



BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROJECT
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MEETING NOTICE

COMMITTEE: BSEP Planning & Oversight Committee
DATE: Tuesday, May 11, 2010
LOCATION: Malcolm X School Library
1731 Prince Street
TIME: 7:00
Gavel down: 7:15
CHAIRPERSON: Nancy Hoeffler

AGENDA

- 7:15 1. Introductions & Site Reports
2. Establish the Quorum/Approve the Agenda
3. Approve minutes: 3/23/10; 4/7/10; 4/13/10
7:30 4. Public Commentary
7:40 5. Chairperson's Report (Nancy Hoeffler)
6. Program Manager's Report (Monica Thyberg)
- Subcommittee Reports and Action Items**
- [ACTION] 7:50 7. Recommendation for the Annual Plan for expenditure of the BSEP Library Fund in FY 2010-11
(Becca Todd, Library Program Coordinator)
- [ACTION] 8:00 8. Recommendation for the Annual Plan for expenditure of the BSEP fund for the Visual and Performing Arts (VAPA) Program in FY 2010-11
(Suzanne McCulloch, VAPA Program Supervisor)
- [ACTION] 8:10 9. Recommendation for the Annual Plan for expenditure of the BSEP funds for Program Evaluation in FY 2010-11
(Jay Nitschke & Andrew O'Shea)
- [DISCUSSION] 8:30 10. Presentation of the Annual Plan for Expenditure of the BSEP Fund for Parent Outreach in FY 2010-11
(Maya Hernandez & Jackie Schalit)
11. Other Subcommittee Reports (as requested)
12. Additional Items for Discussion (From Committee Representatives)
13. Additional Public Commentary
9:30 14. Adjournment

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Becca Todd, District Library Coordinator &
Neil Smith, Assistant Superintendent for Educational Services
DATE: May 11, 2010
RE: Recommendation for the Annual Plan for the expenditure of
BSEP/Measure A funds for the Library Program in FY 2010-11

BACKGROUND INFORMATION:

The Berkeley Schools Educational Excellence Act of 2006 (Measure A of 2006) allocates 7.25% of the available revenues 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.”

BSEP/Measure A funds provide the backbone for library staffing and resources throughout the Berkeley school system. Addressing every student’s academic and independent reading needs with a wide range of books, online resources and integrated programming is at the core of our mission. The library lens of the 2020 Vision strengthens our commitment to developing 21st century skilled thinkers and learners throughout the entire Berkeley school community.

During this past year, under the leadership of the District Library Coordinator, Becca Todd, the “Friends of the BUSD Libraries” committee, which includes teachers, parents, BUSD and City of Berkeley library staff and community members, met bimonthly to discuss and support BUSD’s library program. This proposal is the recommendation for the expenditure of the BSEP/Measure A funds in FY 2010-11 for the Library Program.

BUDGET RECOMMENDATIONS FOR FY 2010-2011

Staffing \$ 1,309,000

Recognizing the integral role that school libraries play in our children’s education, the Berkeley Public Schools Educational Excellence Act of 2006 continues the successful stabilization of library staffing which began with monies from Measure B of 2004. This has allowed a consistent level of service and support in each of our school libraries. This staffing model shown below is the same as in FY 2009-10 and all positions are currently occupied.

- District Library Coordinator, 1 @ 1.0 FTE
- BHS Teacher Librarians, 2 @ 1.0 FTE/each
- B-Tech Teacher Librarian, 1 @ .60 FTE
- Middle School Teacher Librarians, 3 @ 1.0 FTE/each
- Middle School Library Media Technicians:

- King 1 @ .80 FTE, Longfellow and Willard 2 @ .53 FTE/each
- Elementary School Library Media Technicians, 11 @ .80 FTE/each
- District-wide Central Media Library Technician, 1 @ .80 FTE
- BHS Library Media Technician, 1 @ .80 FTE

Total = 6.6 FTE certificated staff; 12.26 FTE classified staff

Summer Extended Day Library Program \$5,000

Building on the success of last year's summer school library program, the proposal is to continue staffing the library at both BEARS/EDC summer school sites (Rosa Parks and Washington) for two days per week at each site, with an increase of an hour per day (5 hours v. 4 hours). Funding one of our District's Library Media Technicians to work four days per week during the EDC summer session June 28 – July 30 with one prep day on June 25, would support our focus on literacy. This focus yields strong results in the fall by mitigating severe "summer slide". The Library Media Technician would provide library visits and book circulation for the EDC students and staff.

