

HIGH QUALITY INSTRUCTION
Class Size Reduction, Support for Teaching and Learning

BSEP Measure E1, Resource 0741

BSEP Measure A, Resource 0841

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

Measure E1 Purpose

...reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings.¹

Budget Managers: Pasquale Scuderi, Associate Superintendent for Educational Services
Donald Evans, Superintendent

BACKGROUND INFORMATION

Beginning in 2017-18, BSEP Measure E1 funds are provided to balance class sizes at all District-operated elementary schools. Under the prior BSEP measures, elementary class size averages were calculated district-wide, allowing for significant variation among schools, and the K-3 and 4-5 class averages had different goals of 20:1 and 26:1. Through E1, the average class sizes are being gradually adjusted, with the aim of achieving school-wide K-5 averages of 23:1. This exceeds the State class-size reduction goal of 24:1 for K-3 both in class size and grade span. The BSEP class size goals for grades 6-12 remain district-wide averages of 28:1, and are further reduced to 18:1 for the continuation high school.

The contribution of BSEP Class Size Reduction (CSR) Funds for classroom teachers is estimated using a planning tool known as the “Teacher Template.” The Teacher Template calculates student enrollment and staffing for class size ratios to be paid for by General Fund (GF) resources, and then calculates additional class size reduction costs to be paid for by BSEP funds. This calculation is based on the average actual cost of classroom teachers and release time, along with the average costs of substitute teachers, and a “direct support” calculation that provides for the costs of the additional classrooms that must be maintained to achieve lower class sizes. This contribution to the General Fund by BSEP is known as the “Teacher Transfer.”

After Class Size Reduction targets are met through the Teacher Template calculation, the Measure allows for discretionary expenditures in support of teaching and learning, including such purposes as professional development, classroom support, program evaluation, and expanded course offerings. These expenditures are directly charged to the Measure.

Below is the Revenue and Expenditure summary report for 2017-18 for expenditure of BSEP funds towards Class Size Reduction and additional purposes included in this resource.

2017-18 CLASS SIZE REDUCTION FUND – REVENUE AND EXPENDITURES

¹ BSEP Measure E1 Section 3.A

See Comparison Report (Class Size Reduction (Measure E1, Resource 0741) Revenue and Expenditures Comparison Report FY 2017/18) for further detail.

RESOURCE SUMMARY

At the time of planning for Measure E1, it was projected that a significant fund balance would be necessary in the first years of the measure in order to adequately address rising costs. The Measure A fund balance is available to fund one-time purposes in accordance of the terms of that measure, and the Measure E1 balance will be monitored and managed to address the purposes outlined in Measure E1.

For 2017-18, expenditures from Measure E1 funds were somewhat lower than initially budgeted, with savings going to the Fund Balance.

	<u>Budget</u>	<u>Actual</u>
Professional Development	\$885,135	\$761,660
Program Evaluation	\$641,677	\$466,969
Expanded Course Offerings	\$761,829	\$664,280
Classroom Support	\$224,644	\$194,383

STATUS REPORT

Professional Development and Program Evaluation programs are described in more detail in appendices.

Expanded Course Offerings: 7.6 FTE were initially planned for teachers to provide before and after-school classes in middle and high school, of which 6.66 FTE were filled in 17-18.

Classroom Support: As planned, this resource provided 2.0 FTE at Berkeley Technology Academy, and 0.6 FTE for support for Two Way Immersion (TWI) at Sylvia Mendez Elementary School.

Update FY 2018-19

At the direction of the Board of Education, BUSD staff is in the process of submitting, to both the Board and the Superintendent’s Budget Advisory Committee (SBAC), proposals for ongoing reductions to the General Fund totaling \$2,000,000 for SY 2019-2020.

Among the budget reduction considerations relating to BSEP funds are the expansion of expenses in Classroom Support to take on additional FTE currently funded by the General Fund in order to provide support of the Universal Ninth grade (U9) at Berkeley High School. The 18-19 budget includes 2.0 FTE for U9, and for 19-20, it has been proposed to add 3 more FTE, for a total of 5 FTE supported through this resource. The “Direct Support” line item in the Teacher Template is being recalculated to reflect current BUSD costs, which will also increase the BSEP contribution to the General Fund.

In addition, carryover funds from Measure A are under consideration for use to cover costs of a Career Technical Education (CTE) Program Supervisor and 2.0 FTE in high school counseling staffing on a one-time basis for FY 19-20 to defer the elimination of those services until alternative funding sources can be identified for SY 20-21 or, absent such alternatives, those services are eliminated following the 20-21 school year.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 CLASS SIZE REDUCTION (Measure E1, Resource 0741)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

Sixty-six percent (66%) of the available Revenues *shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings.*

Budget Managers: Donald Evans, Superintendent
 Pasquale Scuderi, Assistant Superintendent for Educational Services

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE				
Revenue	18,546,537	19,016,225	18,610,296	(405,929)
BSEP Contribution to General Fund	(13,291,500)	(13,291,500)	(13,320,724)	(29,224) (2)
BSEP Direct Support	(372,500)	(372,500)	(373,335)	(835) (3)
BSEP Substitute Compensation	(242,000)	(242,000)	(242,498)	(498) (2)
NET REVENUE	4,640,537	5,110,225	4,673,739	(436,486)
EXPENDITURES				
Professional Development	842,894	885,135	761,660	(123,475) (4)
Program Evaluation	672,250	641,677	466,969	(174,708) (5)
Expanded Course Offerings	761,829	761,829	664,280	(97,549) (6)
Classroom Support	222,405	222,644	194,383	(28,261) (7)
Unallocated Reserve	11,156	19,249	0	(19,249)
Indirect Costs	978,425	978,425	955,021	(23,404)
TOTAL EXPENDITURES	3,488,959	3,508,959	3,042,313	(466,646)
NET INCREASE (DECREASE)	1,151,578	1,601,266	1,631,426	30,160
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	1,151,578	1,601,266	1,631,426	30,160
Ending Fund Balance	1,151,578	1,601,266	1,631,426	30,160

Notes

- (1) Revenue retained in central Resource to fund state required reserve
- (2) The BSEP Contribution to the General Fund includes only Class Size Reduction classroom teachers for regular and Special Education and substitutes for those teachers. In 2016-17, it funded 139.3 FTE. In 2017-18, it funded 130.42 FTE. The decrease in FTE from the prior year is primarily due to the districtuion of enrollment in the elementary schools and the shift of BTA FTE to Classroom Support.
- (3) Operational and other costs associated with opening and maintaining additional classrooms.
- (4) Savings from teacher hourly and teacher stipends including benefits
- (5) Savings from teacher hourly and teacher stipends including benefits
- (6) Unfilled positions, change in staffing
- (7) Actual cost of staffing in new positions

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
CLASS SIZE REDUCTION (Measure A, Resource 0841)
Revenue and Expenditures
Comparison Report FY 2017/18

Purpose

Sixty-six percent (66%) of the available revenues of this measure *shall be dedicated annually to reducing class sizes at all K-12 schools, expanding course offerings at all secondary schools and providing counseling services at each of the District's middle schools.*

Budget Managers: Donald Evans, Superintendent
Pasquale Scuderi, Assistant Superintendent for Educational Services

	Audited Actuals 2016/17 As of 6/30/17	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE					
Revenue	16,316,524	0	99,661	99,661	0 (1)
Contribution from Measure A Reserve	0	0	0	442,816	442,816 (2)
BSEP Contribution to General Fund (1)	(14,256,756)	0	0		0
BSEP Direct Support (2)	(395,051)	0	0		0
BSEP Substitute Compensation (1)	(253,898)	0	0		0
NET REVENUE	1,410,819	0	99,661	542,477	442,816
EXPENDITURES					
Certificated Monthly Salaries (3)	90,122	0	0	0	0
Certificated Counselors Salaries (3)	436,150	0	0	0	0
Employee Benefits (3)	157,378	0	0	(1,005)	(1,005)
Unallocated Reserve	0	0	0	0	0
Indirect Costs	999,278	0	0	0	0
TOTAL EXPENDITURES	1,682,928	0	0	(1,005)	(1,005)
NET INCREASE (DECREASE)	(272,109)	0	99,661	543,482	443,821
FUND BALANCE ANALYSIS					
Beginning Fund Balance	446,072	173,963	173,963	173,963	0
Net Increase (Decrease) in Fund Balance	(272,109)	0	99,661	543,482	443,821
Ending Fund Balance	173,963	173,963	273,624	717,445	443,821

Notes

(1) Prior year revenue recognized in 2018-19.

