

COMMITTEE: BSEP Planning & Oversight Committee

DATE: Tuesday, May 1, 2012

LOCATION: Malcolm X School Library
1731 Prince St.

TIME: 7:00

Gavel down: 7:15

CHAIRPERSON: Chris Martin

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|----------------|------|---|
| | 7:15 | 1. |
| | | 2. |
| | | 3. |
| | | 4. BSEP Manager's Comments (Monica Thyberg) |
| | | 5. Public Comment |
| [Presentation] | 7:30 | 6. <i>Recommendation for the expenditure of BSEP funds for Music and Visual & Performing Arts (VAPA) in 2012-13</i>
Suzanne McCulloch, Supervisor, VAPA |
| [Presentation] | 8:00 | 7. |
| [Presentation] | 8:30 | 8. <i>Recommendation for the expenditure of BSEP funds for Technology in 2012-13</i>
Jay Nitschke, Director, Technology |
| [Action] | 9:00 | 9. |
| [Action] | 9:10 | 10. |
| [Action] | 9:25 | 11. Approval of the Minutes: 4-10-12 |

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 1, 2012
SUBJECT: Recommendation for Expenditures in 2012-13 from the Professional Development portion of Berkeley Public Schools Educational Excellence Act of 2006

The priorities for professional development identified above are funded through a variety of funding sources, including categorical funds such as Titles I, II, and III as well as BSEP. However, many proposed staff positions focused on professional development are at least partially funded from BSEP. It should be noted that there are other professional development efforts that are either site-driven or completely funded from other sources, and these are not discussed in this document.

The positions and initiatives proposed to be funded by BSEP are:

Professional Development Personnel	Cost
Literacy Lead Coach .40 FTE total	\$ 43,000
Elementary Literacy Coaches 2.75 FTE (.25 FTE x 11 schools)	263,200
Middle School Literacy Coach .40 FTE total	37,400
Mathematics Coaches .90 FTE (out of 2.0 FTE)	85,500
BHS Professional Development Leaders 1.2 FTE (6 x .20 FTE)	110,000
Coaches to Support K-12 English Learners .7 FTE (out of 2.4 FTE)	67,000
Instructional Technology TSA .35 FTE (out of 1.0 FTE)	34,500
Supervisor of Family Engagement and Equity .50 FTE (out of 1.0 FTE)	48,000
ULSS/RtI Behavior Specialist .40 FTE (out of 1.0 FTE)	36,400
Coordinator of Professional Development .5 FTE (out of 1.0 FTE)	57,200
 Professional Development Initiatives	 Cost
Teacher Initiated Professional Development (TIP)	50,000

Middle School Literacy Coach - .40 FTE

\$37,400

Instructional Technology Teacher on Special Assignment (TSA) \$34,500

.35 FTE (out of 1.0)

This position is intended to help teachers utilize existing web based tools to support classroom instruction, for example: Holt Mathematics online tutorials for students; CompassLearning, an online intervention program available to all K-8 students; Scholastic Reading Inventory, an electronic reading diagnostic tool; and Illuminate, the data management system that the district will implement next year. Many of the district’s textbooks now include web based and electronic support materials for teachers, students, and parents. In addition, this position has been instrumental in ensuring the effectiveness of the Read 180 program at the three middle schools, as this computer based remedial reading program requires reliable hardware and technological expertise. The recommendation is to continue to fund .35 FTE of this position, to provide professional development that bridges technology tools with classroom teaching and that supports students, parents, teachers, and administrators both during and after the school day.

Supervisor, Family Engagement and Equity \$48,000

.50 FTE (out of 1.0)

This will be a new position for the district with the goal of increasing family engagement and ensuring educational equity to enhance student achievement. This position will provide guidance and support in developing and implementing culturally responsive teaching and classroom management strategies to engage more students in learning the curriculum. The position will work with staff to ensure that each school’s climate brings out the best in every student and that our schools are welcoming to all. Many teachers have participated in Sharroky Hollie’s workshops, Guided Language Acquisition Design (GLAD) training, and recent workshops on Equity and Ethnicity, facilitated by the district’s Supervisor of Culturally and Linguistically Responsive Systems, all of which have been found to be useful. This position will be responsible to build upon these efforts. The recommendation is to fund .50 FTE of this position next year through BSEP.

