

Jumpstart their future

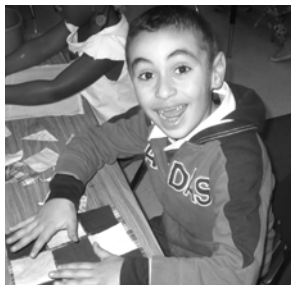


Berkeley
Public
Schools
Fund



2013
2014
**ANNUAL
REPORT**

DEAR SUPPORTERS



The Schools Fund is both a resource and a catalyst for teachers and students. Every year we look for new ways to expand our support for teaching and student opportunity, and we hear from teachers every year that our support has opened new doors for them and for their students.

These pages share how we've grown our support for teachers and students this year through increased community engagement and funding larger grants that impact learning outcomes more broadly at the grade, school, or across all schools. You'll read about our fundraising with the Berkeley Half Marathon (page 9), our growing Teacher Summer Fellowship program (page 7), our long-term support for Music Education (page 10), and more.

We are particularly proud of the growth in our Strategic Impact Grants in the 2013-14 school year. With our fundraising campaign for Math and Science we were able to "seed" some exciting projects, which you'll read about on pages 6 and 7. We also made use of these funds to support teachers through big curriculum changes.

We thank you for helping us inspire and empower an extraordinary public education for Berkeley schoolchildren, and we hope you will continue to support us.

Sincerely,

A handwritten signature in black ink that reads "Erin Rhoades".

Erin Rhoades
Executive Director

A handwritten signature in black ink that reads "Yasi Nouri Massih".

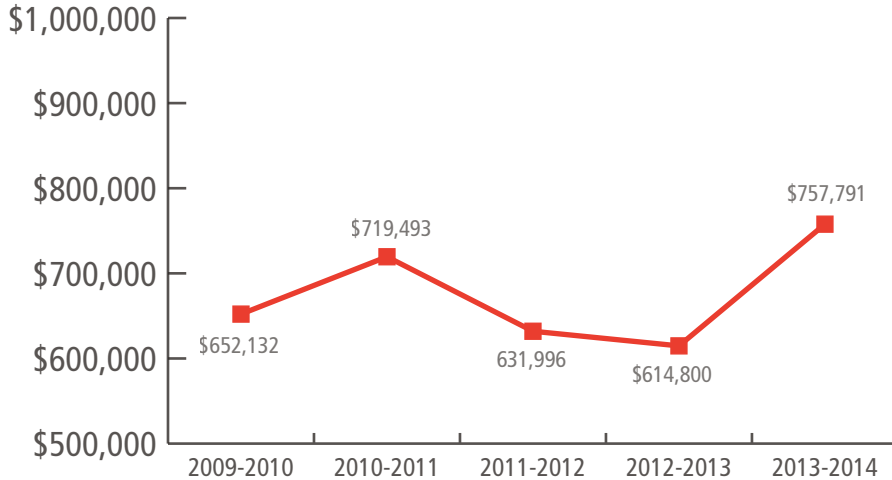
Yasi Nouri Massih
Chair, Board of Directors