(2) Revenue is from a contribution from the Measure A reserve Resource transferred at closing

PROFESSIONAL DEVELOPMENT

BSEP Measure E1, Resource 0741-000/019

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

Measure E1 Purpose

After the District meets the Average Class Size goals as described in 3.A.i., funding may be allocated to provide additional support for teaching and learning, such as professional development, classroom support, program evaluation, and expanded course offerings.¹

Budget Manager: Pasquale Scuderi, Associate Superintendent for Educational Services,
Susanne Reed, Coordinator of Professional Development

Salaries

Budget: \$679,001

Actual: \$583,331

Variance: (\$95,670)

- Coordinator of Professional Development 0.40 FTE²
- Teachers on Special Assignment (TSAs):
 - 11 Elementary Literacy Coaches 2.75 FTE
 - Elementary Literacy Lead Coach 0.60 FTE²
 - BHS Professional Development Leaders 2.00 FTE
 - TSA for Instructional Technology 0.50 FTE²

Employee Benefits

Budget: \$177,134

Actual: \$155,340

Variance: (\$21,794)

Services, Materials and Other Operating Expenses

Budget: \$29,000

Actual: \$22,988

Variance: (\$6,012)

RESOURCE SUMMARY

For FY 2017-2018, there were savings from the initial budget due to a reduction in expenditures for hourly work and teacher stipends.

STATUS REPORT

In 2017-2018, Professional Development priorities included a focus on Social Emotional Learning, integrating English Language Development structures and strategies into content areas, and strengthening pedagogical strategies for deeper implementation of Common Core State Standards in math, K-8. Highlights from last year included:

- The K-8 October Professional Development Day focused on Social Emotional Learning, featuring a keynote from Joyce Dorado, co-founder and director of UCSF's HEARTS

¹ BSEP Measure E1 Section 3.a.iv

² Multi-funded to 1.0 FTE

(Healthy Environments and Response to Trauma in Schools) program, as well as workshops to support the social and emotional health of BUSD students.

- Teachers were supported in using *Teacher College Reading and Writing Project (TCRWP)*, *A Story of Units Elementary Math*, and *A Story of Ratios* Middle School Math curriculum to meet the diverse needs of K-5 students.
- Foundational Art of Coaching Workshop: 2 day Professional Development series focusing on instructional coaching for continuous professional development for certificated teachers K-8. Teachers served included: K-8 Literacy Coaches, Response to Intervention (RTI) Teachers, K-8 Professional Development Team, English Language Development (ELD) Teachers.
- Professional Development that Changes Practice Workshop: 2 day Professional Development series focusing on building capacity to provide BUSD-developed professional development. Teachers served included: K-8 Literacy Coaches, Equity Teacher Leaders, K-8 Professional Development Team, Digitech (Library) TSA's.
- Middle School English Language Arts Teachers received 2 days training in new curriculum, Inquiry By Design.
- Middle School Teachers were afforded the opportunity to attend one of three Inquiry By Design hosted "Peer Learning Labs" to observe colleagues and debrief lessons to further their own practice.
- K-5, Literacy and Math Model Classrooms were hosted by District Literacy and Math Coaches for new BUSD teachers, and teachers in BUSD who had changed grade levels.
- Literacy coaches and teacher leader groups were given the opportunity to meet and collaborate in Professional Learning Communities ensuring the implementation of best practices throughout the district.
- Teacher Leaders collaborated to provide professional development, supporting sites with curriculum implementation, and work in Professional Learning Communities to identify and target students' instructional needs.
- 6th-12th Grade teachers continued to be trained in Constructing Meaning to support English Language Learners across content areas. Constructing Meaning strategies have been integrated with Instructional Technology with much success 6th -12th grade.
- Berkeley High School ran teacher led inquiry cycles with an emphasis on Culturally Responsive Teaching Practices, including leveraging community circles and intentional journaling for equity.
- Summer 2018, support for Google Certified Education continued via our TSA for Instructional Technology.
- *Cultural Competency Foundational Academies* provided support for teachers in building foundational knowledge for infusing culturally responsive practices into their work with students, families, and co-workers.
- Equity Teacher Leaders were given training and collaboration opportunities to develop their capacity as leaders in supporting their sites and in providing teachers with professional development for using equity strategies in their work with students.

- Professional development opportunities for travel and conferences further developed teachers' skills for deeper understanding of curriculum and instructional strategies, improving teacher quality, as well as building capacity for Coaches and Teachers on Special Assignment to better support classroom teachers.

Progress on 2017-18 Smart Goals

A. Cultural Competency Goal: By the end of the 2017-18 school year the BUSD Professional Development Department will provide three Cultural Competency Academies with up to 90 teachers participating.

Result:

We provided three Cultural Competency Academies throughout the school year. We fell short of our 90 participant goal, with 81 certificated teachers in attendance.

B. Instructional Technology Goal: By the end of the 2017-18 school year, instructional technology will be integrated into at least three Professional Development sessions per grade span: K-5, 6-8, 9-12. The funds allocated to the Instructional Technology TSA in this budget will also directly support the instructional technology professional development efforts currently underway in a joint/collaborative effort with the technology and library departments.

Result:

Both the October and November 2017 K-8 Professional Development days offered multiple sessions which integrated Instructional Technology with Social Emotional Learning and Instructional Technology and Equity. Sessions to support teachers becoming Google Certified Educators were offered in June 2018. The work of DigiTech has focused on deepening the impact of our district-wide equity strategies through 1:1 coaching, modeling lessons, and utilizing the Teacher Tech Leaders to help classroom teachers deepen their usage of instructional technology tools in conjunction with our adopted curricula. Berkeley High School held sessions for beginning Google Classroom users at the beginning of each semester of the 2017-2018 school year. Berkeley High School provided six workshops focused on academic language production and oral practice which integrated instructional technology tools.

Update FY 2018-19

For 2018-19 funds for Teacher Leader Stipends were allocated in the following manner: 14 Teacher Leaders for Equity, 11 Teacher Leaders for Math, and 1 Transitional Kindergarten (TK) Teacher Leader, for a total of 26 Teacher Leader stipends, one less than originally allocated for 2018-2019.

For 2018-2019 School Year, we are considering alternatives to the Cultural Competency Academies. This includes reaching out to different providers of trainings, as well as attending workshops that integrate equity with pedagogical strategies.

Looking towards the 2019-2020 school year, as the Common Core Federal grant sunsets, the focus will be on integrating equitable practices and content specific pedagogical strategies into

all Professional Development experiences for Berkeley Unified teachers through instructional coaching and complementary workshops.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 CLASS SIZE REDUCTION (Measure E1, Resource 0741)
 PROFESSIONAL DEVELOPMENT
 Expenditures
 Annual Report FY 2017/18**

Purpose

*Sixty-six percent (66%) of the available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for **professional development**, classroom support, program evaluation, and expanded course offerings*

Budget Manager: Pasquale Scuderi, Assistant Superintendent for Educational Services
 Susanne Reed, Coordinator of Professional Development

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
EXPENDITURES				
Certificated Salaries	654,758	679,001	583,331	(95,670) (1) (2)
Employee Benefits	166,136	177,134	155,340	(21,794) (1) (2)
Services & Other Operating Expenses	22,000	29,000	22,988	(6,012) (1)
TOTAL EXPENDITURES	842,894	885,135	761,659	(123,476)

Notes

- (1) \$50,000 for Teacher Initiated Professional Development is included in the salary, benefits and services and other operating expenses.
- (2) Savings from hourly work and stipends.

STATUS REPORT

Following is a summary report of the activities accomplished with this BSEP Resource during FY 17-18. Additional activities funded through other sources are not detailed in this report.

Priority activities/areas in 2017-2018 included:

- Increased direct collaboration with Principals and student support leaders at each site for formative assessment planning and data review;
- Revision of a set of District indicators (clear, defined, and global student achievement metrics for all sites and grade levels);
- Direct assessment support for all online and state assessments;
- Refined and provided data for grants, work within external community partnerships, District-level and School Board presentations, as well as qualitative surveys for programs and school sites.

Details for some of these priority areas are as follows:

School Principal Support:

All 18 Principals, including PreK, Independent-Study and Berkeley Technology Academy, received one-on-one support at their school sites on a regular basis (at least bi-weekly).

Activities included:

- Support for *Professional Learning Communities* linking the LCAP / School Plan Evaluations;
- Providing supplementary data analysis;
- Assisting principals to plan or prepare data presentations to staff or School Site Council (SSC);
- Supporting principals and key support staff (Literacy Leaders, Math Teacher Leaders, Response to Intervention staff, English Learner staff, etc.) in using Common Core / SBA data, *Illuminate*, *Survey Monkey* or *PowerSchool* to inform instructional decision-making;
- Support of the Office of Family Engagement and Equity (OFEE) in monitoring family engagement.

District Assessment Support:

Provided data production support for all district assessments, including Assessments in English Language Arts (ELA) and Mathematics for Grades 1-10, three times a year for Elementary and Middle School and twice a year for High School. Writing for MS was four times year but optional with the introduction of a new ELA curriculum.

Continued support of a Kindergarten Universal Screener.

Berkeley High School common assessments in Mathematics, World Language, Social-Science and Science.

Administrative and Organizational Support for Assessments

- Duplication and distribution of Assessment Booklets and Scan Sheets / Rubrics for test administration;
- Scanning and reviewing scores for accuracy and score reporting;
- Custom reports to include assessment class profiles and reports of students needing interventions post-assessment.