Universal Learning Support System (ULSS)/Response to Intervention [RtI] Behavior Specialist - .40 FTE (out of 1.0) \$36,400

ULSS/RtI is intended to identify and serve students who need additional support in order to succeed academically, behaviorally and socially. The district is proposing to hire 2.5 FTE positions to support staff in improving the effectiveness of the program throughout the district: 1) a full-time and a half-time Teacher on Special Assignment (1.50 FTE) would provide professional development for teachers to strengthen the academic intervention components in the classroom; and 2) a behavior specialist (1.0 FTE), who is also a school psychologist, would work with teachers at sites to develop strategies to engage students with challenging behavior and/or emotional issues in learning. ULSS/RtI is a high priority for the district, as the coordination of immediate and appropriate interventions for identified students has the potential to reduce the achievement gap in our schools. The recommendation is for BSEP to fund .40 FTE of the Behavior Specialist.

Coordinator of Professional Development - .50 FTE (out of 1.0 FTE) \$57,200

The position is responsible to ensure that the professional development outlined in this proposal will be well-organized and provided as outlined. The position will be funded from a variety of resources, including .50 FTE from BSEP Professional Development funds, to support the coordination of the district's professional development efforts.

Teacher Initiated Professional Development \$50,000

These funds provide money for substitutes and hourly pay to give teachers the opportunity to focus on areas of professional growth that they have identified as meaningful to them. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap; topics might include the implementation of Response to Intervention or Positive Behavior and Intervention System, assessing reading and writing skills, culturally responsive teaching, and teaching English Language Development in a diverse class. Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. The recommendation is for BSEP to continue to fund this effort.

Stipends for Teacher Leaders \$80,200

Teacher Leaders help move forward various curriculum initiatives in the schools, such as Everyday Math in K-5 and improved performance in Algebra in the middle schools. The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their sites. There will be K-5 Teacher Leaders focused on ELD next year, and the district is also proposing to identify Teacher Leaders for Equity, a group who will participate in biweekly workshops with the Supervisor of Family Engagement and Equity and serve as leaders at their sites on this key issue for the district. The recommendation is to continue funding the stipends for Teacher Leaders – approximately \$1,700 per teacher per year plus benefits for 40 teachers.

Specialized Workshops for Secondary Teachers \$30,000

Specialized training is required for certain programs at the high school and middle school levels. (1) High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops. (2) Middle and high school teachers attend the workshops in Advancement Via Individual Determination (AVID) in order to learn the AVID curriculum and their role to facilitate the academic success of the students in the AVID program. AVID is designed to increase the number of students who enroll in a four-year college. (3) The world language teaching methodology known as Accelerative Integrated Method (AIM) uses gestures, music, dance and theater to help students learn. The basic premise of AIM is that students learn and remember more when they do something that goes along with the words they are saying. Teachers have found great success with this integrative approach to language learning and have requested this training. This fund would pay for conference registration and travel expenses for participating teachers.

BSEP Professional Development Allocation for FY 2013	\$ 757,200
FY 12 Unallocated Balance	253,600
TOTAL AVAILABLE REVENUE	1,010,800
EXPENDITURES	
Professional Development Staff (8.1 FTE)	782,200
Stipends for Teacher Leaders	80,200
Teacher Initiated Professional Development	50,000
Specialized Workshops for Secondary Teachers	30,000
Indirect Cost @ 6.39%	60,200
TOTAL EXPENDITURES	1,002,600
DIFFERENCE	8,200

*All budget figures rounded to the nearest hundred.

Carryover Funding Priorities

Additional carryover is expected, and this will cover any variance in the cost of personnel. Priorities for additional Professional Development carryover funds have been identified and are listed below.

Carryover Priorities

Math Consortium at ACOE	12,000
Specialized Workshops for Secondary Teachers	35,000
Substitutes for Middle School Writing Scoring	15,000
ULSS/RtI Workshops	8,000
Culturally Responsive Teaching Workshops/Consultants	25,000
Welcoming Schools Training	10,000
Curriculum Workshops for New Teachers	10,000
Mentors for Voluntary PAR Referrals	10,000

Total \$125,000

a. Math Consortium at ACOE \$12,000

Alameda County Office of Education is sponsoring a series of workshops for district teams of administrators and teachers to develop a plan for the transition to the new common core standards in math. The workshops will be led by David Foster, a well-respected math consultant, who will help us identify the key standards required for mastery to enable students to continue to progress successfully in math. Funds will pay for registration as well as substitutes and teacher hourly for math teachers to attend the workshops and do follow-up work.

h. Mentors for Voluntary PAR Referrals

\$10,000

The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

DISTRICT GOAL

V. B. Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2006 , Section 3C

FISCAL IMPACT

Projected expenditures of \$1,002,600 from the BSEP Professional Development, Program Evaluation, and Technology Fund, and up to \$125,000 of monies carried over from FY 2011-12.

STAFF RECOMMENDATION

Approve the recommendation for the expenditure of BSEP funds for Professional Development in FY 2012-13.

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