Ending Fund Balance** | 112,477 | |

# Effective Student Support: School Counseling

## Plan Overview: FY 2018-19

**Budget Manager:**
Pasquale Scuderi, Associate Superintendent for Educational Services

Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges, as well as the social and emotional barriers that create those challenges. Middle school counselors support students during some of the most intense developmental periods of their youth, and are often their primary supports, chief advocates, and confidants when it comes to not only academic issues, but on "highly personal matters and individualized choices often fraught with challenge and complexity due to family, cultural, and contextual considerations (Elias 2010)."

Counselors at the secondary level in BUSD provide a wealth of supports and services, including direct instruction in classrooms on life skills and decision- making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support for families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed.

### BUDGET RECOMMENDATIONS FOR FY 2018-19

| **Staff** | **$615,718** |
|---|---|
| ● Middle School Counselors | 4.80 FTE |

This resource provides for 4.8 FTE for middle school counselors, allocated as follows:

2.4 FTE at King Middle School
1.2 FTE at Longfellow Middle School
1.2 FTE at Willard Middle Schools

### BUDGET SUMMARY

Following is the proposal for expenditures for Counseling and Behavioral Health from funds allocated to this purpose in accordance with *The Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1).

**Measure E1 (Resource 0764) Budget Summary**

| | |
|---|---|
| **Revenue** | |
| Net Revenue Allocation | 668,223 |
| | |
| **Expense** | |
| Middle School Counselors | 571,250 |
| Reserve for Personnel Variance | 2,000 |
| Indirect Cost | 34,468 |
| | 615,718 |
| | |
| **Net Change to Fund Balance** | 52,505 |
| | |
| **Beginning Fund Balance** | 29,686 |
| Net Change in Fund Balance | 52,505 |
| **Ending Fund Balance** | 82,191 |

# Effective Student Support: Family Engagement

## Plan Overview: FY 2018-19

**Budget Managers:**
Patricia Saddler, Ed.D, Director of Special Projects and Programs
Ann Marie Callegari, Supervisor of Family Engagement and Equity

The BUSD Office of Family Engagement and Equity (OFEE) offers district-wide support for families. The work of the Family Engagement and Equity staff is to support and educate parents and families in three main focal areas:

1) Establishing links between home and school for academic success,
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students, and
3) Promoting attendance and access to services.

The OFEE Staff provides targeted support and guidance to school staff and families in order to build meaningful partnerships that foster success for all students. Funding for OFEE comes from this BSEP resource, LCAP funds and site discretionary funds.

### BUDGET RECOMMENDATIONS FOR FY 2018-19

**Staff** **$374,500**

- Supervisor, Family Equity and Engagement 1.00 FTE
- Site Coordinators, Family Engagement 2.60 FTE
- Family Engagement Specialist, Berkeley High School .27 FTE

**Supervisor, Family Engagement and Equity** **1.00 FTE**
This position supervises, evaluates, and provides ongoing professional development to the Family Engagement Specialists, provides professional development and support to the District in areas of educational equity and family engagement to other groups, and coordinates district-wide parent education.

**Family Engagement and Equity Specialists** **2.60 FTE**
Six specialists support eleven elementary school sites on a part-time basis, and two specialists support Berkeley High School. BSEP funds provide 2.60 FTE, and the remainder is provided through LCAP Supplemental funding and site funds. Specialist positions report to the Supervisor of Family Engagement and Equity. The specialists provide the following supports:

- Case management of all students on the 10% chronic attendance list, and attendance celebrations at each school site.
- RtI Collaboration and advocacy for underserved students
- Parent education workshops including:
    - Why 9th Grade Matters
    - Immigration forums and community engagement around supporting immigrant families

    - Ramp Up Parent workshop series to empower parents with knowledge and strategies help their children at home.
    - Transcript Review College Readiness Clinics
    - College Financial Aid Workshops
    - Upward Bound Parent Workshops
    - Site based parent education around Math and Literacy

- Review student literacy levels, engage families and teachers, identify and implement supports, and monitor impact of family engagement.