School Library Collections \$149,070

Libraries need to provide resources for a broad range of reading levels and be aligned with content and information literacy standards to promote students' access to the materials they need for research and free reading. An allotment of \$15 per pupil for library books and materials is proposed for FY 2010-11. The allocation for the continued development of the district's audio-visual collection in the Central Media Library is proposed to continue at \$6,000. This is the same as FY 2009-10.

Family Literacy \$3,000

In 2009-10, BUSD Library Services and the Parent Resource Center worked with two sites to offer the Latino Family Literacy Project, a parent workshop that provides structure and bilingual resources to establish and augment a home-reading practice. That project will continue, and in addition we intend to develop a similar project that utilizes multilingual and multicultural resources. The focus during 2010-11 would be to develop a preschool family lending library to be used in conjunction with Family Literacy events at our BUSD Preschools.

Information Literacy and Universal Access \$23,000

The district's Library Program subscribes to several online programs that are part of the library operations (the Alexandria library automation system) or provide instructional resources for students and their families (World Book Online and TeachingBooks.net). These digital resources, which are available to the entire PreK-12 student body and their families, have yearly subscription fees for maintenance.

BUSD Library Services maintains a web page of central services for staff and families at <http://www.berkeley.net/library-services> which provides links for home access to our electronic resources. The School Libraries web page links to each of the individual school sites at <http://www.berkeley.net/school-libraries>. 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.

Technology Hardware \$25,000
Many of our libraries are struggling with computers that have outlived their upgradeability. In 2009-10 a 5-year computer upgrade cycle was begun, focusing on the student computers. However, many sites are in dire need of replacement of the librarian computer as well. Hence the proposal is for a more aggressive replacement cycle, to continue replacing the student workstations (four more sites), and also to replace the librarian workstations (eleven sites), coordinating the implementation with the Technology Department.

Professional Development \$16,000
With these monies, school library staff participates in District, regional and statewide workshops and conferences to strengthen their instructional and managerial skills and to stay abreast of developing instructional technologies. A number of elementary library school staff will participate in the new reading adoption of Lucy Calkins' Teachers College Reading Workshop Project (TCRWP) training in August, as well the San Mateo County Office of Education Library Staff Summer Training Program. They will also be able to engage in districtwide professional development initiatives to address the needs of specific populations such as English Language Learners, low-achieving students, and GATE students. One extra duty day for staff development for the Library Technicians is also included in this budget. The District Library Coordinator also provides ongoing staff development and trainings, including the implementation of AB 307 about Internet Safety and Ethics, and maintains the Library Handbook wiki.

Central Library Office \$3,500
Ongoing needs such as preparation of Author Study materials, support for the African American Read In, posters for the California Young Reader Medal, brochures, materials for professional development, reading promotions, and transportation costs, are most efficiently handled in the District Library Coordinator's office.

BSEP/Measure A Allocation for FY 2010	\$1,592,500
Projected FY 09 Carryover	540,000
TOTAL AVAILABLE REVENUE	\$2,132,500
EXPENDITURES	
Library Staffing, including summer	1,309,000
Collection & Resource Development, Family Literacy	152,000
Information Literacy, Technology	48,000
Professional Development	18,000
Library Office	3,500
Reserve for Personnel Variance (estimated @ 3%)	39,200
Indirect Cost @ 5.84%	91,700
TOTAL EXPENDITURES	\$1,661,400
Difference	471,100

*All budget figures rounded to the nearest hundred.

Library monies remaining from Measure B of 2004 were used for 2008-09 library expenses, allowing for the establishment of this reserve. To maintain the current library staffing model, these monies must be reserved for books (approximately \$150,000 per year), technology, and other library/literacy programs, as staffing costs will continue to rise over the years, whereas the BSEP tax revenue is relatively static.