Additional Areas of Data and Evaluation Support

Elementary Report Cards:

Updated K-5 Elementary Report Cards to further align to the Common Core State Standards and Berkeley curriculum including the update of teacher and family guides (in English and Spanish) for use with the Report Cards, the revision of the Toolbox Social-Emotional guide and the creation of a pilot Report Card for English Learners.

High School WASC, Career and College Readiness and Interventions Support: Trained High School Teachers on Special Assignment (TSAs) on *Illuminate* and provided data presentation summaries for use with WASC accreditation at Berkeley Technology Academy. Provided ongoing data and evaluation for the Berkeley High School Redesign and Intervention teams. Developed a course-design plan and ongoing support for Career and College Pathways and Career Technical Education support.

Elementary to Middle; Middle to High-School Transition Rubrics

Continued development of a transition rubric for teachers in Grades 5 and 8 to complete in *Illuminate* so that when students transition to Middle and High School, the school is able to not only review the students' local and state assessment results but an overview of a students' readiness both academically and socially. The rubric also ensured that students were referred to additional resources for economic, health or other specific areas indicated in the Rubric.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 CLASS SIZE REDUCTION (Measure E1, Resource 0741)
 EVALUATION
 Expenditures
 Annual Report FY 2017/18**

Purpose

Sixty-six percent (66%) of the available Revenues *shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, **program evaluation**, and expanded course offerings*

Budget Managers: Pasquale Scuderi, Assistant Superintendent for Educational Services
 Debbi D'Angelo, Director of Evaluation and Assessment

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
EXPENDITURES				
Certificated Salaries	336,525	326,374	250,782	(75,592) (1)
Classified Salaries	114,262	117,428	66,134	(51,294) (1)
Employee Benefits	125,622	112,898	84,543	(28,355) (1)
Books, Supplies and Equipment	9,000	9,000	1,994	(7,006)
Unallocated Reserve	22,841	10,169	0	(10,169)
Services & Other Operating Expenses	64,000	65,808	63,516	(2,292)
TOTAL EXPENDITURES	672,250	641,677	466,969	(174,708)

(1) Savings from hourly work and stipends and there wasn't a substitute for an employee on leave.

SCHOOL SITE PROGRAMS

BSEP Measure E1, Resource 0752

BSEP Measure A, Resource 0852

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

Measure E1 Purpose

Personnel, services and materials to deliver effective and equitable opportunities for student engagement, enrichment, and achievement. Available Revenues may be used for, but are not restricted to...such programs as art and science instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.¹

**Budget Manager: Natasha Beery, Director of BSEP and Community Relations, with
 Danielle Perez, BSEP Program Specialist**

The budgeted revenue allocated to the BSEP Site Program funds in FY 2017-18 was \$2,953,277. This allowed for allocations to the sites of \$255 per pupil.² The expenditure budget for FY 2017-18 was based on this revenue allocation to each site, plus the carryover generated by unspent balances for each site.³

Each School Site Council (SSC) developed a School Plan based on district goals as well as the articulated needs of each school. This is a summary of how BSEP Site Program funds were utilized across the district to support the School Plans, based on the Unaudited Actuals for 2017-18. It is important to bear in mind that while BSEP site funds work in concert with other resources such as PTA, Title 1, and grant monies to fund the complete picture of discretionary programs at each site, this document only summarizes BSEP budgets and expenditures.

RESOURCE SUMMARY:

In FY 2017-18, the BSEP Site Program allocation of \$255 per-pupil was an increase of just over 8.5% from the previous year. This funding increase meant that even at sites with enrollment decreases, each individual school saw an overall increase in site fund allocations. Berkeley High enrollment dropped by 3.45%, and many elementary sites also dipped, with a 1.4% average decrease across K-5 sites. The middle school enrollment increased slightly, by 0.9% over the previous year. Berkeley Technology Academy (BTA) continued to receive its allocation based on an assumption of 150 students as a staffing allowance, despite its average attendance being much lower. The allocation for Berkeley Independent Study (BIS) was based on an average of

¹ BSEP Measure E1 Section 3.B.iii

² Revenue is allocated to each school site based on prior-year enrollment. For Independent Study, Berkeley Technology Academy (BTA) and Early Childhood Development, the allocation is based on an agreed-upon average enrollment. Independent Study enrollment is deducted from Berkeley High's CALPADS enrollment.

³ The Fund Balance consists of monies that are held centrally, as well as unspent balances (carryover) from the prior year. Unspent balances include the difference between the budget allocated to each site and actual expenditures. In FY 2017-18, the unspent balance from the prior year (from Measure A) of \$577,862 was posted as carryover, along with the associated Indirect Cost, once the books were closed in September.

125 students. The Pre-K allocation assumed 300 students, a calculation based on the number of full and partial day students across three sites. This year was also the first in which the Stand-Alone TK program received an allocation of site funds, based on an estimated 53 students.

The four largest areas of expenditure from BSEP Site Program Funds (both Measures A and E1 combined) were:

1. Staffing (80.57% of total actual expenditures)

<i>Budget:</i> \$2,267,274	<i>Actual:</i> \$2,120,302	<i>Variance:</i> (\$146,972)
● Certificated Salaries	\$ 1,160,471	
● Classified Salaries	\$ 300,624	
● Employee Benefits	\$ 445,984	
● Certificated Hourly	\$ 58,438	
● Classified Hourly	\$ 138,286	
● Substitutes	\$ 7,499	
● Stipends	\$ 9,000	

2. Contracted Services (7.61% of total actual expenditures)

<i>Budget:</i> \$318,527	<i>Actual:</i> \$200,060	<i>Variance:</i> (\$118,467)
--------------------------	--------------------------	------------------------------

3. Books, Supplies and Equipment (6.21% of total actual expenditures)

<i>Budget:</i> \$275,319	<i>Actual:</i> \$163,317	<i>Variance:</i> (\$112,002)
--------------------------	--------------------------	------------------------------

4. Indirect Costs (5.62% of total expenditures)

<i>Budget:</i> \$189,385	<i>Actual:</i> \$148,027	<i>Variance:</i> (\$41,358)
--------------------------	--------------------------	-----------------------------

At the end of FY 2017-18, all sites had unexpended funds in their BSEP Site Program budgets, though that amount varied widely.

- Overall in 2017-18, sites expended 78.16% of available funds (including carryover).
- On average, the 11 elementary sites expended 80.24% of their overall budgets, ranging from a low of 72.86% to a high of 93.70%.
- The three middle schools expended an average of 70.85% of their total budgets.
- Berkeley High expended 80.70% of its available budget.
- BIS expended 74.16% of its budget, while BTA expended 89.47%.
- ECE expended 71.29% of its budget, while TK expended 77.64%.

All unspent BSEP Site Program dollars from 2017-18 were carried over to 2018-19 budgets, including unexpended funds from earlier Measure A allocations. Under both Measures A and E1 the purpose of Site Funds remains consistent, and site budgets may draw upon both Measure A and Measure E1 carryover funds until they are completely expended.

STATUS REPORT

Site Program funds supported a variety of purposes, with each site’s plan reflecting the needs and priorities of the school.

As in many BSEP budgets, the majority of these Site Program funds (80.57% of total expenses) pay for certificated and classified staff. Elementary school plans included a variety of staffing funded from BSEP site money. Every elementary school contributed site funds toward a Literacy Coach position, in allocations ranging from .05 to .25 FTE. Other positions included:

- Teachers in RtI, ELD, Math and Reading Intervention roles;
- Instructors in Dance, PE, Art, Music and Drama;
- Counselor, Instructional Aide, School Service Aide, Family Engagement Coordinator and TWI Coordinator salaries; and
- Hourly pay for both certificated and classified personnel to work in intervention, tutoring, staff collaboration and curriculum/professional development.

At the middle school level, BSEP site funds supported:

- Salaries for Vice Principals, Counselors, classroom teachers in Music and Academic Support classes, and classroom and intervention math teachers; and
- Hourly work in intervention, enrichment, noon supervision, and curriculum/professional development.

At Berkeley High the majority of site funds were allocated toward staff, whether paid directly through FTE or on an hourly basis. These staff provided:

- Direct instruction and support in the classroom,
- Coordination of student services,
- Student advising,
- Staffing for family outreach and support positions for English learner families,
- Volunteer coordination, and
- Welfare and attendance oversight.

At Berkeley Technology Academy (BTA), site funds contributed support of 0.47 FTE for the full-time Student Welfare and Attendance Specialist. In the Independent Study Program (BIS), site funds provided hourly tutoring and mentoring, gardening program support, and certificated hourly pay for instruction and curriculum development.

The next largest area of expenditure, at 7.61% of the total budget, was for contracted services. Many sites contracted for behavioral/mental health services, PE instruction, and Assemblies, as well as mentoring, coaching and tutoring services. BHS contracted for music coaching and the R.I.S.E. Scholar program, while BIS funded a contract for Occupational Therapy Training. These funds also covered travel and conference expenses and field trip admissions and transportation at several sites.