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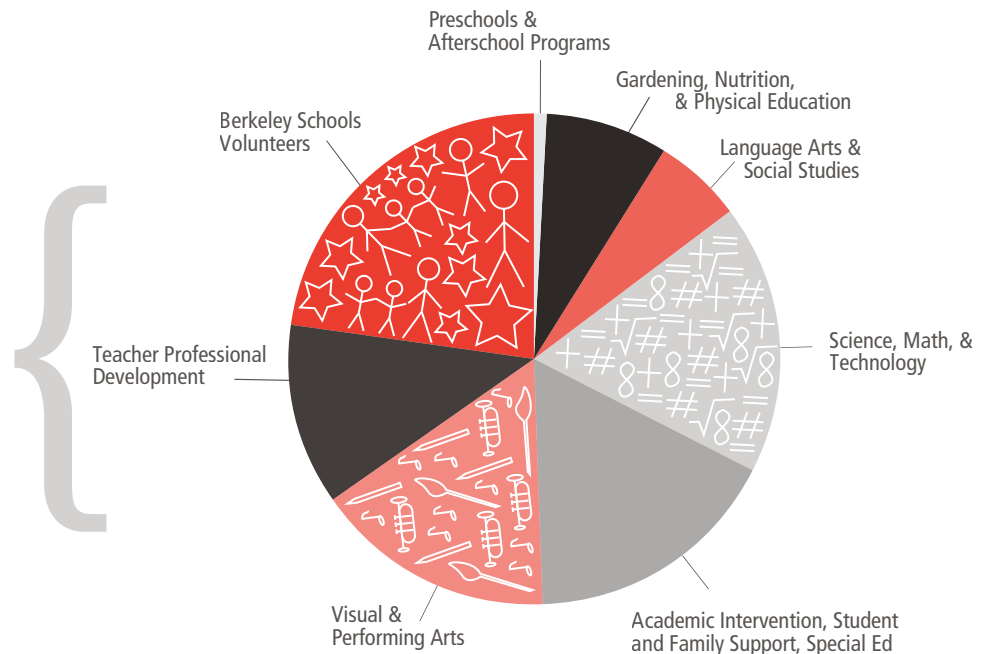
BY THE NUMBERS

DIRECT GRANTS & PROGRAM SUPPORT



SCHOOLS FUND
FIVE YEAR
HISTORY

\$757,791
IN DIRECT GRANTS
& PROGRAM SUPPORT



SUPPORTING EVERY SCHOOL

WITH ANNUAL CLASSROOM GRANTS!




FRANKLIN
\$6,372
5 volunteers



JEFFERSON
\$6,794
26 volunteers


ROSA PARKS
\$16,081
39 volunteers



LONGFELLOW
\$9,918
115 volunteers


MALCOLM X
\$12,581
47 volunteers


THOUSAND OAKS
\$16,930
45 volunteers


HOPKINS
\$6,350
2 volunteers


WASHINGTON
\$12,337
47 volunteers


***BTA** \$9,210 6 volunteers


KING CDC \$3,340 12 volunteers



OXFORD
\$6,341
11 volunteers


ARTS MAGNET
\$7,104
25 volunteers


LECONTE
\$5,537
20 volunteers


WILLARD
\$7,419
52 volunteers


EMERSON
\$5,270
20 volunteers


JOHN MUIR
\$9,745
18 volunteers


CRAGMONT
\$15,226
64 volunteers

***BERKELEY TECHNOLOGY ACADEMY AND INDEPENDENT STUDY**
MAP DONATED BY EUREKA CARTOGRAPHY

“I truly celebrate the little moments when a child who has never thought of **herself as a scientist** first entertains that possibility”

- KRISTINE FOWLER, TEACHER



READ MORE ONLINE

BerkeleyPublicSchoolsFund.org/AR1314

Across all grade levels, classroom grants address the full range of support necessary for student learning from socio-emotional support to literacy, math and science, arts education, and enrichment. For teachers, classroom grants are cited as one of the biggest benefits to teaching in Berkeley schools.

PRESCHOOLS: \$16,062 | 22 grants

Gardening, drumming, puppets, playground swings, and cooking and food tasting are among the many ways we supported preschool teachers and students this year. We funded a new playhouse for Hopkins Preschool, and Nicole Reif explains, “The house was a catalyst for students, staff, and parents to dedicate more time and energy to our outdoor spaces.”

ELEMENTARY SCHOOLS: \$113,946 | 165 grants

In addition to a wide variety of grants supporting classroom learning, field trips are a substantial portion of the Elementary school grants. “You helped our class spread peace” is how one 5th grader felt about the Mosaic Project field trip that we supported for 5th graders at Washington and Thousand Oaks schools. “It is hard to adequately express the importance of opportunities such as this trip to Chabot for so many of my students,” writes Kristine Fowler of BAM. Other field trips were to the Marin Headlands, Fort Ross, a State Capitol overnight in Sacramento, and visits to Bay Area museums.