POLICY/CODE

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

FISCAL IMPACT

Projected expenditures of \$1,661,400 from the BSEP/Measure A Library fund.

STAFF RECOMMENDATION

Approve the recommendation for the expenditure of BSEP/Measure A funds for the Library Program in FY 2010-11.

Appendix: Highlights of the 2009-10 BUSD Library Program

For more information about the Library Program and resources, go to <http://berkeley.net>, click on Departments, then Libraries, or go straight to <http://berkeley.net/library-services>.

Reading and Research

- Circulating over 135,000 library books by April of this school year (Note: this does not count the number of items browsed or used for research in-house)
- Providing lessons and research materials for in-library use for scheduled classes and individual assignments
- Energizing the Preschool Lending Library (aka “Book Bag Program”) into full bloom at all three sites, and bringing forth author studies i.e. Eric Carle, Angela Johnson, Pat Mora
- Presenting Cyber Savvy lessons about internet safety, privacy, copyright, piracy, plagiarism, social networking, and prevention of cyberbullying
- Incorporating student voice and choice in literary awards by participating in the California Young Reader Medal program, a statewide reading promotion under the auspices of the California Reading Association, California Association of Teachers of English, California Library Association and California School Library Association
- Hosting author visits such as Annie Barrows (Ivy and Bean), Cory Doctorow, (For the Win), Kami Garcia and Margaret Stohl (Beautiful Creatures), Richard Harlan (Worldshakers), Mary Ann Hoberman (The Tree That Time Built), Nina Lacour (Hold Still), Rebecca Mead (When You Reach Me, the Newbery winner this year), Herman Parish (Amelia Bedelia), Patricia Polacco (January’s Sparrow), poet Ijeoma Thomas (Positive Knowledge) and utilizing TeachingBooks to offer “virtual author visits”
- Updating library websites with links to Story Online and International Children’s Digital Library
- Promoting summer reading through the elementary summer school library program
- Adding over 300 Spanish and bilingual books to the TWI and bilingual school libraries in addition to the regular allocation
- Providing “We the People Bookshelf – Picturing America” titles to accompany the Picturing America art posters from the NEH at 11 of our schools
- Identifying and publicizing titles that correlate to Everyday Math, Culturally Responsive Teaching and Learning Recommended Literature, Welcoming Schools, Writing Prompts
- Providing opportunities for students to publish book reviews and podcasts via their school library blog

- Participating in the 21st annual African American Read-In and highlighting African American authors, coordinated by the National Council of Teachers of English
- Incorporating student voice and choice in literary awards by participating in the California Young Reader Medal program, a statewide reading promotion under the auspices of the California Reading Association, California Association of Teachers of English, California Library Association and California School Library Association

Professional Development

- Attending and presenting at the San Mateo County Office of Education “Library Summer Camp” – 5 Library Technicians
- Attending the statewide California School Library Association conference in southern California—5 Teacher Librarians and the District Library Coordinator
- Elementary library staff returning to work on the Teacher Work Day prior to the first day of school, an opportunity for collaboration and orientation and enabling library visits to commence earlier
- Creating short videos of model lessons for professional development
- Hosting and attending regional CSLA workshops
- Sharing resources, automation tips and tricks, info about district initiatives, and reading promotion strategies at monthly staff meetings

Collaboration and Community

- Hosting a DEAR (Drop Everything and Read) Day reception for the volunteer Readers, in conjunction with Berkeley School Volunteers
- Expanding book lending to parents
- Presenting at the UC Berkeley conference on “Student Library User”
- Continuing the Latino Family Literacy Project with the Department of Family and Community Partnerships to promote reading at home
- Receiving the “We the People – A More Perfect Union” bookshelf award for all K-12 schools from NEH
- Continuing to collaborate with Berkeley Public Library; “Earphone English” at King and BHS, DigitaLit at Willard, 2nd grade library card sign up, preschool story hours, Dia de los Ninos/Dia de los Libros, and of course the summer reading program
- Hosting the Northern California School Library Association workshop in February
- Collaborating with our local independent bookstores to bring in authors, and to have our students participate in the poem-in-your-pocket project
- Presenting information about the Library Program at the New Parent Information Night and at the December Kindergarten Fair
- Meeting bimonthly with the Friends of BUSD Libraries Committee (see <http://sites.google.com/site/friendsofbusdlibraries/>)

