

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROJECT
2020 Bonar Street, Berkeley, CA 94702
Phone: 6448717 Fax: 644923

MEETING NOTICE

COMMITTEE: BSEP Planning & Oversight Committee
DATE: Tues day, May 14, 2013
TIME: 7: 00 p.m. Gavel down: 7:15 p.m.
LOCATION: 2020 Bonar Street, Room 126
CHAIRPERSON: Chris Martin

AGENDA

- | | |
|-----------------------|---|
| 7:15 | 1. Call to Order/Introductions & Site Reports |
| | 2. Establish the Quorum/Approve Agenda |
| | 3. Chairpersons' Comments (Chris Martin & Elisabeth Hensley) |
| | 4. BSEP Director's Comments (Natasha Beery) |
| | 5. Public Comment |
| 7: 30 | 6. Subcommittee Reports |
| | • School Site Funds (TBD) |
| [Discussion/Action] | 7. P&O Committee Statement to accompany VAPA Recommendation |
| [Discussion/Action] | 8. Recommendations for BSEP Funds in FY 2013 - 14: |
| 8: 15 | • Technology |
| | • Public Information, Translation, BSEP Implementation, P&O Support |
| 9: 00 | 9. |

BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES

May 7, 2013

BUSD Offices –Technology Room 126

2020 Bonar Street, Berkeley

P&O Committee Members Present:

Juliet Bashore, Rosa Parks (co-Rep)	Chris Martin, LeConte (co-Chair)
Tim Frederick, Cragmont	Dawn Paxson, Willard
Aaron Glimme, Berkeley High	Danielle Perez, Pre-K (co-Rep)
Larry Gordon, Berkeley High (Alt)	Shauna Rabinowitz, Jefferson
Melissa Kaprelian, Thous.Oaks (Alt)	Margot Reed, Longfellow
John Lavine, Berkeley High (Alt)	Bruce Simon, King
Catherine Lazio, Berkeley High	Ellen Weis, Longfellow (Alt)

P&O Committee Members Absent:

Amelia Archer, Berkeley High	Ila Deiss, LeConte (Alt)	Emily Newman, Emerson (Alt)
Keira Armstrong, Washington (Co-Rep)	Maria Einaudi, Ind. Study	Representative Willard
Lea Baechle, Brabo, Oxford (Alt)	Patrick Hamill, Thousand Oaks	Boyd Power, Emerson
Lee Bernstein, Arts Magnet	Elisabeth Hensley, King	Cecilie Rose, John Muir
Jennifer Braun, Ind. Study (Alt)	Catherine Huchting, Malcolm X	James Shultz, Rosa Parks (Rep)
Moshe Cohen, Pre-K (co-Rep)	Rhonda Jefferson, Berkeley High	Abigail Surasky, Longfellow
Shannon Cunningham, Tech	Leslie Lippard, Cragmont	Greg Wiberg, Oxford
	Brittini Milam, Washington (Co-Rep)	Hugo Wildmann, John Muir (co-Rep)

Visitors, School Board Directors, Union Reps, and Guests:

Jay Nitschke, Director of Technology
Suzanne McCulloch, Music and Visual & Performing Arts Supervisor
Becca Todd, BUSD District Library Coordinator

BSEP Staff:

Natasha Beery, BSEP Director
Valerie Tay, BSEP Program Specialist
Linda Race, BSEP Staff Support

1. Call to Order, Introductions & Site Reports

At 7:18 p.m. Co-chair Chris Martin called the meeting to order by welcoming attendees and by asking P&O members to report on School Governance Council activity at their sites.

2. Establish the Quorum

The quorum was approved with 13 voting members initially.

Martin noted that there would not be an action on the Recommendation for BSEP Technology Funds in FY 2014 at this evening's meeting. A minority report is under consideration, and there will be another subcommittee meeting where it will be discussed in depth.

4. BSEP Director's Comments

Natasha Beery, BSEP Director

Beery commented on the P&O attendance and the establishment of a quorum. She stated that because a quorum was not established at the April 16, 2013 meeting, the committee had to postpone moving forward in approving several budgets as well as approving meeting minutes for 49-13. According to the P&O Bylaws, if a representative has missed three consecutive meetings, that seat will be considered vacant, and the quorum may be reduced accordingly. The Chairperson or Chairperson's designee should follow through by notifying the SGC Chair and/or the school principal that their school is not being represented at the P&O Committee meetings. There has not been representation lately from Arts Magnet, Cragmont, John Muir, Tech and Independent Study, or two representatives from Longfellow and Willard attending consistently. It was noted that therefore at this meeting the quorum would be adjusted from 13 to 11; and there were 15 voting members in attendance. Tim Frederick was thanked for stepping in as a representative from Cragmont.