BSEP site funds continue to be an important resource for instructional materials, constituting 6.21% of the total expenditures to pay for books, materials, supplies and equipment. These expenditures totaled \$163,317.

While site plans vary from site to site, and vary considerably between primary and secondary sites, activities supported by BSEP discretionary funds all served to further the District goals of improving academic achievement and promoting student success.

FUND BALANCES

Measure E1, Resource 0752

Beginning: \$0 *Ending: \$557,321* *Increase: \$557, 321*

Measure A, Resource 0852

Beginning: \$676,497 *Ending: \$507,935* *Decrease: \$168,562*

2017-18 SITE PLAN ADDENDA SUMMARY:

Over the course of a school year, SSCs may choose to re-allocate site funds as needs arise or available programs or staff change. These changes are recorded in Site Plan Addenda, and some of the major changes to BSEP site budgets this year were:

- Three sites increased Materials and Supplies budgets out of their unallocated carryover, for a total of \$17,110.
- Two sites increased budgets to pay for teacher hourly work using unallocated carryover, for a total of \$9,311.
- One site moved \$3,000 from their Materials and Supplies budget to be used instead to fund Professional Development.
- Due to a contracting agency being unable to provide the necessary staff members, one site moved \$9,100 from that contract into an agreement with a different provider to continue to provide similar services.

Update FY 2018-19:

The BSEP Budget Analyst and Program Specialist continue to work with principals to prioritize spending Measure A carryover funds whenever possible. In most cases carryover monies cannot be used toward certificated salaries, but many sites are using those funds to provide for hourly work, contracts, and materials and supplies. So far, Site Plan Addenda have been submitted by SSCs for the following purposes in 2018-19:

- Willard allocated \$5,500 of carryover funds for a mentoring contract.
- Malcolm X allocated \$12,500 of carryover funds for LLI materials.
- Rosa Parks moved \$1,000 out of their contract budget, and further allocated \$9,000 of carryover funds, to increase their Materials and Supplies budget by \$10,000 total.
- John Muir allocated \$5,500 of carryover funds to purchase chromebooks.
- Washington allocated \$19,720 of carryover funds for a one-time increase of Interventionist FTE by .2, and to provide for professional development.
- Sylvia Mendez increased the teacher hourly budget by \$1,000, using funds that became available after the LCAP mental health allocation was increased by that same amount.
- Emerson allocated \$2,000 from carryover to provide tutoring for Kindergarten students.
- The TK program allocated \$300 from carryover to pay for child care during parent meetings, moved \$495 from the substitute pay budget into their classroom materials budget, moved unused transportation funds into a budget to contract for performances and presentations at assemblies, and allocated both carryover and unused PE contract funds to instead pay to develop the outdoor play area and purchase more outside games.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 SCHOOL SITE DISCRETIONARY PROGRAM (Measure E1, Resource 0752)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

Ten and a quarter percent (10.25%) of the Available Revenues shall be *allocated annually for School Site Programs to each K-12 school on a per pupil basis. District preschools shall receive a similar allocation for each full time student. The School Site Council (as described in Section 8.C.) shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective and equitable opportunities for student engagement, enrichment, and achievement. Available Revenues may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as art and science instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.*

Budget Managers: Natasha Beery, Director of BSEP and Community Relations

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE	2,880,333	2,953,277	2,890,235	(63,042) (1) (2)
EXPENDITURES				
Certificated Salaries	1,061,288	1,252,397	1,177,716	(74,681)
Classified Salaries	394,287	392,486	396,548	4,062
Employee Benefits	488,618	471,354	405,594	(65,760)
Books & Supplies	97,378	101,897	73,735	(28,162)
Equipment	0	0	2,030	2,030
Unallocated Reserve and Carryover	346,489	143,838	0	(143,838)
Contracted Services	211,665	237,753	146,070	(91,683)
Indirect Costs	154,944	154,944	131,221	(23,723)
TOTAL EXPENDITURES	2,754,669	2,754,669	2,332,914	(421,755)
NET INCREASE (DECREASE)	125,664	198,608	557,321	358,713
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	125,664	198,608	557,321	358,713
Ending Fund Balance	125,664	198,608	557,321	358,713

Notes

- (1) Revenue retained in central Resource to fund state required reserve
- (2) Revenue is allocated to each school site based on the projected number of students for the year (CALPADS data). The projection is adjusted for Independent Study, Berkeley Technology Academy (BTA) and Early Childhood Development and is based on an agreed-upon average enrollment. In FY 2015-16 adjusted enrollment was 10,322 and in FY 2016-17 it was 10,359 and in FY 2017-18 it was 10,195.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 SCHOOL SITE DISCRETIONARY PROGRAM (Measure A, Resource 0852)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

Ten and a quarter percent (10.25%) of the available revenues generated by this measure is *allocated annually as School Discretionary Funds to each K-12 school on a per pupil basis. Existing district preschools shall receive a similar allocation for each full time student. The School Governance Council shall develop recommendations to allocate these revenues for the personnel, service and materials required to deliver effective activities leading to improved student performance.*

Budget Managers: Natasha Beery, Director of BSEP and Community Relations
 Danielle Perez, BSEP Program Specialist

	Audited Actuals 2016/17 As of 6/30/17	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE					
Revenue	2,534,396	0	15,477	15,477	0
Contribution from Measure A Reserve	0	0	0	68,771	68,771 (1)
NET REVENUE	2,534,396	0	15,477	84,248	68,771
EXPENDITURES					
Certificated Salaries	991,002	0	63,084	61,122	(1,962)
Classified Salaries	521,689	0	68,438	62,235	(6,203)
Employee Benefits	401,734	0	19,515	17,087	(2,428)
Books & Supplies	141,389	0	127,864	79,510	(48,354)
Equipment	11,781	0	4,558	8,042	3,484
Unallocated Reserve and Carryover	0	0	213,629	0	(213,629)
Contracted Services	270,921	0	80,774	53,989	(26,785)
Indirect Costs	149,899	0	34,441	16,806	(17,635)
TOTAL EXPENDITURES	2,488,415	0	612,303	298,791	(313,512)
NET INCREASE (DECREASE)	45,981	0	(596,826)	(214,543)	382,283
FUND BALANCE ANALYSIS					
Beginning Fund Balance	676,497	722,478	722,478	722,478	0
Net Increase (Decrease) in Fund Balance	45,981	0	(596,826)	(214,543)	382,283
Ending Fund Balance	722,478	722,478	125,652	507,935	382,283

Notes

(1) Revenue is from a contribution from the Measure A reserve Resource transferred at closing

SCHOOL LIBRARIES

BSEP Measure E1, Resource 0761

BSEP Measure A, Resource 0860

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

Measure E1 Purpose:

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.¹

Budget Managers: **Becca Todd, District Library Coordinator**
Pasquale Scuderi, Associate Superintendent for Educational Services

Certificated Salaries

Budget: \$632,426 *Actual: \$ 631,617* *Variance: (\$809)*

- 3 Middle School Teacher Librarians 3.0 FTE
- 2 High School Teacher Librarians 2.0 FTE
- Continuation High School Librarian 0.2 FTE
- TSA Elementary Teacher Librarians 1.6 FTE
- District Library Coordinator 1.0 FTE

Classified Salaries

Budget: \$570,344 *Actual: \$593,267* *Variance: \$22,923*

- 11 Elementary Library Media Technicians 9.60 FTE
- 3 Middle School Library Media Technicians 1.86 FTE
- High School Library Media/Textbook Technician 0.80 FTE

Employee Benefits

Budget: \$486,145 *Actual: \$462,119* *Variance: (\$24,026)*

Books, Supplies and Equipment

Budget: \$83,448 *Actual: \$76,507* *Variance: (\$6,941)*

Services and Other Operating Expenses

Budget: \$47,752 *Actual: \$48,005* *Variance: \$253*

Indirect Costs

Budget: \$113,142 *Actual: \$107,966* *Variance: (\$5,176)*

Fund Balance

Beginning: \$0 *Ending: \$124,831* *Increase: \$124,831*

¹ BSEP Measure E1, Section 3.B.i.

RESOURCE SUMMARY

In FY 2017-18, for this first year of Measure E1, actual revenue and expense for this Resource was close to the budget proposed in the plan. Variances can be seen in Classified Salaries where we overcalculated by roughly \$23K and undercalculated Employee Benefits by about \$24K. Books, Supplies and Equipment purchased were about \$7K less than estimated, and Indirect Costs were approximately \$5K less than anticipated.

As BSEP resources tend to start strong then diminish due to increased costs over the course of the Measure, a strong Fund Balance during the first half of the span is prudent, to be available to draw upon during the latter years of the Measure.