Technology

- Replacing student computer stations at Emerson, Oxford, Washington and King
- Replacing librarian stations at King, Longfellow, Rosa Parks, Willard
- Providing LCD projectors at BAM and Malcolm X
- Incorporating Textbook Tracking at BHS and King

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Suzanne McCulloch, Supervisor, VAPA Program &
Neil Smith, Assistant Superintendent for Educational Services
DATE: May 11, 2010
SUBJECT: Recommendation for expenditure of funds from the Berkeley Public
Schools Educational Excellence Act of 2006 (Measure A of 2006) for
the Visual and Performing Arts Programs (VAPA) in 2010-11

BACKGROUND INFORMATION:

The Berkeley Public Schools Educational Excellence Act of 2006 (Measure A of 2006) allocates 6.25% of the available revenues annually to:

Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs. (Section 3.B.ii.b)

The Annual Plan for the expenditure of the BSEP/ Measure A monies to support the Visual and Performing Arts Program (VAPA) in 2010-11 was discussed by the VAPA Subcommittee from January through April, 2010 and is being presented to the BSEP Planning and Oversight Committee tonight.

BSEP/Measure A funds will provide for the continuation of the grades 4-8 instrumental and choral music program and also for support for arts instruction and professional development in arts integration in the K-8 schools.

MUSIC PROGRAM

Music Program Staffing

The music staffing model for the 2010-11 school year is the same as that in 2009-10. The total staffing for the music program is:

- Music Teachers, grades 4-8, 10.16 FTE
(Includes 4.16 FTE for General Fund Release Time)
- Music Tutors and Instructional Specialists (I.S.) for middle school sectionals (hourly) 1 I.S. and 2 tutors = approx. \$8,000
- Music Library Technician, 1.0 FTE
- District Program Supervisor, 1.0 FTE
- Substitutes for Cazadero Performing Arts Camp, Berkeley Symphony and other events = approx \$6,500

Total = 10.16 FTE certificated staff; 1.0 FTE classified staff; hourly

Funded Directly by BSEP - \$735,000
Transfer to the General Fund - \$362,000

Third grade students will continue to receive music instruction once each week during release time supported by the General Fund. The instructional focus is on ear training, rhythm and note reading using Orff pitched percussion instruments, recorders, and the voice.

Fourth and fifth grade students will continue to receive music instruction twice per week during two of the five release periods of the classroom teachers, funded by the BSEP/Measure A music budget. Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), percussion and choral music—by providing three music teachers for the prep period of every two classroom teachers (4.16 FTE total). Several additional music teachers may be assigned for 4th and 5th grades, where needed to maintain manageable class sizes and to allow for grade level groupings where there are combination classes (3.68 FTE). (The total number of classes for the 2010-11 school year may need to be altered when school opens based on variances in enrollment.)

Middle school enrollment in music classes continues to grow. Students choose between 6th Grade Band, 7th-8th grade Band, Orchestra and Chorus. Classes are held five days a week, usually during zero period (2.36 FTE). Jazz Band is an after-school elective four days a week at King. In 2010-11, it is proposed that a sixth grade Orchestra class be added at King. Band students at Willard will have the option of joining the Jazz Band three days a week.

Musical Instruments and Instructional Materials \$119,500
Berkeley is one of the few California school districts that loans instruments to music students 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, and sheet music, and classrooms are provided with music stands, music carts and storage units. Instruments are repaired as needed and new ones purchased to replace those that are beyond repair.

The music library collection continues to be upgraded to help students develop as musicians. As the number of students enrolled in music classes continues to grow at the middle schools (where two new classes will be added in 2010-11) so does the need for additional instruments, repairs and instructional materials. As the students become more proficient, there is also a need for more sophisticated instruments.