The relevant documents are BSEP P&O Bylaws pages 3, 4 and Sections V.

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Finance Council Bylaws: SGC

\$300,000 out of the \$1.5 million proceeds from the sale of Hillside School to be spent on Chromebooks to be placed in the schools. Next, each school will be getting a Chromebook cart with 30 Chromebooks. Nitschke will be working with Debbie D' Angelo, Evaluation and Assessment Supervisor, so looking for individual teacher leaders to get extra training and work with other teachers in the schools. One result of the Chromebooks coming into the District schools is the possibility that they may not need as much computer tech maintenance in the future and may be able to reduce BSEP

students who

to be before making any final decisions. Concerns were brought to the committee for discussion and consideration.

purposes provided no purpose receives more than 15% over its designated amount in a given year.”)

MOTION CARRIED (Glimme/Gordon): To approve the allocation of BSEP Music and Visual & Performing Arts (VAPA) Funds in FY 2013-14 per the BSEP Music, Visual and Performing Arts (Resource 0853): Comparative Report and the ~~motion~~ BSEP P&O Committee Recommendation for Expenditures in FY 2013-14 of revenue from the Berkeley Public Schools Educational Excellence Act of 2006 (BSEP) for the Visual and Performing Arts Programs in 2013-14 as presented at the May 2013 P&O Committee Meeting by Suzanne McCulloch Music and VAPA Supervisor

The motion was approved with a showing of 13 hands with no objections and no abstentions.

This is budget was approved with the acknowledgement that the P&O Committee will write, review, and read a public statement to the BUSD Board of Education regarding the P&O Committee’s recommendations for

Beery clarified that translation is done for documents and interpretation is done between people. There is a need to establish clearer protocols for use of translators and training standardization. There is a concern about uneven school-based volunteer translation skills. The district also uses a Language Line contract service that is all state-wide/year for on call telephone interpretation. The greatest use has been for Cantonese, Mandarin, Spanish, and Farsi. It could grow as more people become aware of it.

There was a question about IEP translation: does that come out of BSEP Funds? Beery noted that is something that she would like to track requests are currently paper based, and Beery would like to see an online request system developed to track who is requesting what language and what it will be used for.

Beery confirmed that translation and interpretation at parent teacher conferences requests are often being handled through her office. They are usually able to fill these requests from sites. Bashore brought up that there were problems around survey translation, can sites get help for that? Beery confirmed that she has been discussing providing onsite support with translating surveys and with the creation of clearly worded items in English as well.

Martin noted that Public Information has a significant fund balance and suggested that some of the money be used for rebranding BSEP and providing translation support.

There was a discussion about branding/making a logo for BSEP. It was noted that BSEP pays for one out of three teachers in the district, and there is not a widespread awareness of this fact. Beery stated that there is a new logo for the school district. Beery noted that she had left the same amount in the budget for contracted graphic services for next year, in case there was a need for creating updated materials for BSEP. The current logo is old and not widely recognized; there could be opportunities at public events to make BSEP more identifiable.

be on school sites, PTA sites, etc. Martin noted that a website with comments would have to be hosted and moderated.

Beery stated that she would advise the budget to include more money to branding and translation.

9.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Jay Nitschke, Director of Technology
DATE: May 14, 2013
SUBJECT: Recommendation for expenditures of funds from
the Berkeley Public Schools Educational Excellence Act of 2006
for Technology in 2013-14

BACKGROUND INFORMATION:

In compliance with The Berkeley Public Schools Educational Excellence Act of 2006 (BSEP/Measure A), the BSEP Planning and Oversight Committee works in conjunction with district staff to develop annual recommendations for the allocation of funds for each Purpose of the Measure.

Purpose

The following recommendation is for the allocation of funds for the Purpose of Technology in accordance with BSEP Measure A of 2006, Section 3.C:

... providing and maintaining computers and technology in schools. All costs attendant to providing these services are permissible.

Objectives

Working, effective technology is an asset for schools in several ways:

- x Technology engages students in learning, improves attendance, increases graduation rates and facilitates parent involvement.
- x Technology improves learning skills, such as thinking and problem-solving skills, information and communication skills, and interpersonal and self-directional skills.
- x Technology helps schools meet the needs of all students.
- x Technology promotes equity and access in education.
- x Technology improves school efficiency, productivity, and decision-making on all levels, from the teacher in the classroom, to grade-level collaboration, to principals and school leadership.
- x Technology helps teachers meet professional requirements.