MIDDLE SCHOOLS: \$39,163 | 49 grants

“It is a beautiful thing to see students highly motivated to learn about other cultures and places,” writes Mikko Jokela about his documentary film library grant. King Middle School Principal Janet

Levenson’s Mobile Video Lab grant put students on the other side of the camera. She writes, “Video is a powerful medium for this age and students begin to share their voices with the videos.” At Willard, Robert McCarthy’s grant project, “Let’s Get Some STEM at Willard” paid for an electronic prototyping platform for programming and designing robots, which all 6th graders engaged with and will be used again this year.

HIGH SCHOOLS: \$41,785 | 42 grants

Ben Sanoff’s grant, the AP Access Fund, allowed 36 students to complete rigorous AP course work and gave them the supports and incentives to realize success on the exams. Almost every 9th grader in biology at BHS got to participate in Glenn Wolkenfeld’s grant, Science Inquiry: Labeling GMO Foods. He writes, “It was a phenomenally successful learning science laboratory experience.” At BTA, John Fike brought Music Education and Art Enrichment to engage his students, and Margaret Agwo-bo’s grant aimed to increase student involvement at the school through student leadership activities.

SCHOOL-BY-SCHOOL LIST:
www.BerkeleyPublicSchoolsFund.org/AR1314

STRATEGIC IMPACTS



EQUALITY AND EDUCATIONAL EXCELLENCE FROM PRESCHOOL TO HIGH SCHOOL

The Schools Fund Strategic Impact grants support educational excellence and equity across Berkeley schools with larger grants at the grade, school, or District level. For over ten years, these grants have supported ongoing programs led by community organizations such as Community Resources for Science (CRS), Music in the Schools, Berkeley Repertory Theatre, and WriterCoach Connection. Recently, our Strategic Impact grants have grown to include support for teacher professional development, new approaches to language instruction, and literacy initiatives, to name a few. They sometimes “seed” programs that are adopted by the District.

In the 2013-14 school year, our Strategic Impact grants focused on math and science. These grants included over \$45,000 for instructional support for the transition to the Math Common Core State Standards and over \$45,000 supporting STEM programs. Here are a few highlights:



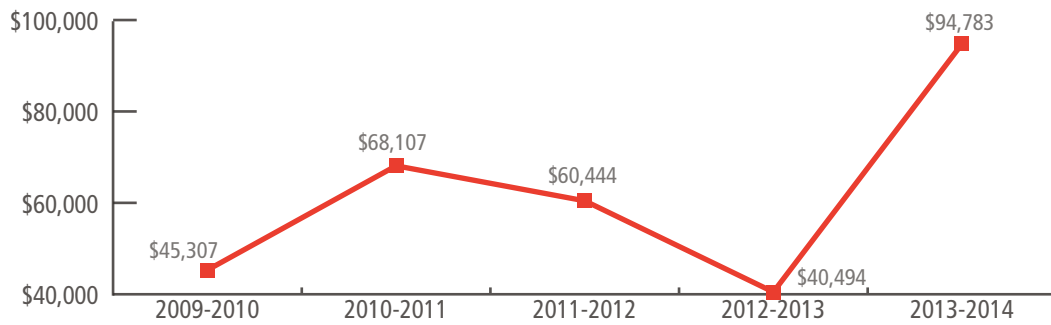
PARTNERSHIP FOR STEM IN MIDDLE SCHOOLS

UC Biology Professor, Mary Wildermuth, initiated the Partnership for STEM in Middle Schools in coordination with CRS and the Schools Fund in 2013. The pilot project, “Be A Scientist,” will begin at King in fall 2014, bringing UC faculty and graduate students as volunteers into 7th grade classes to guide each student in developing and exploring a scientific question, aligned with the Next Generation Science Standards. During the pilot at King, CRS will supplement existing science instruction at Willard and Longfellow with visits from professional scientists. In 2016, pending continued funding, “Be A Scientist” will be at all

three middle schools. Our funding for the Partnership for STEM is matched with a grant from the Chancellor’s Community Partnership Fund.