STATUS REPORT

BSEP funds provide the backbone for library staffing and resources throughout the Berkeley school system, with a core mission of addressing every student's academic and independent reading needs with a wide range of books, online resources and integrated programming. The library lens of the 2020 Vision focuses commitment on developing skilled thinkers and learners throughout the entire Berkeley school community with continual mindfulness about diversity in characters, themes, authors and illustrators. Following are highlights from FY 2017-18.

Solid support for a culture of reading

Our BUSD libraries promote a strong reading culture with print and digital resources aligned to curricular assignments, as well as reader interest and initiative. Over 270,000 items were circulated in the K-12 schools in 2017-18, on par with the previous year.

The allocation of \$8 per pupil for library books and materials, combined with some central funding at approximately \$3 per student, allowed the library program to address the broad range of reading levels and interests of students and staff.

Our preschoolers made good use of their lending libraries at our three child development centers. The Preschool Book Bag staff ensured that all students had a weekly opportunity to hear an additional story and exchange a book for home reading. We hosted World Read Aloud Day in mid-February, with Guest Readers from the District Office and the Berkeley community reading *Strictly No Elephants* by Lisa Mantchev, along with other favorite titles.

At the elementary schools, weekly class visits engaged in read-alouds and library lessons, as well as numerous opportunities for recess drop-ins. The Mock Newbery program continued to flourish, reflecting a strong collaboration between Library Media Specialists, Literacy Coaches and Berkeley Public Library that has made "book buzz" vibrant at school and at home. Coding clubs, low-tech makerspaces, and other programming invite all to pursue their passions.

The middle school libraries engaged with the newly adopted English Language Arts curriculum, Inquiry By Design (IBD). They also offered additional book clubs, as well as the Battle of the Books which culminated with a Grand Finale in April.

Berkeley High School (BHS) welcomed new library staff which further fueled new outreach and vibrancy. Independent reading promotion blossomed through class visits laced with booktalks, promotion of BHS GoodReads, dynamic book displays, and a robust launch of audiobooks in collaboration with Berkeley Public Library. B-

Tech Academy (BTA) was able to wind down its school-site based library program through continued coordination with Tarea Hall Pittman Branch of Berkeley Public Library, and by year's end distributing the library collection to classroom teachers of BTA, Berkeley Independent Study (BIS) teachers, BHS and the warehouse.

Outside of the regular school year, the BEARS Summer School Library program continued in the summer of 2018, with a Library Media Specialist at all three BEARS/EDC summer school sites (this past year at Malcolm X, Rosa Parks and Washington) for ten to fifteen hours per week at each site for five weeks. This program supports the focus on literacy, helping mitigate against the common "summer slide."

Library Staff

Many site library staff serve on school committees, and a number are recognized leaders in the school library field, serving on regional and national boards and presenting at conferences. All are dedicated to serving our 9,500+ students and families with a hearty embrace of reading and learning across the disciplines, with a reasonable dose of technology to boot. The Elementary Teacher Librarians on Special Assignment (TSA) continued to support site Library Media Specialists and Classroom Teachers, in both their Librarian and DigiTech roles.

Information Literacy Instruction

The teacher librarians throughout the district continued providing direct instruction in research skills and information literacy. The high school librarians worked with classroom teachers to guide students' use of online databases and research protocols, and provided extensive support to the Extended Essay of BIHS. At the middle school level, the three teacher librarians dove into the new Inquiry By Design (IBD) curriculum for English Language Arts, and collaborated with classroom teachers in all disciplines. As the elementary teacher librarian staffing was 1.6 District-based TSAs, more direct instruction was added to many elementary class library visits. This is especially important in the upper grades with audiobooks, curated online resources, targeted book lists, and digital citizenship instruction.

Instructional Technology

The District Library Coordinator and TSA Teacher Librarians are members of the DigiTech Instructional Technology department, a natural alignment of library information literacy skills and tech integration throughout the learning cycle. With all of our focus on tech skills, our intention to continue a *balanced* approach to the use of technology remains strong.

Community Collaboration

Our libraries host many events beyond the hundreds of student visits every week. Authors and illustrators love visiting Berkeley Schools, both in person and via Google Hangouts/Skype! We display student art and science projects; provide space for music classes and vision screening; host meetings for staff, PTA, ELAC, SGC; support the Rotary Club's third grade Dictionary Distribution; and actively collaborate with the Berkeley Public Library. "All are welcome here."

Progress on 2017-18 Smart Goals:

1. New library staff will attend a Cultural Competency Academy. All library staff will continue to participate in our ongoing readings and dialogue about the nature of race, culture, education, and our libraries' role in pursuing that discussion, during staff meetings and via Library Conference.

***Report:** Most library staff were able to attend a Cultural Competency Academy; there are two members who are planning to attend the next session. Ongoing dialogue and book reviews regarding race, culture and education occurred at library staff meetings and via virtual discussions.*

2. All library staff will promote independent reading through participation in at least one of the following: Mock Newbery, Battle of the Books, distributing reading recommendation lists at parent conferences and school events.

***Report:** Book Buzz increased everywhere, with full participation in Mock Newbery, Battle of the Books, 30-Book Challenge, BHS GoodReads, and updated book recommendations distributed to families and available for download from BUSD library websites.*

3. At least 60% of K-8 library staff will collaborate with literacy coaches to coordinate family literacy nights to promote reading aloud at home and increase independent free reading and use of audiobooks.

***Report:** At least 12 of the 14 K-8 schools participated in a Family Literacy or related event, which is 86% of the K-8 schools.*

Update FY 2018-19

Expenditure of carryover funds from Measure A Library Resource 0860 is primarily planned to be applied to the installation of short throw projectors in our school libraries. The Technology Department has recently approved a new vendor for this work, and we will begin scheduling this project in early 2019.

In addition, \$10,000 of the Measure A carryover could be used in 2018-19 in order to bring a series of local, award-winning nonfiction authors to our schools. These funds would be applied to honoraria and additional book purchases from February-June, 2019. Highlighting these local nonfiction authors and books will help bring more attention to inquiry and research, along with deeper development of nonfiction writing skills.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 LIBRARY PROGRAM (Measure E1, Resource 0761)
 Revenue and Expenditures
 Comparison Report FY 2017-18**

Purpose

Seven and a quarter percent (7.25%) of revenues dedicated to the Programs to Enhance Student Learning shall be allocated 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.

Budget Manager: Pasquale Scuderi, Assistant Superintendent for Educational Services

	(a)	(b)	(b)-(a)		
	2nd Adopted Budget 2017/18 As of 7/1/17	Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18	
REVENUE	2,037,309	2,088,903	2,044,312	(44,591)	(1)
EXPENDITURES					
Certificated Salaries	632,248	632,426	631,617	(809)	
Classified Salaries	566,752	570,344	593,267	22,923	
Employee Benefits	485,107	486,145	462,119	(24,026)	
Books & Supplies	91,775	78,448	75,510	(2,938)	
Equipment	5,000	5,000	997	(4,003)	
Unallocated Reserve	88,036	78,228	0	(78,228)	(2)
Services & Other Operating Expenses	29,425	47,752	48,005	253	
Indirect Costs	113,142	113,142	107,966	(5,176)	
TOTAL EXPENDITURES	2,011,485	2,011,485	1,919,481	(92,004)	
NET INCREASE (DECREASE)	25,824	77,418	124,831	47,413	
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	
Net Increase (Decrease) in Fund Balance	25,824	77,418	124,831	47,413	
Ending Fund Balance	25,824	77,418	124,831	47,413	

(1) Revenue retained in central Resource to fund state required reserve

(2) Unallocated Reserve was not needed for staffing costs

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 LIBRARY PROGRAM (Measure A, Resource 0860)
 Revenue and Expenditures
 Comparison Report FY 2017-18**

Purpose

Seven and a quarter percent (7.25%) of revenues dedicated to the Programs to Enhance Student Learning *shall be allocated 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.*

Budget Manager: Pasquale Scuderi, Assistant Superintendent for Educational Services
 Becca Todd, District Library Coordinator

		(a)	(b)	(b)-(a)	
		2nd	2nd	2nd	
	Audited	Adopted	Unaudited	Interim	Budget vs.
	Actuals	Budget	Actuals	Budget	Unaudited
	2016/17	2017/18	2017/18	2017/18	Actuals
	As of	As of	As of	As of	Actuals
	6/30/17	7/1/17	1/31/18	6/30/18	2017/18
REVENUE					
Revenue	1,792,345	0	10,947	10,947	0
Contribution from Measure A Reserve	0	0	0	48,643	48,643 (1)
TOTAL REVENUE	1,792,345	0	10,947	59,590	48,643
EXPENDITURES					
Certificated Salaries	705,510	0	0	0	0
Classified Salaries	573,864	0	0	0	0
Employee Benefits	479,919	0	0	0	0
Books & Supplies	77,487	0	0	0	0
Equipment	1,903	0	0	0	0
Unallocated Reserve	0	0	0	0	0
Services & Other Operating Expenses	36,676	0	0	0	0
Indirect Costs	120,210	0	0	0	0
TOTAL EXPENDITURES	1,995,569	0	0	0	0
NET INCREASE (DECREASE)	(203,224)	0	10,947	59,590	48,643
FUND BALANCE ANALYSIS					
Beginning Fund Balance	312,723	109,499	109,499	109,499	0
Net Increase (Decrease) in Fund Balance	(203,224)	0	10,947	59,590	48,643
Ending Fund Balance	109,499	109,499	120,446	169,089	48,643

(1) Revenue is from a contribution from the Measure A reserve Resource transferred at closing

MUSIC, VISUAL AND PERFORMING ARTS

BSEP Measure E1, Resource 0753

BSEP Measure A, Resource 0853

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

Measure E1 Purpose:

Providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students.

Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.¹

Budget Managers: Pete Gidlund, VAPA Program Supervisor
Pasquale Scuderi, Assistant Superintendent for Educational Services

BACKGROUND INFORMATION

Fourth and fifth grade students receive music instruction twice per week during two of the four periods that are contractually required for classroom teacher preparation [aka “release time”] at those grade levels. (The other two teacher preparation periods are filled with classroom instruction in science, art, or dance, with release time teachers paid for from the General Fund.)

In addition to the music teachers in the General Fund, BSEP provides supplemental music teachers for fourth and fifth grades to expand options for students at each music period, including brass, woodwind, and string classes. Students in fourth and fifth grade are scheduled into music classes of 12-18 students according to choice of instrument. Providing smaller classes to focus on one or two instruments ensures that all students will successfully meet grade level music standards. Without these supplemental teachers, classes would be at 24-26 students with fewer instruments taught in the same class. These supplemental teachers are paid for entirely by this BSEP resource. Instruments, instrument repairs, and materials are also funded by BSEP.

Beyond the fourth and fifth grades, this resource provides funding for music, and visual and performing arts instruction at the Middle Schools, as well as a Program Supervisor, a Visual and Performing Arts Technician, professional development, and a number of events and activities related to the music and visual and performing arts program from fourth through eighth grades.

2017-18 MUSIC/VAPA FUND – REVENUE AND EXPENDITURES

Release Time Teachers: Transfer to General Fund

Budget: (\$226,367)

Actual: (\$217,312)

Variance: \$9,055

- Release Time Teachers: 50% of 4.64 FTE

Certificated Salaries

¹ BSEP Measure E1, Section 3.B.ii

Core Music and VAPA Programs:

- Staffing and materials for the grades 4-8 Music Program, including music classes for all fourth and fifth graders;
- Staffing support for afterschool arts classes at the middle schools;
- Drama materials for grades 6-8;
- Support for the Berkeley Symphony Orchestra Music in the Schools Program (MITS) at eleven elementary schools;
- Professional development for classroom teachers in arts integration at ten elementary schools (Arts Anchor Allocations);
- Professional development for music teachers; year five of Mills Scholars inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Berkeley Arts Education Steering Committee (BAESC), Cazadero Music Camp, The Music Connection (TMC), the Performing Arts Showcase, along with scholarships and tutors for students in need.
- Staffing support for partnerships with community arts organizations such as Cal Performances, Berkeley Art Museum and Pacific Film Archive (BAMPFA), Berkeley Repertory Theatre, MOCHA, Freight & Salvage, KALA, The Kennedy Center (DC), and the Alonzo King LINES Ballet.

Highlights of the Music and VAPA program from 2017-18 include:

- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.
- Due to strategic hiring and scheduling, we continue to offer a wider selection of instruments, including ukulele, guitar, drumline, mariachi, and African drumming, while maintaining similar FTE.
- All students were provided with a well-functioning instrument of their choosing, grade level method books, supplemental sheet music, and necessary accessories such as strings, valve oil and cork grease.
- Music teachers continued “in house” cultural responsiveness training. As well, our teacher-leader run MILLS/PLC inquiry work focused on equity.
- About 400 students played the National Anthem at an A’s game in April, with a smaller group of 150 playing the National Anthem at a Cal Baseball game in April. Also in May of 2018 the combined middle school choruses sang the national anthem at a separate A’s game.
- Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.
- The middle school jazz bands played at Freight & Salvage and Yoshi’s.
- Many middle school students played and/or sang in multiple ensembles.

- The winter and spring concerts were very well-attended, especially at the middle schools, where the students played to packed houses. Nearly 2,000 family and community members attended the Performing Arts Showcase in March, 2017.
- VAPA maintains its successful new Kennedy Center “Partners in Education” partnership with the Alonzo King LINES Ballet, who is offering in-class dance integration training and out-of-class professional development for BUSD teachers. This partnership also continues to qualify VAPA to receive support from the Kennedy Center.
- VAPA’s middle school zero period program successfully runs chorus for 2 consecutive years..
- As the VAPA department continues to make equity its first priority, we continue to hire teachers that have a background/training in culturally responsive teaching as well as diverse musicological backgrounds. As well, our staff is continually becoming more diverse as a result of keeping student equity as a key goal.

Progress Toward Meeting 2017-18 SMART Goals:

1. By 2017-18, offer at least one “strum and drum” class (drumline, uke, guitar, chorus, world percussion) at each elementary that merits more than 3 music classes.

Report: *Approaching goal - More strum and drum classes are offered every year. In 2017-18 this expanded to Rosa Parks and 5th grade ukelele was added to Washington and Malcolm X.*

However, the “more than 3 music classes” prescription has turned out to be fairly unrealistic. Instead we will continue to offer uke classes according to demand, teacher qualifications, and pedagogical needs.

2. In 2017-18, music teachers will use technology in the 4th and 5th grade music classroom (interactive apps, having students play along to rock/hip-hop drum tracks, showing live performances, etc.) on a weekly basis.

Report: *Goal met. Teachers use VAPA iPads in class. Teachers use apps, videos, etc. as well as recording their students to assist with assessment and self-assessment.*

3. In 2017-18, pilot three middle school zero period dance programs for the purpose of equitably reaching more students through the arts.

Report: *This program was unsuccessful. The applicant pool during the hiring process did not yield qualified applicants, so classes were never offered.*

It should be noted that in 2018-19 we offered this same FTE to the 3 middle schools to fund any new or underfunded arts class. It successfully yielded a new ceramics class at King, preserved the drama program at Willard, and we hope to open both spoken word and digital design classes at Longfellow for semester 2.

4. By 2020-21, offer dance & movement professional development to all BUSD elementary teachers/sites through LINES Ballet partnership.

Report: *Goal met. At the Oct 9 district-wide professional development day, the Alonzo King LINES ballet gave a morning-long workshop on integrating dance/movement into the core*

subject classroom. The workshop was attended by 40-50 teachers and the evaluation slips showed 100% positive feedback. LINES continued to also work closely with WA teachers as part of our partnership. Malcolm X contracted with LINES to bring specific PD using arts anchor funds to build on the 10/9 training.

Update FY 2018-19

Carryover funds of \$105,930 are budgeted for expenditure in 2018-19 in order to address deferred instrument needs. The funds are budgeted as follows:

- \$5,930 have been set up for indirect costs.
- \$35,000 for object 4300 (items costing less than \$500).
No funds from this object have been spent to date.
- \$65,000 for object 4400 (large items exceeding \$500).
Spending for this object is shown in the table below.

<i>Qty</i>	<i>Instrument</i>	<i>Vendor</i>	<i>Unit</i>	<i>Total</i>
1	Bass clarinet	Woodwind & Brasswind	\$4795	\$4795
4	¾ size tuba	Woodwind & Brasswind	\$3,190	\$12,760
4	String Bass	Shar Products	3 x \$1,399 1 x \$1,149	\$5,346
3	Alto Sax	Woodwind & Brasswind	\$1,032	\$3,096
1	Bari Sax	Woodwind & Brasswind	\$4,705	\$4,705
6	Tenor Sax	Woodwind & Brasswind	\$1,303	\$7818
1	String bass w/case	Steve Swan String Bass	\$2,909	\$2,909
5	½ size Cellos	Shar Products	\$728	\$3,640
			Tax =	\$4,169
			Total =	\$49,238

In summary, roughly half of the 0853 budget for instruments in 2018-19 has been spent to date and all of the above expenditures were made to meet immediate fleet needs rather than strategic fleet needs. Additional expense for strategic fleet needs and piano related expense will exceed the balance of the budget for this year. Consequently, it would make sense to establish a similar carryover budget again for SY 2019-20 to meet these needs.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 MUSIC , VISUAL AND PERFORMING ARTS (Measure E1, Resource 0753)
 Revenue and Expenditures
 Comparison Report FY 2017-18**

Purpose

Six and a quarter percent (6.25%) of the Available Revenues *shall be allocated annually to providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments, instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit.*

Budget Managers: Pasquale Scuderi, Assistant Superintendent for Educational Services
 Pete Gidlund, VAPA Program Supervisor