Mileage Reimbursement for Music Teachers \$6,000
Nearly all of the elementary and middle school music teachers travel to three or four schools each day and visit five or six schools during the course of the week. This allocation is to provide mileage reimbursement for this travel.

Music Professional Development \$5,000
In 2010-11 professional development will be scheduled for 15 music teachers.
In 2009-10 music teachers participated in workshops with Matthew Hazelwood (conducting) and Gabriel Harris (drumming and percussion).

VISUAL & PERFORMING ARTS PROGRAM

VAPA Professional Development: Arts Anchor Schools & Workshops \$91,500

Arts Anchor funding is available to schools where staffs are willing to undertake professional development in arts integration. Recognizing that quality professional development has a lasting impact on the quality of teaching, the VAPA plan supports arts integration modeling and coaching in the classroom for elementary teachers at the Arts Anchor schools.

Eight K-5 schools participated in the Arts Anchor program in 2009-10. The goal for 2010-11 is that ten schools will be Arts Anchor Schools, with each choosing an arts integration focus and teaching artist provider. Longfellow will likely become the first middle school to receive Arts Anchor funding; it is expected that Visual Thinking Strategies (VTS) will be the arts provider.

Teachers at the Arts Anchor schools design the professional development focus as a team and work with an arts provider (e.g. MOCHA, Opera Piccola) or certificated arts teacher to plan an integrated arts curriculum. The teaching-artist or certificated teacher models classroom teaching of the art form and coaches the classroom teachers in teaching and integrating the art form (dance, theater, visual arts, or music). Teams meet regularly as a group and with the arts provider to discuss and refine integrated curriculum with the goal of deeper learning and understanding for all students.

Classroom teachers value modeling and coaching because the teaching artist becomes part of the Arts Anchor team, collaborating with the classroom teachers on writing curriculum and designing units of study that integrate the arts. Coaching strengthens the teacher's skills as it provides a one-on-one opportunity for reflection and support.

Principals and teachers report a new 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. Dance and class plays have become "something we do at this school" and there is "art on all the walls."

This allocation includes \$1,500 to continue specialized professional development workshops for all seven K-8 arts teachers in 2010-11. In 2009-10 Visual arts teachers worked with Sara Stillman on the Studio Habits of Mind (Project Zero at Harvard).

Performing Arts Teachers for the Middle Schools \$30,000
In school year 2009-10 funds for middle school arts were allocated from the BSEP Class Size Reduction Fund for “Expanded Course Offerings.” (In April 2010, the drama and music teachers supported by this funding collaborated on a production of Romeo and Juliet.) The same allocation, .40 FTE for King, .20 FTE each for Longfellow and Willard, is expected to continue in 2010-11.

In addition, the recommendation for 2010-11 is for \$30,000 to be made available from these BSEP VAPA monies to the three middle schools to support performing arts courses in dance and choral music. The middle school principals have been consulted and plans are underway to support a dance class at Longfellow during the school day, chorus or dance at Willard and expanded 7th grade dance classes at King.

VAPA Instructional Materials \$6,000
This allocation provides middle school drama production materials.

ARTS OUTREACH

Making Learning Visible: Arts Bus & Performing Arts Showcase \$5,800
As a partner in the Alameda County Office of Education ALLIANCE for Arts Learning Leadership, BUSD participates in March IS Art Education Month each year. These monies are to support the Arts Bus and the Performing Arts Showcase, presenting the talents and accomplishments of our students.

In January the Arts Bus, two bus loads of Berkeley High School performing arts students, travels to all three middle schools in one day, presenting a 50 minute sampler of the dance, drama, vocal and instrumental music and visual arts opportunities at Berkeley High School to the eighth grade students (who will soon be registering for their ninth grade classes at BHS). Experiencing the many options available for participation in the arts at the BHS supports students in their transition from middle school to high school.

Each March, as a component of March IS Arts Education Month, the VAPA Department presents the Performing Arts Showcase, an afternoon of 5th-12th grade music at the Berkeley Community Theater. In March of 2010 over 500 students participated in Chorus, Orchestra and Band ensembles by grade level. An enthusiastic audience of over 2,000 cheered the student musicians. Teachers are paid hourly for weekend rehearsal and performance time.