SUPER SCIENCE SATURDAYS

Super Science Saturdays created hands-on science and math learning opportunities for over 100 elementary students performing below grade level in math or science. Students took field trips to the Exploratorium and the Academy of Sciences and had Lawrence Hall of Science staff conducting on-site lessons and experiments in addition to math, science, and computer lessons by project staff. The program was designed by staff at Rosa Parks as a pilot project and exceeded their expectations for participa-



STRATEGIC
IMPACT
GRANTS

tion, academic progress, and student fun! The Schools Fund was pleased to have the opportunity to match a donation from an anonymous local business in order to make Super Science Saturdays a reality.

Super Science Saturdays instructor Roxann Reyes explains, "Processes that allow students to make mistakes and mess up in the end allow them to be more creative and more adventurous, think outside the box, and be more daring. We get an entire day where we are able to really hone in on the kids' creativity and to encourage them to think differently about science and math than they have in the past."

FRACTIONS: BRIDGE TO GRADE 5 COMMON CORE

In the transition to the Common Core math standards, K-5 Math Coach Lori MacDonald identified a need for 4th and 5th graders to have targeted assistance with fractions. The grant made materials for intervention and support available to all 4th and 5th graders in the District. "Fractions: Bridge to Grade 5 Common Core," was funded with money raised by members of the Schools Fund Berkeley Half Marathon team.

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MORE STRATEGIC IMPACT GRANTS:

BerkeleyPublicSchoolsFund.org/AR1314

TEACHER SUMMER FELLOWSHIPS

The Summer 2014 awardees were Yusef Auletta (LeConte), Nabila Massoumi (LeConte), Achim Dangerfield (BTA), John Becker (BHS), Shannon Erby (BHS), Maggie Knutson (John Muir), and Lila Wilkinson (Malcolm X). These fellows traveled to Spain, Morocco, Northern Europe, and Costa Rica as well as participated in local workshops and projects, studying languages, science, climate change policies, US history, and math practice standards.

MAGGIE KNUTSON: John Muir

Maggie traveled to Tamarindo and Playa Avellanas, Costa Rica for 4 weeks, improving her Spanish, immersing herself in the culture, and studying Latin American history.

"This will help communication in a practical sense, and also builds trust. In an educational setting, teachers are



gatekeepers and our actions with our stakeholders can either invite our constituents in or leave them out. Speaking the language of some of our more underserved students invites them in...I will also bring a renewed sense of what it feels like to struggle as a learner...I gained a deeper sense of empathy, which caused me to reflect on my role as an educator and what I can do when I see students shutting down."

JOHN BECKER: Berkeley High

John traveled to Western and Northern Europe to research different public narratives and policies around climate change, access to clean water, and genetically modified organisms (GMO).

"My fellowship experience was spectacular!! The three weeks I spent traveling...was one of the most incredible trips I have ever taken in my life. I learned a lot, encountered vastly different attitudes and policies towards adapting to climate change, and was once again astonished at how easily parts of Europe implement progressive social policies that we have thus far been unable to enact here in the United States. I plan on spending at least 1-2 days debriefing and analyzing the trip, using [my students'] own knowledge of climate change and firsthand news materials from around the United States as counterpoint."



We are thankful to have over 1,400 amazing volunteers in schools every year. These dedicated individuals offer their time, talent, and enthusiasm to classrooms, after school programs, and kitchen and gardening programs. Here are just a few of their stories:

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SUZANNE RYAN: Oxford & Thousand Oaks | Volunteer

Suzanne Ryan has been volunteering with Berkeley Schools Volunteers (BSV) since 2007, working in classrooms at Oxford, King Middle, and Thousand Oaks. "I volunteer with the Berkeley Schools [Volunteers] because I believe there is a big need. One need is to work with young children to help them catch up to reading and math at grade level," she writes. Suzanne, who began her career "working with youth and then spent most of it working with senior citizens," feels it was a natural path for her to begin this type of volunteering when she retired. "I have a very varied and fun week to look forward to."

Suzanne is currently working with the Quick Reads program at Oxford, which "uses short non-fiction passages, and I supplement the reading with a fun library book on the subject." She also helps out in the library at Thousand Oaks. She explains, "Shelving books is time-consuming and the library tech really appreciates my efforts. Although I work only 1 1/4 hours per week, I can shelve a lot of books in that time or put book covers on new books."

