

BSEP PLANNING & OVERSIGHT COMMITTEE NOTES

May 6, 2014

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

**P&O Committee Members Present:**

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

**P&O Committee Members Absent:**

Boyd Power, Emerson

**3.**

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

**MOTION CARRIED (Glimme/Paxson):** To approve the allocation of BSEP Program Evaluation budget in FY 2014-15 per the memo Recommendation for Expenditures in FY 2014-15 for Funds Allocated to Program Evaluation from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0656) Natasha Beery, Director of BSEP and Community Relations and Debbi D'Angelo, Director of Evaluation and Assessment to the P&O Committee, dated April 24, 2014  
**The motion was approved unanimously.**

**8. Recommendation for BSEP Funds in FY 2014-15: Professional Development**





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

**11. Recommendation for BSEP Funds in FY 2014-15: Parent Outreach**  
Charity DaMarto, Supervisor Office of Family Equity and Engagement

DaMarto provided the following handouts:

Recommendation for expenditures in FY 2014-15 of Funds Allocated to Parent Outreach from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0857) from Neil Smith, Assistant Superintendent for Educational Services  
Charity DaMarto, Supervisor Office of Family Equity and Engagement to the BSEP Planning and Oversight Committee dated May 2014

PowerPoint Presentation Office of Family Engagement and Equity 2014 and Beyond (4 pages)

Office of Family Engagement and Equity Site Coordinator Annual Plan, 2014 Work plan, 5 pages of narrative with planning calendar)

DaMarto stated that through the LCAP process, the Parent Outreach (Office of Family Engagement and Equity, or OFEE) will be expanding because of the expressed need for site coordinators at all schools. She noted that the budget for BSEP is not changing for the coming year, and additional staff is likely to be funded by LCAP. PowerPoint presentation handout provided answers to questions about the program, including the work plan, and the FTE equivalents that might be at sites. The Office of Family Engagement and Equity Site Coordinator Annual Plan, 2014 0 0 1BT s4 1 289.13 3lfice of Family

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

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

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

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**The motion was approved unanimously.**

**13. Adjournment**

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

Minutes submitted by Linda Race, BSEP Staff Support





# BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee  
FROM: Donald Evans, Superintendent and  
Natasha Beery, Director of BSEP and Community Relations  
DATE: May 6, 2014  
SUBJECT: Recommendation for Expenditures in 2014 -15 of Funds Allocated  
to Public Information, Translation, and Support of the Planning  
and Oversight Committee from the Berkeley Public Schools  
Educational Excellence Act of 2006 (BSEP Resource 0854)

## BACKGROUND INFORMATION

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

two percent (2%) of Special Tax revenues [shall be provided] for public information, translation services for District families and support of the  
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BSEP Planning and Oversight Support : The BSEP Measure of 2006 delineates the stewardship responsibilities of a Planning and Oversight (P&O) Committee. The Director of BSEP and Community Relations ensures that the P&O Committee and subcommittees have the necessary information to carry out their role by providing program and budget plans, revenue projections, reports and analysis for each of the nine distinct purposes of the measure. The Director consults with all BSEP-funded program Directors, Coordinators and Supervisors, and works with the Superintendent, Deputy Superintendent for Business Services, and Assistant Superintendent for Educational Services to ensure that District and BSEP plans are aligned. A Senior Budget Analyst works with the Director and each Budget Manager to ensure that plans and reports are provided in accordance with the measure and with auditing and budgeting best practices.

School Governance Council Support : The BSEP office provides training and support to School Governance Councils and the BHS BSEP Site Committee, working with principals, teachers, support staff, students and parents to







Revenue	495,472
Expenses	
Staffing	416,452
Classified Hourly	20,000
Contracted Services	75,000
Equipment and Supplies	35,000
Printing and Mailing	27,000
Travel37 15 re W* n 3	



- x Effective Use of Assessment Data to Improve Instruction
  - x Beginning Teacher Support and Assessment/Peer Assistance and Review BTSA/PAR
- 2

### Program Summary

The positions and initiatives proposed to be funded from the allocation of BSEP funds for Professional Development in FY 2014 -15 have been adjusted to reflect current district priorities as well as the need to reduce deficit spending in this resource. See Appendix A for a three -year funding level and source comparison for Professional Development positions and activities.

efforts on Faculty Study Groups , in which teacher teams from learning communities and the departments participate in a collaborative structure, such as lesson study, literature study or action research , to improve instructional practices and student performance. Every member of the BHS faculty is a member of a study group.

Instructional Technology Teacher (TSA) 0.50 FTE

This position was created to help teachers utilize existing web -based tools to support classroom instruction , for example : Holt Mathematics online tutorials for students; CompassLearning, an online intervention program available to all K -8 students; Scholastic Reading Inventory, an electronic reading diagnostic tool; and the Read 180 program at the three middle schools, a computer based remedial reading program which requires reliable hardware and technological expertise. Many of the DLVWULFW -V WH [WER NV include web -based and electronic support materials for teachers, students, and parents.

In addition, this position has been instrumental in facilitating the adoption of Illuminate , the data management system adopted by the District during the 2012 -13 school year . The use of technology for instruction and testing will continue to expand in the 2014 -15 school year , with the advent of new student assessments aligned with

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

Culturally Responsive Teaching Workshops & Consultants \$45,000  
 Many of our BUSD teaching staff have participated in Culturally Responsive Teaching workshops and coaching in order to learn strategies which engage our African -American students in learning more effectively. This fund would enable more staff to attend relevant workshops and engage consultants who would work in conjunction with the District staff members who are leading this initiative in BUSD.

Teacher Initiated Professional Development \$50,000  
 Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap. Topics might include the implementation of Response to Intervention or Positive Behavior and Intervention System, assessing reading and writing skills, culturally responsive teaching, or teaching English Language Development in a diverse class. These funds provide money for substitutes and hourly pay to give teachers the opportunity to focus on areas of professional growth that they have identified as meaningful to them.

K-8 Curriculum Teacher Leaders \$55,000  
 Teacher Leaders help advance various curriculum initiatives in the schools, such as the implementation of the new Common Core state standards . The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their schools . During the 2013 -14 school year , the K-

### Carryover Funding Priorities

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

- a. Welcoming Schools Training \$8,000  
The Welcoming Schools curriculum has been implemented at all elementary schools, and training for teachers new to Berkeley is essential to ensure that all students ar

- g. Specialized Workshops for Secondary Teachers \$15,000  
Specialized training is required for certain programs at the high school and middle school levels.

(1) High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops.

(2) Middle and high school teachers attend the workshops in Advancement Via Individual Determination (AVID) in order to learn the AVID curriculum and model for Secondary Teachers

#### POLICY/CODE

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

#### DISTRICT GOAL

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

#### FISCAL IMPACT

Projected expenditures of \$875,564 from the BSEP funds for Professional Development, from the BSEP Professional Development, Program Evaluation, and Technology Fund

#### STAFF RECOMMENDATION

Approve the recommendation for expenditures in 2014 -15 of funds allocated to Professional Development from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP Resource 0855)