PROGRAM EXPENDITURES

The following are recommendations for the expenditure of BSEP Technology funds in FY 2013-14.

Staff		\$600,564
x Microcomputer Technicians	6.2 FTE	
x Student Systems Specialist	0.60 FTE	
x Director of Technology	0.20 FTE	
x Instructional Technology TSA	0.33 FTE	

Microcomputer Technicians (6.0 FTE)

- x 2.0 FTE positions are at BHS (of which 0.2 FTE is devoted to B-Tech Academy),
- x 1.6 FTE support the middle schools, and
- x 2.6 FTE support the elementary schools, Independent Studies, and preschools, and provide support for site technology purchases.
- x Since all but one of these positions are 10-month positions, an extra \$3,000 is budgeted for extra duty work over the summer.

The job of the technicians is to work with teachers and staff to keep computers, tablets, projectors, printers etc. working, to help integrate technology with the curriculum, to support teachers in using the Illuminate assessment data system, which was introduced district-wide in 2012-13, and PowerSchool, as well as to help technology committees and School Governance Councils make decisions about technology money.

Teacher on Special Assignment – Instructional Technology - 0.33 FTE

Since 2010-11, the Professional Development budget has included a Teacher on Special Assignment for Instructional Technology, filling a gap in providing teachers with knowledgeable expertise on how to integrate technology into classroom practice. The recommendation is to continue co-funding this position equally from the BSEP Technology budget, the BSEP Professional Development budget, and district categorical funds (0.33 FTE each).

Student Systems Specialist - 0.60 FTE

The recommendation is to continue funding of 0.60 FTE of the Student Systems Specialist from the BSEP Technology budget. This position supports PowerSchool, as well as various other systems, including the associated servers used for communication to students and families (such as the one that principals use to do phone blasts), and ensuring student information is correct in the library and nutrition systems. (Funded to 1.0 FTE with 0.40 from the General Fund.)

Director of Technology - 0.20 FTE

The recommendation is to continue funding 0.2 FTE of the Director of Technology from the BSEP Technology budget in 2013-14. (Funded to 1.0 FTE with 0.80 from the General Fund.)

Technology EquTmdm-3ystm-3yss PowsblastsRepairs-133(13)Tj153(.20 FTE)Tj ()Tj EMC /P 3</M

technology, per the plan adopted by the School Board. In 2012-13, Measure I funds completed the installation of wireless access at all elementary and preschools (thus completing wireless functionality at all district sites). In August 2013, the district received a donation of 350 HP computers; additional BSEP and Measure I funds were spent on monitors to make these donations functional.

Study Topics for 2013-14

The amount of BSEP funds for technology hardware has declined from a one-time high of \$24/student to \$13/student last year, and \$9/student in 2013-14. This amount will be supplemented by one-time funds and bond funds in 2013-14, but there is a concern that the amount of school-directed funds for technology has become so minimal as to be insufficient for any significant project aimed at piloting the use of new technology. The Technology Subcommittee will study the various needs over the course of the 2013-14 school year, including the allocation of funds for computer technicians, professional development both in the form of direct instruction to teachers and in coaching from the Teacher of Special Assignment for Technology, and hardware/software.

BUDGET SUMMARY

Any additional BSEP Technology carryover monies beyond the projected estimate of \$25,000 will be added to the budget for instructional technology for the schools, or for additional extra duty support of microcomputer technicians, the Teacher on special Assignment, or teacher professional development, as needed.

BSEP Resources

Revenue Allocation for FY 2013 -14	\$772,406
Projected FY 2012 -13 Carryover	<u>25,000</u>
Total Resources	797,406

Projected Expenditures

Staffing (7.33 FTE)	600,564
Hourly Extra Duty/Summer Work	3,000
Equipment and Supplies	62,301
Printer Supplies and Repairs	25,000
Reserve for Personnel Variance	32,836

Planning for the Next BSEP Measure Draft Timeline

Presented to Board of Education
April 10, 2013

Spring 2014 - Spring 2015:

Strategic Planning Process Begins

- x Begin bringing together information and recommendations of key groups and individuals as bacviduals