- Attend school and district meetings to support, engage and advocate for students and families, including: School Site Council (SSC), Individual Education Plan (IEP) and 504, Response to Instruction and Intervention Team ($RtI^2$), Student Success Team (SST), Parent Teacher Association (PTA), Student Attendance Review Team (SART), Student Attendance Review Board (SARB), BSEP P&O Committee, Local Control Accountability Plan Parent Advisory Committee (PAC), Parents of Children of African Descent (PCAD), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC)

**Berkeley High School** **0.27 FTE**

There are two Family Engagement Specialists positions at Berkeley High School, of which this BSEP resource pays for 0.27 FTE, with remaining funding coming from BSEP site funds and LCAP. These positions support students and families with locating and navigating school and community resources to become more engaged in their children's education. OFEE collaborates with school staff to engage students to support positive behavior, academic performance and attendance.

Family Engagement Specialists design and often facilitate workshops and programs at the high school, including: Why 9th Grade Matters, College Readiness Series, Middle to High School Parent Workshops, Mentor program in collaboration with UC Berkeley, and workshops to address relevant issues. This office also serves drop-in students and parents. Additionally, the annual Black and Latino Graduations are coordinated and supported by these positions.

**Program Expenses**

**Classified Hourly for Meeting and Family Event Support** **$2,000**

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

**Contracted Services** **$5,000**

Experts in specialized subject areas of cultural competency, family engagement and parent leadership will provide training to Office of Family Engagement and Equity Site Coordinators, Parents/Guardians, and district staff.

**Materials and Supplies** **$4,000**

This budget will provide the OFEE with materials and supplies to support the program, including family engagement events.

**Staff Development and Mileage** **$4,000**
Funds will be allocated for staff to attend state and local workshops for professional development.

**Cell Phone Service** **$4,300**
Funding will provide cell phone service for the site coordinators to facilitate communication.

In addition to the overall program goals and objectives described above, following are a few specific, measurable, achievable, relevant and time-bound goals for the year 2018-19.

**SMART Goals for 2018-19**

1. Provide 1-2 eight-week parent education math academies for BHS target Universal 9th Grade Families in Fall 2018 and Spring 2019.

2. Provide 1-2 Math Parent Education Workshops for K-5 & Middle school parents/families in the Fall of 2018 and Spring 2019.

3. Provide one District-Wide Research Symposium & Parent Engagement/ Education Summit in the Fall of 2018.

4. Bring school site parent affinity groups together two times during the school year (Fall & Spring) for input, needs assessment and feedback on school site and district programs.

5. Establish cohorts of third grade students and families based on prior year academic outcomes and provide regular check-ins and sustained monitoring of access to services and supports. BREA will evaluate individual student and cohort progress on local and state assessments at the end of the school year.

**BUDGET SUMMARY**
The budget for 2018-19 requires drawing upon the fund balance and carryover. One of the family engagement staff is funded by Measure A carryover funds in order to sustain the current staffing model; that is an accounting decision and does not reflect a programmatic decision.

The current model for Family Engagement is under review and will be revised by Educational Services and Student Services to create an effective and sustainable model to meet the changing needs in the district.

Following is the proposal for expenditures for Family Engagement from funds allocated to this purpose in accordance with *The Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1) and carryover funds from *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A).