Suzanne always develops connections with the students and staff she works with. "Whenever I return to Oxford in the fall, I see children from previous years in math or reading who greet me warmly like an old friend. Often the student I work with invites me to attend a Halloween parade,

school play, or other dance performance that they might be part of." After years of volunteering in the Berkeley schools, Suzanne knows that not only does it keep her active and involved in the community, but her work benefits others as well. "Volunteering helps students, who are already behind in second or third grade, learn that math and reading can be interesting and fun too."

RACHEL CHODOROW-REICH: Berkeley High | English and History Teacher, English Learners

"I have volunteers come into my classroom for so many reasons. I think it's helpful for young people to be exposed to lots of different adults, to see mirrors of themselves and the potential for their future through different people," Rachel explains. In a classroom of up to 31 students, Rachel knows there's only one of her. Having other adults in the classroom helps with classroom management and gives students the attention they need. She says, "Students will say to me, 'I learn best one-on-one'; they feel more comfortable asking questions in a 1:1 situation than in front of the whole class. When I have volunteers in the classroom, they can help answer questions for students and help students stay focused."

In her six years teaching at BHS, Rachel has hosted volunteers every year, "many of whom have gone on to become teachers." Having done a lot of volunteering both during college and after, Rachel knows how rewarding the experience can be for volunteers,

“ I don't know how I would have made it through my 6 years of teaching at Berkeley High without volunteers ”

- RACHEL CHODOROW-REICH



READ MORE ONLINE

BerkeleyPublicSchoolsFund.org/AR1314

especially those wishing to pursue careers in education: “it's such a gift to be able to work with students.” The arrangement works well for teachers too. From serving as a role model for students to assisting with student focus and classroom management, from help with lesson plans to surprise baked goods, Rachel believes volunteers make all the difference in a classroom: “You never know what volunteers will bring to your classroom! I can't say enough about how volunteers have made my life easier.”

1,455 VOLUNTEERS

47 EDIBLE SCHOOLYARD

218 CAL TEACH SCIENCE & MATH FUTURE TEACHERS

174 AFTER SCHOOL

60 UC BERKELEY'S THE MUSIC CONNECTION

123 LIT PAL PROGRAM

389 WRITERCOACH CONNECTION

444 CLASSROOM VOLUNTEERS

BERKELEY HALF MARATHON

Berkeley hosted its first ever Half Marathon this year, and the Berkeley Public Schools Fund was chosen to be one of the race's official charitable beneficiaries.

Team Schools Fund was comprised of 80 runners representing schools across Berkeley. Our team raised over \$30,000 for Berkeley public schools, which went to support our Campaign for Math & Science and Classroom Grants programs.

Runners were able to designate a specific school for which to run, and 50% of the money they raised was directed back to that school's PTA.

MADAN KUMAR: Runner, Washington

Washington parent Madan Kumar was Team Schools Fund's top fundraiser for 2013, and his passion for public education



fueled his fundraising and running. Madan explains,

“I firmly believe in public education being the foundation of our community and believe it is the best method of creating an equitable and just future. We are all in this together, and we have to participate, not just in funding, but in fostering/creating/encouraging an environment of curiosity, compassion, empathy, joy, optimism, and sheer beauty in learning. I'm busy taking classes, after getting what I thought was a terminal degree, on education because I love it... I want all our kids to have a sense that learning is an ongoing and joyful process.”

YASI NOURI MASSIH: Runner, Cragmont

Schools Fund Board Chair and parent Yasi Nouri Massih ran the Berkeley Half Marathon on behalf of Cragmont. When asked why she ran for our team, she writes,

“As a parent and product of the Berkeley public schools myself, as well as a Board member, I have many reasons to want to raise money and awareness for the Schools Fund. The Berkeley public schools are truly amazing in teaching our kids not only on an academic level, but also on a social level. I choose to run in the Berkeley Half Marathon for our teachers and community!”