REPORT

MAY 2013

Overview

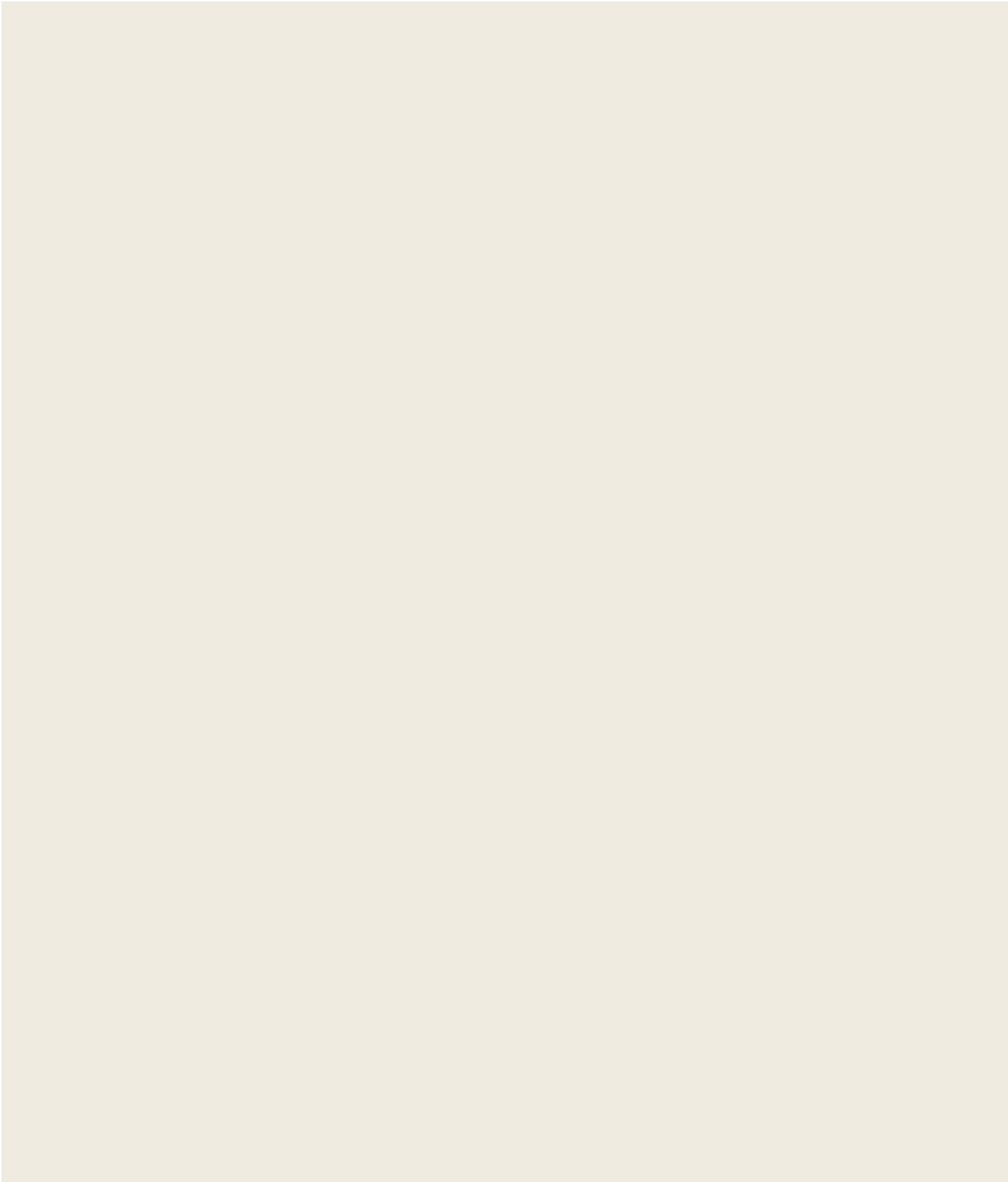
Parcel taxes are one of the few ways local school districts are able to raise taxes to supplement the revenues they receive from the state and other sources. However, most school districts in the state have not taken advantage of parcel taxes as a revenue-raising option.

Community college districts, which also can levy parcel taxes, are even less likely on them. Currently, only three of California's community college districts, representing individual colleges, have parcel taxes in place.

One major reason few school or community college districts have even tried to pass a parcel tax is the requirement that two-thirds of voters approve it in a local election. Historically, attempts in the Legislature to lower this requirement to a simple approval threshold have failed.

But with two-thirds Democratic control of the California Legislature, the prospect of lowering the voting threshold to a simple majority is now a real possibility. To do so, the Legislature would have to pass a constitutional amendment by a two-thirds vote in both houses, and then place it on a statewide election ballot, where California voters could approve the change with a simple majority vote.