COLLABORATIVE PARTNERSHIPS & COMMUNITY SUPPORT

Berkeley Symphony, Cal Performances & Cazadero Performing Arts Camp
\$10,600

BUSD is fortunate to have the strong, ongoing support of local arts organizations who partner with the district to provide participatory opportunities for our students.

In 2010-11 all eleven elementary schools will continue to participate in the three stage program with the Berkeley Symphony Orchestra. Teachers will continue to attend workshops and host guest artists in their classrooms via the "School Time Performances" program of Cal Performances. Fifth graders and middle school students will again travel to Cazadero Performing Arts Camp for a "Jumpstart" retreat. This allocation consists of \$10,000 to support the Berkeley Symphony program at the eleven elementary schools, and \$600 to support Cal Performances in the classroom workshops.

Additional Support for Arts Programs in BUSD

Other local organizations, both school-based and community-based, provide vital support to BUSD arts education. These efforts are expected to continue in 2010-11.

The Berkeley Public Education Foundation traditionally supports a number of arts projects proposed by individual teachers at all grade levels. BUSD School Governance Councils also have funded arts teachers and projects at several schools, and most school PTAs have provided arts funding. In 2009-10, four elementary schools used their first and/or second grade release time for music instruction and three other elementary schools provided singing classes with instructional specialists. Five elementary schools had part time certificated visual arts teachers and two elementary schools had a certificated dance teacher. In 2009-10 new dance and drama electives were added at King and Longfellow and a chorus was added at Willard.

The Music Connection (TMC) is a University of California at Berkeley student club, formed to provide tutors for BUSD music classes during and after school. In 2009-10, TMC students assist the music teachers during the music release classes by working with individual and small groups of students on technique, and as chamber groups. After school, 85 TMS volunteers have worked at 10 elementary schools and Willard Middle School offering individual lessons, small ensemble work and theory instructions. In addition, TMC arranges Cal Band and Orchestra Nights for the fifth graders and middle school students, where students participate in the rehearsal, playing music at a comfortable level. TMC raises all necessary funds. Parents and students alike have been thrilled with the musical progress students have made in TMC classes.

Budget Summary

BSEP/MEASURE A Allocation for FY 2010	\$1,372,800
Projected FY 10 Carryover	470,000
TOTAL AVAILABLE REVENUE	\$1,842,800
PROJECTED EXPENDITURES	
Music Teacher Staffing – 6.0 FTE	735,000
Music Teacher Transfer for GF Release Time – 4.16 FTE	362,000
Instruments & Instructional Materials	125,500
Professional Development (Music & Arts Anchor)	96,500
Middle School Performing Arts (New Dance & Chorus)	30,000
Teacher Travel/Mileage Reimbursements	6,000
Performing Arts Showcase, Arts Bus	5,800
Collaborative Partnerships	10,600
Reserve for Personnel Variance	33,000
Indirect Cost @ 5.84%	82,000
TOTAL EXPENDITURES	\$1,486,400
Difference	356,400

*All budget figures rounded to the nearest hundred.

To maintain the current staffing model and program, the projected unallocated reserve of \$356,400 must be reserved for future years, as staffing costs will continue to rise over the years, whereas BSEP revenue is relatively static.

POLICY/CODE

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

FISCAL IMPACT

Projected expenditures of \$1,486,400 from the BSEP/Measure A VAPA fund.

STAFF RECOMMENDATION

Approve the recommendation for the expenditure of BSEP/Measure A funds for the Visual and Performing Arts Programs in FY 2010-2011.