	(a)	(b)	(b)-(a)		
	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2016/17	
REVENUE					
Revenue	1,756,301	1,800,779	1,762,339	(38,440)	(1)
Transfers to General Fund (Release Time)	(218,484)	(226,367)	(217,312)	9,055	(2)
TOTAL REVENUE	1,537,817	1,574,412	1,545,027	(29,385)	
EXPENDITURES					
Certificated Salaries	718,864	728,707	727,128	(1,579)	
Classified Salaries	29,865	23,094	20,971	(2,123)	
Employee Benefits	245,972	231,592	227,867	(3,725)	
Instructional Materials/Instruments	74,000	73,424	71,751	(1,673)	
Equipment	15,000	15,000	34,878	19,878	
Unallocated Reserve	227,256	30,464	0	(30,464)	
Conference/Mileage/Instructional Contracts	99,300	100,504	81,047	(19,457)	
Capital Outlay	0	0	0	0	
Indirect Costs	97,073	85,177	82,305	(2,872)	
TOTAL EXPENDITURES	1,507,330	1,287,962	1,245,947	(42,015)	
NET INCREASE (DECREASE)	30,487	286,450	299,080	12,630	
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	
Net Increase (Decrease) in Account Balance	30,487	286,450	299,080	12,630	
Ending Account Balance	30,487	286,450	299,080	12,630	

Notes

- (1) Revenue retained in central Resource to fund state required reserve
- (2) This is the historical summary of FTE funded by BSEP Resources 0853 (Measure A) and 0753 (Measure E1)12/11/2018. This does not include FTE for the program supervisor or administrative support:

FY	BSEP Music/VAPA FTE (a)	GF Release FTE
2013-14	7.96	4.56
2014-15	7.83	2.32
2015-16	8.14	2.16
2016-17	7.84	2.32
2017-18	9.14	2.32

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
MUSIC , VISUAL AND PERFORMING ARTS (Measure A, Resource 0853)
Revenue and Expenditures
Comparison Report FY 2017-18

Purpose

Six and a quarter percent (6.25%) of the available revenues generated by this measure *shall be allocated annually to providing quality instructional programs in music and the visual and performing 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.*

Budget Managers: Pasquale Scuderi, Assistant Superintendent for Educational Services
Pete Gidlund, VAPA Program Supervisor

	(a)	(b)	(b)-(a)		
	Audited Actuals 2016/17 As of 6/30/17	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2016/17
REVENUE					
Revenue	1,545,466	0	9,437	9,437	0
Contribution from Measure A Reserve	0	0	0	41,933	41,933 (1)
Transfers to General Fund (Release Time)	(220,316)	0	0	0	0 (2)
NET REVENUE	1,325,150	0	9,437	51,370	41,933
EXPENDITURES					
Certificated Salaries	657,613	0	0	0	0 (2)
Classified Salaries	48,086	0	0	0	0 (2)
Employee Benefits	214,042	0	0	0	0
Instructional Materials/Instruments	66,197	0	1,572	1,572	0
Equipment	33,121	0	0	0	0
Unallocated Reserve	0	0	0	0	0
Conference/Mileage/Instructional Contracts	94,635	0	0	172	172
Capital Outlay	0	0	0	0	0
Indirect Costs	85,510	0	0	104	104
TOTAL EXPENDITURES	1,199,204	0	1,572	1,848	276
NET INCREASE (DECREASE)	125,946	0	7,865	49,522	41,657
FUND BALANCE ANALYSIS					
Beginning Fund Balance	335,087	461,033	461,033	461,033	0
Net Increase (Decrease) in Account Balance	125,946	0	7,865	49,522	41,657
Ending Account Balance	461,033	461,033	468,898	510,555	41,657

Notes

(1) Revenue is from a contribution from the Measure A reserve Resource transferred at closing

(2) The history of FTE funded by BSEP for Music/Visual and Performing Arts is summarized in the report for Measure E1 Resource 0753.

INSTRUCTIONAL TECHNOLOGY

BSEP Measure E1, Resource 0762

BSEP Measure A, Resource 0862

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

Measure E1 Purpose:

Providing instructional technology in schools, and access for students to computers and instructional technology¹

Budget Manager: Jay Nitschke, Director of Technology

Certificated Salaries & Stipends

Budget: \$78,228

Actual: \$60,822

Variance: (\$17,406)

- TSA for Instructional Technology 0.50 FTE²
- Tech Teacher Leader Stipends

Classified Salaries

Budget: \$443,719

Actual: \$454,074

Variance: \$10,355

- Computer Technicians 6.20 FTE
- Technology Supervisor 0.75 FTE

Employee Benefits

Budget: \$231,545

Actual: \$223,584

Variance: (\$7,961)

Materials, Supplies and Equipment

Budget: \$58,000

Actual: \$44,955

Variance: (\$13,045)

Services and Other Operating Expenses

Budget: \$15,000

Actual: \$11,179

Variance: (\$3,821)

Indirect Costs

Budget: \$50,713

Actual: \$47,359

Variance: (\$3,354)

Fund Balance

Beginning: \$0

Ending: \$74,443

Increase: \$74,443

RESOURCE SUMMARY

The cost of staffing for technology requires most of the funds in the BSEP Resource, leaving the amount available for technology purchases at about \$8 per student.

¹ BSEP Measure E1, Section 3.B.iv

² Multi-funded: BSEP PD 0.5

STATUS REPORT

Technology in the hands of teachers and students is critical to teaching and learning and meeting District instructional goals. BSEP funds are the only funds that provide schools with staff to keep technology working. Technicians' tasks include supporting students, teachers and staff by keeping computers and other technology up-to-date and operational, to help integrate technology with the curriculum, to support teachers in using Illuminate, and to help technology committees and School Governance Councils make decisions about technology needs and purchases.

Until the passage of the Measure I facilities bond in November 2010, there were no District monies outside of BSEP for the purchase of network infrastructure and other technology. Measure I has provided funds for installing wireless throughout the District. Currently, Measure I provides \$523,000 per year through 2019-20 to improve District technology infrastructure. In the past three years, the majority of that money was used to improve wifi and short-throw projector installations.

The District working group known as DigiTech continued to meld Technology staff, Library staff, and the Instructional Tech Teachers on Special Assignment (TSAs) to focus on integrating technology into the regular school day.

In addition to Tech Department staff, the BSEP Technology budget also funds stipends for Tech Teacher Leaders (TTLs) at each school. The program began in second semester 2014-15. One teacher from each K-8 school and a group of three from the high schools met monthly with the DigiTech team and worked at their sites to improve teachers' use of technology in classrooms.

Digitech and TTLs, in concert with school techs provided by BSEP, significantly furthered the use of technology in classrooms as well as provided the means for students in the District to do well on the computer-adaptive Smarter Balanced Assessments (SBA) in all 3-8 grade classrooms, and grade 11 at Berkeley High School and the Berkeley Technology Academy (BTA).

A major initiative of past years was the work of a planning group of middle school teachers, principals and staff, chaired by the Instructional Technology Coordinator and the Library Coordinator. The workgroup agreed on a framework for:

- Schools committing to Digital Citizenship lessons based on Common Sense Media materials
- Teachers (grade 6) committing to becoming Google Certified Educators
- Teachers agreeing to use technology for certain projects in the 3rd, 4th, and 5th grade curriculum
- District agreeing to provide Chromebook carts so students have a Chromebook available in each 4th and 5th grade and one cart for every two 3rd grade classrooms.

In 2017-18 nearly all Grade 7 and 8 core instructional teachers became Google (or Berkeley) Certified Educators. Unfortunately, the Instructional Technology Coordinator position was funded from one-time Common Core funding and was discontinued as of June 30, 2018.

Progress on 17-18 Smart Goals:

1. All 3rd-5th grade teachers will continue to integrate technology into the regular day curriculum, as well as expand use of Google Classroom with professional development led by their Technology Teacher Leader, optional ½-day PD offered throughout the school-year, a 2-day August Institute of teacher-led workshops, and technology integrated into content-area PD offered through the PD department.

***Report:** This goal was mostly met. DigiTech decided that in-school year Professional Development was more effective than offering the August Institute. Other aspects of the Smart Goal were fully met.*

2. By September 2017, all 4th-6th grade classrooms where teachers have become Google or BUSD Technology Certified Educators will have additional Chromebooks for a 1:1 student to device ratio. In 3rd grade and 7th-8th grade classrooms, there will be one Chromebook cart shared by two classrooms.

***Report:** This goal was fully met.*

3. At least 75 K-12 teachers will attend the DigiTech August Institute with workshops led by BUSD teachers.

***Report:** This goal was changed - the August Institute was eliminated in favor of school year professional development.*

4. All 7th-8th grade teachers will have a 2:1 ratio of students to Chromebooks, and will use technology weekly with students.