Governor Jerry Brown's proposal for radically revising the current school finance system



Public opinion on the lower voting threshold is mixed

What is clear is getting voter approval to reduce the parcel tax threshold is means a slam dunk.

Public opinion appears to be divided at best on the question of reducing the voting threshold required to approve a school district parcel tax. In an A

PPIC poll, of adults expressed support for lowering the threshold to and even fewer () of likely voters supported the idea, while were opposed to it.

During the past decade, about a dozen school districts, mainly in the San Francisco Bay Area, have adopted parcel taxes that have set different tax rates depending on the type of property being taxed.

These districts have not taxed property based on its value—which is barred by Proposition 13—but instead have levied a tax based on whether the property is used for residential or commercial purposes, is a single residence or a multi-family residence, or is a new development or an existing property.

The issue of setting a different rate for residential or commercial districts is now being litigated as a result of Alameda City Unified's 2008 parcel tax. The district's Measure H levied \$120 per parcel for residential

The amount of revenues raised through parcel taxes represents a very small portion of total revenues spent on K-12 education.

In 2013, 10 districts with parcel taxes in place raised \$1.2 million dollars (in 2013 constant dollars). In 2014, the 10 districts with parcel taxes in place raised a total of \$1.5 million dollars. This represents a nearly 25% increase in parcel tax revenue generated by school districts with parcel taxes in place (see Figure 3). Yet the 10 districts with parcel tax revenues in 2014 represent only 0.3%

II. Analysis of Parcel Tax Elections 1983–2012

More than half of parcel tax elections have been approved with a two-thirds vote majority. But if a 55% voting threshold had been in place, 87% of parcel tax measures would have been approved.

Of all parcel tax elections held between 1983 and 2012 and analyzed in this report, more than half (53%) were approved with the necessary two-thirds vote (see Figure 2).

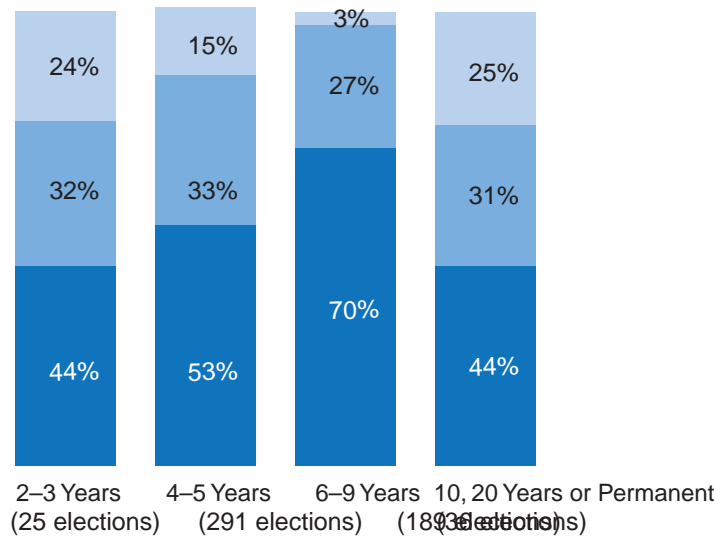
Figure 6: School District Parcel Tax Elections by Decade, 1983–2012

1983–1992 1993–2002 2003–2012
(147 elections) (141 elections) (319 elections)

However, levying a lower tax does not appear to improve the prospects for passage of the tax. Nearly three-quarters of elections in which voters were asked to approve a parcel tax of \$100 or more were successful, compared to less than half of elections seeking a tax of less than \$100 per parcel (see Figure 1).

Our analysis of the 2010 elections in which a parcel tax of \$100 or more was

Parcel tax measures of six to nine years in length were the most likely to get voter approval with the required two-thirds majority. The proportion of elections getting between one-third and just under two-thirds of the vote remained relatively constant, regardless of the duration of the parcel tax measure sought (see Figure 1).



III. Characteristics of School Districts Seeking Parcel Taxes

Districts that approve parcel taxes tend to be smaller, have a higher proportion of white and Asian students, and have a lower percentage of low-income students and English learners compared with districts that have never proposed or passed a parcel tax.

These districts that succeeded in passing at least one parcel tax measure had, on average, a nearly two-thirds white and Asian student population.

Districts getting between 55% and two-thirds voter support for a parcel tax election had more low-income and African American and Latino students.