**Measure E1 (Resource 0757) Budget Summary**

| | |
|---|---|
| **Revenue** | |
| Net Revenue Allocation | 371,235 |
| | |
| **Expense** | |
| Family Engagement Staff | 320,900 |
| Classified Hourly | 2,000 |
| Books & Supplies | 4,000 |
| Contracted Services | 5,000 |
| Staff Development and Mileage | 4,000 |
| Cell Phone Service | 4,300 |
| Reserve for Personnel Variance | 10,253 |
| Indirect Cost | 20,782 |
| **Total Expense** | 371,235 |
| | |
| **Revenue Less Expense** | 0 |
| | |
| **Beginning Fund Balance** | 14,072 |
| **Net Change in Fund Balance** | 0 |
| **Ending Fund Balance** | 14,072 |

---

**Measure A (Resource 0857) Budget Summary**

| | |
|---|---|
| **Revenue** | |
| Net Revenue Allocation | 0 |
| | |
| **Expense** | |
| Classified Salaries & Benefits | 53,600 |
| Reserve for Personnel Variance | 2,000 |
| Indirect Cost | 3,297 |
| **Total Expense** | 58,897 |
| | |
| **Revenue Less Expense** | (58,897) |
| | |
| **Beginning Fund Balance** | 140,000 |
| **Net Increase/(Decrease) in Fund Balance** | (58,897) |
| **Ending Fund Balance** | 81,103 |

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

Annual Plans 2018-19

# Community Engagement

# Communication, Translation, and Community Engagement

## Plan Overview: FY 2018-19

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**Budget Manager:**
Natasha Beery, Director of BSEP and Community Relations

## BACKGROUND INFORMATION

In keeping with BSEP Measure E1 of 2016, two percent (2%) of revenues are dedicated to "support of the Planning and Oversight Committee and School Site Councils, and community engagement, communications and public information services." *(Section 9A)*

### Program Summary

BSEP Planning and Oversight (P&O) Support: The BSEP office ensures that the P&O Committee has the necessary information to carry out its oversight role by providing program and budget plans, revenue projections, reports and analysis for each of the distinct purposes of the Measures. The Director consults with all BSEP-funded program Directors, Coordinators and Supervisors, and works with the Superintendent, Associate Superintendent for Educational Services, and Assistant Superintendent for Business 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 are developed and reports are provided in accordance with the Measure and with auditing and budgeting best practices, and ensures proper documentation of expenditures of BSEP funds, including Site funds. The BSEP Program Specialist (and hourly support as needed) provides the communications, record-keeping and meeting support for P&O committee.

Site Council Support: The BSEP office provides training and support to the School Site Councils and the Berkeley High School (BHS) BSEP Site Committee, working with principals, teachers, support staff, students and parent/guardians 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. Site Council 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 elections of site council representatives in order to ensure broad and diverse participation in elections and governance, and provides support throughout the year to ensure that each Principal and site committee has the information and support they need to deliberate and document their decisions.

Communications and Community Engagement: Multiple communication channels are needed to reach diverse audiences, including parent/guardians, students, employees, and community stakeholders, each with distinct interests and concerns. The major channels currently include the BUSD website, the bi-weekly A+ News, a weekly email Bulletin to all staff, an annual Community Report, flyers, brochures, press releases, school e-trees and newsletters, school messenger emails and phone blasts, as well as

some forays into social media. Additional channels of communication employed as needed include public presentations, forums, and special events.

The Communications Team meets weekly, chaired by the Director of BSEP and Community Relations. The team supports district initiatives, addresses goals set out in the Communications Plan, and advises and consults with the Superintendent on a wide range of strategies to meet the communications needs of the District. When special situations arise that require community engagement on a district or even site-specific level, the Communications Team and/or the Director provide support through developing situation specific communications and processes. In the past year, the Director and team have been called upon to draft responses for a wide range of media inquiries and public record requests about student and district activities, has developed protocols for the use of social media, law enforcement/immigration enforcement, supported schools with student advocacy and engagement, provided assistance for area-wide air quality disaster communications and decisions, partnered with facilities staff to manage communications around water quality testing at schools, coordinated a review process for school-public art projects, and supported a complex and time-consuming community engagement process for a school name change.