FROM THE BEGINNING MUSIC EDUCATION

THE SCHOOLS FUND CREATES OPPORTUNITIES FOR EXPOSURE TO MUSIC THAT FEW PUBLIC STUDENTS WOULD OTHERWISE ENJOY—THANKS TO THE SUSTAINED SUPPORT AND GENEROSITY OF OUR COMMUNITY OF DONORS



Music education in our public schools is a source of community pride in Berkeley. The Berkeley Public Schools Fund is proud to have supported this legacy from our beginnings, including in 1994-95 when the Schools Fund (then Berkeley Public Education Foundation) raised a year of “bridge funding” to keep music in the elementary schools. Every year we help maintain one of the great benefits of public education in Berkeley, by dedicating a large percentage of funding to music education from preschool to high school.

For over twenty years, we have been supporting the Berkeley Symphony’s nationally-recognized Music in the Schools program. Music in the Schools instills an appreciation for music with individual elementary classroom visits by Symphony

musicians; an introductory school-wide Symphony performance; and a final concert in which every class participates as the Symphony’s “featured ensemble.”

Music in the Schools supplements the District’s elementary school music program, which begins with the recorder for every third grader followed by the student’s choice of a wind, string, or percussion instrument, which is provided by the District for bi-weekly lessons in 4th and 5th grade. In middle school, thanks to individual donors who support the School Fund’s Joffe/Boatwright Fund, we are able to offer scholarships for private lessons to low-income students identified by school music teachers as having skill and interest, to strengthen their musical education and expand opportunities to

grow as a musician.

For the high school music program, purchasing large instruments like the bassoon and tuba would not be possible without the support of local business, Another Planet Entertainment (APE). For ten years, APE’s contribution to the Schools Fund has made it possible for the Concert Band at Berkeley High to have a fully articulated section of large brass instruments. These instruments are otherwise beyond the budget of the music program, and APE’s contribution makes a tremendous difference.

From preschool drumming sessions to scholarships for Cazadero Middle School Music Camp to improving the acoustics in the BHS band practice room, the Schools Fund creates opportunities for exposure to music that few public students would otherwise enjoy—thanks to the sustained support and generosity of our community of donors.



Great public schools are made by you! Today, as always in our 30+ year history, 100% of our funding comes from you: community members wishing to make Berkeley schools the best they can be. To all our 2013-2014 donors, we give a huge THANK YOU!

***A SPECIAL THANK YOU TO OUR 2014 SPRING LUNCHEON SPONSORS OF \$1,250 OR MORE**

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ORGANIZATIONS,
FOUNDATIONS, &
GOVERNMENT**

\$10,000 and above

Another Planet Entertainment
Bayer HealthCare*
The California Endowment
The Saul Zaentz Company*
UC Berkeley Local Government & Community Relations*

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For ten years, every 5th grader in the District has taken a field trip to the LBNL for the Berkeley Lab Adventure Zone in Elementary Science (BLAZES) program, which includes hands-on activities, interactions with Lab scientists, and a tour of Lab research facilities. Workforce Development & Education promotes equal access to scientific and technical careers for all students.



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Since 1997, CRS and the Schools Fund have partnered to strengthen science education in Berkeley elementary schools through connecting teachers with scientists, museums, enrichments providers, professional development programs, and personalized support. Founded by Berkeley public school parents, CRS is making a difference in science education for our students.



HAZELLE FORTICH

Early Childhood Program Coordinator; District Preschools Administrator, teacher, coach, and advocate, Hazelle has devoted her creativity, training, and tenacity to strengthening early childhood education in our schools. "It all happens in the first five years," Hazelle says. "Having a high-quality preschool environment that supports children, teachers, families, and a meaningful curriculum—as we do in BUSD—is what it's all about."

GLENN WOLKENFELD

Science Teacher, Berkeley High School

Biology Teacher and Science Department co-leader, Glenn has been teaching for over 20 years, interspersed with other work and travel experiences that inform his engaging approach to teaching high school science. He's best known, maybe somewhat famous, for his Science Songs on topics ranging from Food Chains to Osmosis.



“I want all our kids to have a sense that learning is an **ongoing and joyful** process.”

- MADAN KUMAR, PARENT, WASHINGTON

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