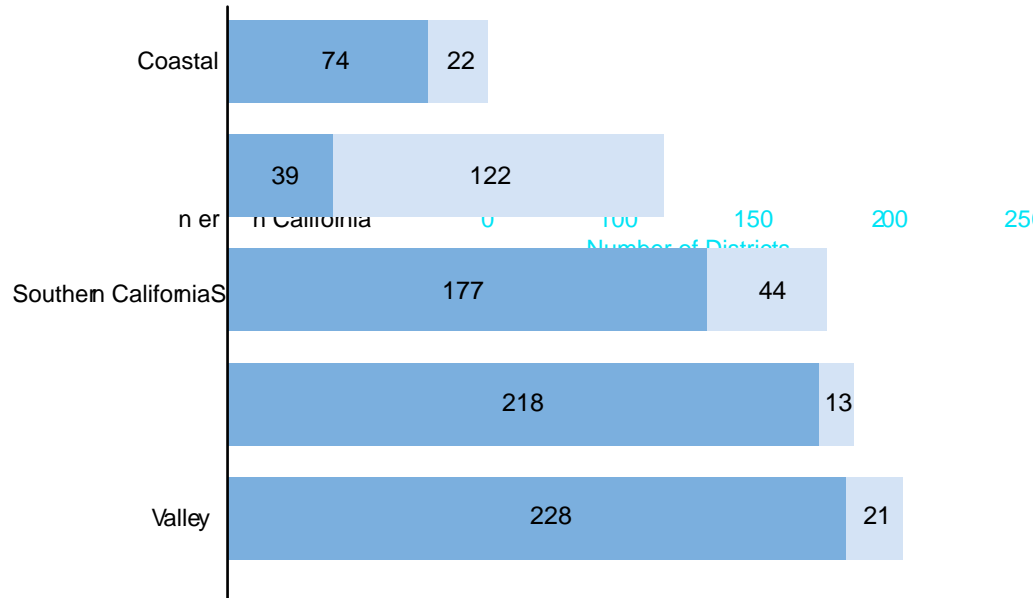
Some districts never succeeded in convincing voters to approve a parcel tax measure at any time during the past three decades, but in at least one election received at least 55% of voter approval but less than the required two-thirds vote. These districts had higher shares of low-income, African American, and Latino students compared with districts that successfully received two-thirds of support for a parcel tax. This suggests that should the threshold be lowered to 55%, more districts serving higher shares of low-income and African American and Latino students would benefit from such a change (see Table 4).

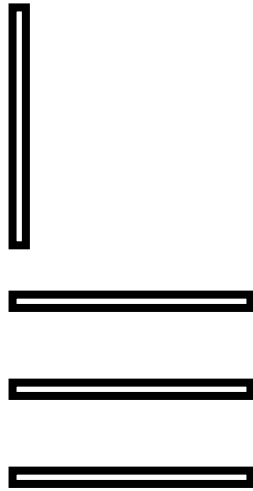
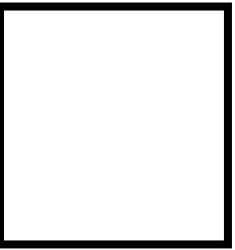
Note: All statistics are drawn from the most recent data available and are calculated at the district level. Recognizing that districts may have experienced demographic change between 1990 and 2012, we explored alternative ways of calculating these statistics and concluded that the results we identify remain the same. See the Data and Methodology section in the Appendix for more details.

Districts taking advantage of parcel taxes are overwhelmingly based in the San Francisco Bay Area, and very few are in Southern California or the Central Valley.

Underscoring their limited use in most parts of the state, parcel taxes are overwhelmingly a San Francisco Bay Area phenomenon. Very few are in places like Southern California. Of the 1,000 districts that have held at least one parcel tax election, more than half of those elections were in the San Francisco Bay Area. Bay Area districts comprise just 10% of all districts statewide but 50% of all districts that held at least one parcel tax election. Districts in the San Jo

Another way to examine regional differences is to compare the number of districts in each region that have a tax election. By state, the number of districts in each region that have a tax election is as follows:





The amount generated by parcel taxes per student in a district also varies greatly.

The amount raised from each parcel tax measure per student in a district varies enormously for example, from \$100 per student (in Fremont Unified) to \$4,000 per student (in the Stinson-Bolinas Unified school district).

About six in ten districts raised less than \$1,000 per student in a year and in most cases far less. In 38 districts, parcel taxes generated less than \$1,000 per student. In another 25 districts, they generated between \$1,000 and \$1,999 inclusive. Another 8 districts raised between \$2,000 and \$2,999 inclusive. Only 13 districts raised \$3,000 or more per student (see Table 1).