Translation/Interpretation: A Specialist Translator/Interpreter provides Spanish translation for key District materials and in-person interpretation for workshops, IEPs and other special meetings. In addition, a contract with a multilingual Language Line telephone service provides all school personnel with an important communication tool that improves communication with families by offering instant access to simultaneous interpretation, such as for parent/guardian conferences. Language Line use in the past year has included interpretation in Spanish, Arabic, Urdu, Pashto, Nepali, Mandarin, Cantonese, Laotian, Cambodian and Vietnamese. We have also been able to provide an in-person Arabic-speaking interpreter for some parent conferences.

## BUDGET RECOMMENDATIONS FOR 2018-19

**Staff** **$475,200**

- Director of BSEP and Community Relations 1.00 FTE
- BSEP Program Specialist 1.00 FTE
- Public Information Officer 0.85 FTE
- Specialist Translator/Interpreter 0.67 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, Site Councils, and the School Board on the parameters of the BSEP Measure. The Director acts as the Superintendent's designee, as assigned, to represent, coordinate, facilitate and/or support the functions of the Superintendent's Office, including the district's public planning processes, Communications Team, and relevant district or city-wide committees. As a member of the Superintendent's Cabinet, the Director participates in developing the District's vision, strategic planning, goals and programs.

BSEP Program Specialist 1.0 FTE

The position supports School Principals and Site 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 Site Councils, including SSC recruitment, elections, meeting processes, records and reporting. The Program Specialist also attends Site Council meetings to advise and share effective practices with Principals, chairs and members.

Public Information Officer (PIO) 0.85 FTE

A core member of the Communications Team, the District PIO interacts with news organizations, government agencies, community organizations, local businesses, District staff and other school districts to coordinate public information and media relations. The PIO responds to requests for information and also produces news releases on the BUSD website, a Weekly Bulletin for all BUSD employees, and press releases sent directly to the news media. The PIO works closely with District staff to support communications needs, and assists in representing the District at School Board and community meetings. The PIO also oversees District responses to requests filed under the California Public Records Act. In recognition of this compliance-related function, .15 FTE of the position will be funded by the General Fund and .85 FTE will be funded by BSEP in 2018-19.

Specialist Translator/Interpreter 0.67 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. A significant proportion of the Specialist's time is devoted to translating IEP-related documents and meetings. Currently, this 1.0 FTE position is funded in a 50/50 split with the General Fund. In 2018-19, the position will be funded with .33 FTE from General Fund and .67 FTE from BSEP, based on a review of average workload.

**Hourly Staff** **$16,000**

Support on an as-needed basis is provided in the following areas:

- P&O and Public Meeting Support (set-up, minute-taking, childcare);
- 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** **$55,000**

District families 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 with projects and publications such as the *A+ e-News*, press releases, the BUSD website, the annual *BUSD Community Report*, programmatic brochures, and a variety of other district documents and public information materials. The contracted services for 2018-19 include:

- Project-based writing, editing and graphic design contracts;
- A web-based e-messaging service;
- Website design and maintenance support;
- Simultaneous interpretation phone services for multiple languages;
- Spanish language interpretation/translation for overflow needs when staff are not available to support events or major projects

**Printing & Mailing** **$20,000**

The primary expense in this category comes from a mailing of the annual *BUSD Community Report.* Printing and citywide mailing costs for each issue are approximately $13,000. Other print documents include Site Council training materials, the BSEP Annual Plan, district-wide mailings to families from the Superintendent, information posters for schools, and printing related to BSEP Measure Awareness or specific BSEP-funded programs.

**Equipment and Supplies** **$12,000**

This budget provides office equipment for BSEP staff, as well as supplies for the BSEP P&O Committee, annual Site Council training, town halls and other public events.

**Travel, Conferences and Memberships, Cell Phone** **$10,000**

This budget provides cell phone service for the PIO, as well as membership fees and annual professional development for the specialist interpreter-translator, the Public Information Officer, and the BSEP Director.