Appendix: 2009-10 BUSD Arts Anchor Schools & Programs

School, Arts Teachers	Arts Classes	Days per Week, Length of Time	Cost, Funding Source
Berkeley Arts Magnet Arts Anchor School- Opera Piccola	Various grades drama workshops and teacher professional development	6 classes (year 3 of program)	\$7000 VAPA BSEP
Cragmont Arts Anchor School – Dance integration	Arts Integration w/Cragmont teacher Rosemary Hannon	All year	\$7000 VAPA BSEP
John Muir Arts Anchor School –Dance integration	Dance integration w/ JM teacher Valerie Gutwirth	All year	\$7000 VAPA BSEP
Malcolm X Arts Anchor School – Arts integration	Arts Integration –MX teacher Jai Waggoner	All year	\$7000 VAPA BSEP
Oxford Arts Anchor School- Visual Art Integration	K-5 Visual Arts, Arts Integration – all teachers,	All year	\$7000 VAPA BSEP
Rosa Parks Arts Anchor School – Visual arts	Visual Arts integration, w/ RP teacher Kathleen Gadway	K-5 All year	\$7000 VAPA BSEP
Thousand Oaks Arts Anchor School - MOCHA	K-5 MOCHA Staff Development in Integrating art throughout the curriculum. Classes taught by MOCHA staff (3 visits per classroom) plus training for parents	All year	\$7,000 VAPA BSEP
Washington Arts Anchor School – Visual Arts Integration	K-5 Art Classes	All year	\$7000 VAPA BSEP

Visual Thinking Strategies (VTS), is a school curriculum and teaching method that:

- Uses art to develop critical thinking, communication and visual literacy skills
- Asks educators to facilitate learner-centered discussions of visual art
- Engages learners in a rigorous process of examination and meaning-making through visual art
- Measurably increases observation skills, evidential reasoning, and speculative abilities
- Engenders the willingness and ability to find multiple solutions to complex problems
- Uses facilitated discussion to enable students to practice respectful, democratic, collaborative problem solving skills that over time transfer to other classroom interactions, and beyond
- Uses eager, thoughtful participation to nurture verbal language skills, and writing assignments to assist transfer from oral to written ability
- Produces growth in all students, from challenged and non-English language learners to high achievers
- Underscore connections to art and strengthens the role of museums as a valuable resource in students' lives

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: May 11, 2010
SUBJECT: Recommendation for Expenditures in 2010-11 from the Program Evaluation portion of BSEP/Measure A of 2006

BACKGROUND INFORMATION:

Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:

- providing professional development for the District's teachers and staff,
- assessing the effectiveness of the District's educational programs for improving student achievement, and
- providing and maintaining computers and technology in schools.

PROGRAM EVALUATION

As the District implements various educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. Staff perceives the need for data-driven decision-making as critical, and as a result, the District established the Berkeley Evaluation and Assessment (BEA) office in 2007 to use data to achieve four major goals:

1. Improve individual teachers' instruction and individual students' learning.
2. Improve the ability of School Governance Councils to make decisions about the effective use of site resources.
3. Improve the ability of the School Board, staff and the public to make informed decisions about the effectiveness of instructional programs in order to maximize use of scarce resources.
4. Administer and oversee State mandated and District-wide assessments.

Program Evaluation is funded through a variety of sources including General Funds, grant funding (for the completion of required evaluations) as well as BSEP/Measure A. However, all proposed staff positions focused on evaluation and assessment are at least partially funded from BSEP/Measure A.

It should be noted that BEA staff regularly provide professional development in addition to the staff funded through the BSEP/Measure A funds for professional development funds. We believe that BEA professional development efforts should focus on developing the capacity of principals, teachers, and other (primarily certificated) staff as well as School Governance Council members to effectively use assessment data and assessment tools to further teaching and learning.

Some of the professional development venues include:

- Staff retreats/meetings before school starts in August
- Program Evaluation Workshops for teachers in August (added for the 2010-11 school year)
- District Staff Development Days (3 times a year) (for example, BEA trained all teachers in PowerSchool in August 2009, and trained elementary school teachers on elementary report cards in October 2009)
- Wednesday staff meetings (Mondays for BHS)
- SGC meetings (at the invitation of the principal)
- Parent leadership training (annual event sponsored by Ed Services)
- Principals' professional learning community meetings
- Training and support for principals around writing the December/January data summary for the site
- Events scheduled around district assessments: both assessment creation and grading sessions that bring together all staff on a grade-by-grade basis
- Mentoring grade level meetings and secondary departmental meetings in the creation and use of common assessments

Furthermore, there are a few other evaluation and assessment efforts that are site-driven. These are not discussed in this document.