	Number	Percent
More than \$4,000 per Student	1	1%
\$3,000–\$3,999 per Student	5	5%
\$2,000–\$2,999 per Student	7	8%
\$1,000–\$1,999 per Student	23	25%
\$500–\$999 per Student	22	24%
Less than \$500 per Student	35	38%

ENDNOTES^{cont.}

- 19 This is based on the most recent district characteristic data available. See the Data Sources section in the Appendix for details. Note that the unit of analysis discussed in this paragraph is the school district and that all data points reflect the average across the school districts we analyzed.
- 20 We also explored district type and found elementary school districts comprised half of the districts that have ever attempted to get a parcel tax approved. This is not surprising given that elementary school districts comprise 56% of all districts statewide. Elementary and secondary school districts were more successful in getting voter approval for a parcel tax measure than unified school districts. About 40% of parcel taxes held by elementary and secondary school districts were approved compared with only 25% in unified (K-12) districts. Elementary and secondary districts had a lower proportion of high-income and Latino students compared with unified school districts. The same is true in terms of their proportion of African American and Latino students. Racial and ethnic backgrounds and income levels of students are likely to affect passage rates, which might explain why elementary and high school districts had a better success rate in getting voter approval. (This is based on the most recent data on district characteristics available from the California Department of Education. See the Data Sources and Methodology section in the Appendix.)
- 21 For a list of basic aid districts, see the [California Department of Education's list of basic aid districts](#), also refer to [EdSource's list of basic aid districts](#).
- 22 Our analysis of the single elections held by these 92 districts found that more than one-third (35%) received a 55% vote in favor of passage, but failed to get the necessary two-thirds threshold.
- 23 In the San Francisco Valley and Piedmont, 3.8% and 1.4% of students, respectively, qualified for free or reduced-price lunch in 2010-11, while none in Kentfield did, according to Ed-Data.
- 24 Los Angeles Unified School District has attempted to get parcel taxes approved. In June 2011, a well-funded but underfunded campaign contributed to the defeat of Measure E, which would have imposed a 1% parcel tax and raised \$95 million for four years. But it received only 53% of the vote. A \$298 million parcel tax intended for the November 2012 ballot that would have raised \$298 million annually was also defeated by the Board of Education for fear that it could contribute to the defeat of Proposition 30, the state's 2012 tax initiative.
- 25 See "Understanding California School District Parcel Tax Elections" by Imre Mészáros, presented at the 2011 annual Association of School Finance and Policy conference. Mészáros conducted his Ph.D. in Education Doctor of Education degree at the University of Southern California (USC). The research was supervised by Lawrence Picus, a school finance expert who is also president of EdSource.
- 26 California Taxpayers Association, [The Other Property Tax](#), March 2013.

We recognize that the elections were held over a 30-year period and that many districts experienced demographic change. To explore this, we gathered data points of interest (total enrollment that is African American and Latino, share of enrollment that is white and Asian, free and reduced-price lunch, and English learners) for four points in time: 1992-93 (the earliest year available for most districts), 2000-01, 2007-08, and 2011-12). The vast majority (96%) of the 222 districts that held at least one election had data points across all variables for all four years. We calculate the average for each variable across the four years for the analysis shown in Table 1 and found that the patterns we identified remained the same. Focusing the discussion on current student demographics, we decided to present the results using only the most recent demographic data.

School district-level information on the share of residents age 65 and older and proportion of housing units that are owner-occupied is based on the 2010 Census. The 2010 Census data for 958 school districts analyzed did not have data in this source.

Information on the school districts designated as “Basic Aid” districts in 2012-13 was retrieved from the [California Department of Education website](#).

Parcel Tax Revenue. Our analysis of parcel tax revenue is based on parcel tax revenue

practice; provide hardware and software support to school teachers and administrators, including instructional technology and information systems such as PowerSchool and Illuminate; and provide funds and ordering assistance for school technology purchases made by school governance councils and committees.

BUDGET RECOMMENDATIONS for FY 2013-14

Staff	\$600,564
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- x Microcomputer Technicians 6.2 FTE
- x Student Systems Specialist 0.60 FTE
- x Director of Technology 0.20 FTE
- x Instructional Technology TSA 0.33 FTE

Microcomputer Technicians 6.2 FTE
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 FTE14

information is correct in the library and nutrition systems. (Funded to 1.0 FTE with 0.40 from the General Fund.)