**SMART GOALS**

In addition to the program endeavors outlined above, the following specific goals are intended to be measurable outcomes for the year 2018-19:

1. BSEP Program Specialist and/or Director will attend at least one SSC/SGC meeting for each site, provide feedback to Principals and Chairs and report to P&O on best practices.

2. Update Berkeley High School bylaws to bring into alignment with Measure E1 and SSC revised bylaws.

3. Expand parent/guardian use of School Messenger smartphone app and/or the associated SMS text system with at least 50% of BUSD families opting in to receive texting.

4. Increase Communication Team capacity and use of social media through participation in professional development, conferences and/or workshops.

## RESOURCE SUMMARY

The core program for this Resource is currently fully funded by projected revenue for the year, although without much leeway for special project expenditures. In 2018-19, expenditures for contract work, and printing and mailing of a bi-annual report were reduced to bring this budget into balance. The reallocation of the FTE funded by BSEP and General Fund for the PIO and Specialist Interpreter positions is expected to have a minimal impact on the budget, but more importantly is in better alignment with the work carried out by those positions. In summary, the recommendation for the expenditure of the BSEP Community Engagement funds in FY 2018-19 is:

**Measure E1 (Resource 0754)**

| | |
|---|---|
| **Revenue** | 606,098 |
| **Expenses** | |
| Staffing | 475,200 |
| Classified Hourly | 16,000 |
| Contracted Services | 55,000 |
| Equipment and Supplies | 12,000 |
| Printing and Mailing | 20,000 |
| Travel, Conferences, Memberships | 9,000 |
| Cell Phone | 1,000 |
| Reserve for Personnel Variance | 5,000 |
| **Total Expenses** | 593,200 |
| **Net Change to Fund Balance** | 12,898 |
| **Fund Balance** | |
| Beginning Fund Balance | 14,523 |
| Net Increase/(Decrease) | 12,898 |
| **Ending Fund Balance** | 27,421 |

## SPECIAL PROJECTS

The fund balance from Measure A is the legacy of a period of understaffing in the BSEP Office, and is planned for use to address deferred needs that have not been within the capacity of the Communications Team and/or BSEP office to achieve without supplemental assistance. The following projects are planned for 2018-19 and will necessitate the use of contracted services, including printing, mailing, graphic design, web design, writing and project coordination, as well as hourly support, under the supervision of the Director of BSEP and Community Relations:

- Parent-Student Handbook and Family Resource Guide - the current handbook is essentially a compliance manual which is not as family-friendly as we'd like it to be. The plan is to create a "quick-start guide" for families based on the most

frequently asked questions, as well as a resource guide for support services. Additional translation support may also be needed. Funds may be needed for yearly updates going forward.

- Website - the BUSD website will be updated for greater accessibility and ease of navigation. This project is underway but needs additional resources.
- Community Partnership Workshops - together with the Office of Family Engagement & Equity (OFEE), a series of workshops could provide opportunities for parents, guardians and students to learn about some of the underpinnings of the *2020 Vision* Goals. Themes under consideration include child development, literacy, math, and college and career readiness. These workshops would be developed with input from our 2020 Vision Workgroups that include our partners from the city of Berkeley, Berkeley City College, and the University of California, Berkeley. Some workshops could be designed for the participation of LCAP-focus families, under the aegis of the OFEE, others will be district-wide events and supported primarily through the Communications Team with both contract and hourly staffing for coordination, speakers, and meeting support.

**Measure A (Resource 0854)**

| | |
|---|---|
| **Revenue** | 0 |
| **Expenses** | |
| Classified Hourly | 10,000 |
| Contracted Services | 80,000 |
| Printing and Mailing | 15,000 |
| **Total Expenses** | 105,000 |
| **Net Change to Fund Balance** | (105,000) |
| **Fund Balance** | |
| Beginning Fund Balance | 277,000 |
| Net Increase/(Decrease) | (105,000) |
| **Ending Fund Balance** | 172,000 |