The staffing model proposed to be funded by BSEP/Measure A Program Evaluation funds in 2010-2011 is the same as that in the 2009-10 school year:

- Director - 1.0 FTE, Certificated
- Teacher on Special Assignment, K-12 (non-BHS) - .7 FTE (out of 1.0 FTE)
- Teacher on Special Assignment, BHS - .4 FTE
- Data Technician - 1.0 FTE
- Clerical Staff - .50 FTE (out of 1.0 FTE)

All of these positions are currently filled.

Director of Evaluation and Assessment (1.0 FTE)

The Director of Evaluation and Assessment designs and implements all aspects of the evaluation and assessment activities related to student achievement and program effectiveness, including research/evaluation methodologies, instruments, data collection, database entry processes, and statistical analysis and

interpretation. The Director works with principals, teachers and parents to interpret student data and improve student learning.

Teachers on Special Assignment (TSA) (1.1 FTE)

These positions (.7 FTE K-8, B-Tech, ISP and .4 FTE BHS) provide staff development and technical support to teachers, principals, and School Governance Council (SGC) members in how to use data and in determining appropriate actions based on these data.

These positions also provide technical assistance in the implementation of DataWise, a software system for assessment data management, analysis, assessment creation and scan-based grading, and PowerSchool, the Student Information System which replaced SASI in 2009-10.

Technical assistance is provided for teachers and administrators to become more fluent with these systems and the types of reports that can be generated, such as data on student achievement, attendance, course enrollment, student demographics, and program participation.

Technical assistance is provided for using the Test Bank in DataWise (augmented by Intel-Assess) for creating assessments. This year Intel-Assess was successfully used for district and high school assessments; in the next year the technique will be a part of our staff development sessions at school sites.

Summer Work (TSA) (Hourly Extra Duty)

The TSAs for Evaluation come back two weeks early in the summer to provide teacher staff development and prepare student data reports for schools and teachers for the opening of the school year.

Pilot Support for Sites

Two elementary schools, preferably Program Improvement schools, will be chosen as pilot sites for extra attention, using data to improve instruction and program evaluation, with an emphasis on building capacity at the school sites. The model for this pilot support has not been determined; a small budget has been reserved.

Data Technician (1.0 FTE) and Clerical Support (.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 SQL queries and reports in PowerSchool, generate a variety of other reports and documents; and develop and maintain various databases and files. (The other .50 FTE of the Clerical Support position is funded by the General Fund to manage state-mandated testing.)

DataWise, Intel-Assess, SPSS, Survey Monkey

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the district. Currently this data is stored on servers running DataWise software, and accessed through a web interface by

instructional staff. DataWise is also the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data.

Intel-Assess provides test items that are specifically developed to measure student mastery of California standards. As a formative assessment, the questions are intended to help educators improve instruction. The incorrect responses of every multiple choice item are designed to reveal common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. In its first year, 2009-10, teachers reported that this service was very useful.

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

The BEA department purchases and manages the District's subscription to Survey Monkey, an online survey tool used by School Governance Councils and other District offices to collect survey data.

BSEP/Measure A Program Evaluation Allocation for FY 2011	\$ 474,500
Projected FY 10 Carryover	0
TOTAL AVAILABLE REVENUE	\$ 474,500
EXPENDITURES	
Program Evaluation Staff (3.6 FTE)	354,100
Hourly extra duty/summer work; Pilot support for sites	15,000
Professional Development for BEA staff	4,800
Supplies and equipment	5,000
DataWise, Intel-Assess, SPSS & Survey Monkey, etc	62,000
Reserve for Personnel Variance	8,600
Indirect Cost @ 6.27%	27,000
TOTAL EXPENDITURES	\$ 474,500
DIFFERENCE	0

*All budget figures rounded to the nearest hundred.

Priorities for Carryover funds include:

- Increasing the TSA position for BHS from .40 to .60 FTE
- Purchasing video equipment/services for online training use
- Support for scanning District assessments (extra-duty time for staff)
- Additional contracted services for supporting district evaluation projects