Director of Technology 0.20 FTE
The recommendation is to continue funding 0.2 FTE of the Director of Technology from the BSEP Technology budget in 2013-14. (Funded to 1.0 FTE with 0.80 from the General Fund.)

Technology Equipment for Schools, Repairs, Software Licenses \$100,153
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Funding for technology in the schools is about \$10 per student, a decrease of \$3 from 2012-13. Fortunately, the passage of Measure I (BUSD's Prop 65 facilities bond) in November 2010 has enabled about \$250,000 per year to be dedicated to technology, per the plan adopted by the School Board. In 2012-13, Measure I funds completed the installation of wireless access at all elementary and preschools (thus completing wireless functionality at all district sites). In August 2013, the district received a donation of 350 HP computers; additional BSEP and Measure I funds were spent on monitors to make these donations functional.

Study Topics for 2013-14

The amount of BSEP funds for technology hardware has declined from a one-time high of \$24/student to \$13/student last year, and \$9/student in 2013-14. This amount will be supplemented by one-time funds and bond funds in

2013-14, 2014-15, and 2015-16. The amount of BSEP funds for technology hardware is \$9/student in 2013-14, \$13/student in 2014-15, and \$24/student in 2015-16.

BSEP Resources

Revenue Allocation for FY 2013 -14

\$772,406

Projected FY 2012 -13 Carryover

25,000

Total Resources

797,406

Projected Expenditures

Staffing (7.33 FTE)

602,800

Hourly Extra Duty/Summer Work

3,000

Equipment and Supplies

65,000

Printer Supplies and Repairs

25,000

Reserve for Personnel Variance

32,000

Indirect Cost of 6.73%

48,981

Total Expenditures

776,781

Estimated Fund Balance

20,625

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM : Natasha Beery, Director of BSEP and Community Relations
DATE: May 14, 2013
SUBJECT: Recommendation for Expenditures in 2013-14 of Funds Allocated to Public Information, Translation, and Support of the Planning and Oversight Committee from the Berkeley Public Schools

Translation, BSEP Planning and Oversight, and School Governance Council support.

Communications: Multiple communication channels are needed to reach diverse audiences, including parents, students, employees, and community stakeholders, each with distinct interests and concerns. The channels include the bi-weekly A+ News, in both email and print formats, Superintendent Messages, a Weekly Bulletin (management), the PIO News (all staff), Press Releases, Biannual Reports, flyers, brochures, school site newsletters, e-trees, and phone blasts, as well as public presentations, forums, and events.

In order to examine the ways the District can best engage and communicate with families and the community, a strategic communications planning process began in 2011 that included community meetings, an online survey, stakeholder meetings, and the formation of the Superintendent's Communications Team. The team now meets bi-weekly, lead by the Director of BSEP and Community Relations, and includes the Public Information Officer, the Translation/Interpretation Specialist, a Communications Consultant, the Supervisor of Family Engagement, the Director of Technology, and the Assistant to the Superintendent.

A more consistent voice in district publications and communications is now seen in the redesigned district website, with frequently updated content and an issue-driven blog, a focus on top content areas, and translated material online. A new District logo is now replacing the one associated with the previous District office building. Roles and responsibilities for each member of the Communications Team are delineated for both regularly scheduled and special projects.

For the coming year, the Communications Team, support staff and contractual services will tackle additional goals set out in the Communications Plan, including identifying best practices for dissemination of information to school sites and key communicator and stakeholders, enhancing the A+ email and print newsletter to include tips for parents, and improving two-way communications opportunities. An analytic review of website and email metrics will be conducted to focus on top priority content. The Communications Team will also focus on increasing public awareness, interest and understanding of BSEP funded programs, and make BSEP more visible at public and school events.

Translation/Interpretation: Enrollment at some school sites now includes a population that is more than 15% Spanish-speaking, triggering a State mandate to provide Spanish language translation of District materials, reports and/or interpretation of meetings. A Specialist Translator/Interpreter provides Spanish translation for key District materials, supplemented by hourly translators/ interpreters when needed. In addition, a contract with a

media. Project-based contracts with service providers provide the flexibility to assist the Superintendent, Board and other district staff in writing and graphic design of documents for the A+ e-

BSEP Resources

Revenue Allocation for FY 2013 -14	\$486,524
Projected FY 2012 -13 Carryover	320,000
Total Resources	<u>\$806,524</u>

Projected Expenditures	41 >>BDC64 296.4 15 0re W n BT /TT2 1 Tf 12 -0 0 12 222.6 597 Tm 12
Staffing	\$392,700
Classified Hourly	32,000
Contracted Services	0