***Report:** The Chromebook 2:1 ratio goal was met, however there is no thorough assessment that would document whether teachers used technology every week.*

5. At least 75% of middle school math teachers will attend the two-day technology and math PD in August 2017

***Report:** This goal was changed - the August Institute was eliminated in favor of school year professional development.*

Update FY 2018-19

All remaining Measure A, Technology Resource 0862 carryover funds of \$21,738 are budgeted for expenditure in 2018-19, as planned, for Chromebooks. In consultation with Education Services, approximately \$150,000 of the carryover funds remaining in the 9% budget in Measure A resources (Professional Development 0855 and Program Evaluation 0856 and Technology 0862) could be used for additional Chromebook purchases to increase the availability to students K-12.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 TECHNOLOGY (Measure E1, Resource 0762)
 Revenue and Expenditures
 Annual Report FY 2017/18**

Purpose

Three and a quarter percent (3.25%) of the Available Revenues *shall be allocated to providing instructional technology in schools, and access for students to computers and instructional technology.*

Budget Manager: Jay Nitschke, Director of Technology

	(a)	(b)	(b)-(a)	
	2nd Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	2nd Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE	913,276	936,405	916,416	(19,989) (1)
EXPENDITURES				
Certificated Salaries	78,228	78,228	60,822	(17,406) (1)
Classified Salaries	443,719	443,719	454,074	10,355
Employee Benefits	231,545	231,545	223,584	(7,961) (1)
Materials, Supplies & Equipment	59,000	58,000	44,955	(13,045) (3)
Unallocated Reserve	23,409	23,409	0	(23,409) (4)
Services & Other Operating Expenses	15,000	15,000	11,179	(3,821)
Indirect Costs	50,713	50,713	47,359	(3,354)
TOTAL EXPENDITURES	901,614	900,614	841,973	(58,641)
NET INCREASE (DECREASE)	11,662	35,791	74,443	38,652
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	11,662	35,791	74,443	38,652
Ending Fund Balance	11,662	35,791	74,443	38,652

Notes

- (1) Revenue retained in central Resource to fund state required reserve
- (2) Approximately half of Technology Teacher Leader Stipends funded with carryover in Resource 0862
- (3) \$40,255 of expenditures for technology were funded with carryover from BSEP Resource 0862
- (4) Reserve for Personnel Variance was not needed for changes in staffing expense

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 TECHNOLOGY (Measure A, Resource 0862)
 Revenue and Expenditures
 Annual Report FY 2017-18**

Purpose

Nine percent (9%) of the available revenues *shall be dedicated to providing professional development for the District's teachers and staff, to assessing the effectiveness of the District's educational programs for improving student achievement, and to providing and maintaining computers and technology in schools.*

Budget Manager: Jay Nitschke, Director of Technology

			(a)	(b)	(b)-(a)
			2nd		2nd
	Audited	Adopted	Interim	Unaudited	Interim
	Actuals	Budget	Budget	Actuals	Budget vs.
	2016/17	2017/18	2017/18	2017/18	Unaudited
	As of	As of	As of	As of	Actuals
	6/30/17	7/1/17	1/31/18	6/30/18	2017/18
REVENUE					
Revenue	800,993	0	4,892	4,892	0
Contribution from Measure A Reserve	0	0	0	21,738	21,738 (1)
TOTAL REVENUE	800,993	0	4,892	26,631	21,739
EXPENDITURES					
Certificated Salaries	60,236	0	0	12,291	12,291 (2)
Classified Salaries	456,651	0	0	0	0
Employee Benefits	220,956	0	0	2,211	2,211 (2)
Materials, Supplies & Equipment	74,204	0	0	40,255	40,255 (3)
Unallocated Reserve	0	0	0	0	0
Services & Other Operating Expenses	13,990	0	0	0	0
Indirect Costs	52,949	0	0	3,264	3,264
TOTAL EXPENDITURES	878,986	0	0	58,021	58,021
NET INCREASE (DECREASE)	(77,993)	0	4,892	(31,390)	(58,021)
FUND BALANCE ANALYSIS					
Beginning Fund Balance	131,120	53,127	53,127	53,127	0
Net Increase (Decrease) in Fund Balance	(77,993)	0	4,892	(31,390)	(58,021)
Ending Fund Balance	53,127	53,127	58,019	21,737	(58,021)

Notes

- (1) Revenue is from a contribution from the Measure A reserve Resource transferred at closing
- (2) Approximately half of Technology Teacher Leader Stipends funded with carryover in Resource 0862
- (3) Technology equipment funded with carryover

EFFECTIVE STUDENT SUPPORT

BSEP Measure E1, Resources 0757, 0763, 0764
BSEP Measure A, Resource 0857

ANNUAL REPORT: FY 2017-18 UPDATE: FY 2018-19

Measure E1 Purpose

*...Seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.*¹

Budget Manager: Pasquale Scuderi, Associate Superintendent for Educational Services

RESOURCE SUMMARY

With the restructuring of Measure E1, these student supports are united into one resource for a more coherent approach to support our students' social-emotional and academic needs. For the first year of Measure E1, the 7% allocation was allocated in percentages similar to allocations under Measure A:

3.50%	Student Achievement Strategies
2.25%	Counseling and Behavioral Health
1.25%	Family Engagement

For 2017-18, expenditures from Measure E1 funds were:

	<u>Budget</u>	<u>Actual</u>
Student Achievement Strategies	\$939,587	\$887,812
Counseling and Behavioral Health	\$618,594	\$544,584
Family Engagement and Access	\$346,084	\$332,386

Changes in staffing funded by these Resources resulted in lower costs for the Student Achievement Strategies and Counseling budgets, while the Family Engagement budget continued to rely on carryover from Measure A to support program costs.

STATUS REPORT

Middle School Counseling

¹ BSEP Measure E1 Section 3.A

School counseling is a deeply valuable component of the overall secondary school support system for students. Funds from Measure E1 continue to provide counseling services at BUSD middle schools that support academic and social/emotional concerns for students.

For 2017-18, this resource continued to provide for 4.8 FTE for middle school counselors, of whom 2.4 FTE were at King Middle School and 1.2 FTE each at Longfellow and Willard Middle Schools. All three middle schools paid for additional counselor FTE through BSEP site funds, .11 FTE at Willard and .6 FTE at Longfellow and King.

Student Achievement Strategies

Response to Intervention (RTI) staffing forms the core of the Coordination of Services Teams (COST) at both our elementary and middle schools. As one part of a multi-tiered system of supports for students, which starts with high quality classroom instruction, RTI staff regularly review student progress and are responsible for the early identification and intervention in a variety of behavioral and learning needs.

Literacy Coaches are the lead reading and writing educators at K-5 sites and are responsible for the planning, coordination, and implementation of school and district-wide literacy initiatives and curriculum. Lit Coaches support instructional planning, model effective practices, and work directly with students at each K-5 school site with pronounced reading and writing challenges.

For 2017-18, this resource continued to provide:

- 2.75 FTE elementary school RTI teachers (.25 FTE at each of 11 elementary schools)
- 2.75 FTE middle school RTI teachers (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King)
- 3.3 FTE elementary school Literacy Coaches/Teachers; (.3 FTE for each of the 11 elementary schools).

As part of the Student Achievement Strategy budget, \$10,000 was provided for the “Be A Scientist” program, which gives middle school students the opportunity to engage in authentic science and engineering practices. The program is in the third year of a partnership with Community Resources for Science, serving about 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors. The contribution from BSEP funds was matched by LCAP funds, a Chancellor’s Grant, and funding from the Berkeley Public Schools Fund.

Family Engagement and Access

The 2017-18 Family Engagement program is reported in a supplemental appendix.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 COUNSELING AND BEHAVIORAL HEALTH (Measure E1, Resource 0764)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

Seven percent (7%) of the Available Revenues generated by this Measure *shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any district-operated school for such purposes as **Counseling and Behavioral Health**, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.*

Budget Manager: Pasquale Scuderi, Associate Superintendent, Educational Services

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE	632,268	648,280	634,442	(13,838) (1)
EXPENDITURES				
Certificated Salaries	400,401	400,401	394,912	(5,489) (2)
Employee Benefits	123,461	123,461	119,041	(4,420)
Unallocated Reserve	59,938	59,938	0	(59,938)
Indirect Costs	34,794	34,794	30,632	(4,162)
TOTAL EXPENDITURES	618,594	618,594	544,585	(74,009)
NET INCREASE (DECREASE)	13,674	29,686	89,857	60,171
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	13,674	29,686	89,857	60,171
Ending Fund Balance	13,674	29,686	89,857	60,171

Notes

- (1) Revenue retained in central Resource to fund state required reserve
- (2) This Resource funded 4.8 FTE for Middle School Counseling: 1.2 FTE each for Longfellow and Willard and 2.4 FTE for King

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 STUDENT ACHIEVEMENT STRATEGIES (Measure E1, Resource 0763)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

Seven percent (7%) of the Available Revenues generated by this Measure *shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.*

Budget Manager: Pasquale Scuderi, Associate Superintendent, Educational Services

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE	983,528	1,008,436	986,910	(21,526) (1)
EXPENDITURES				
Certificated Salaries	666,930	666,930	650,171	(16,759) (2)
Employee Benefits	195,752	195,752	177,704	(18,048)
Unallocated Reserve	14,018	14,018	0	(14,018)
Contracted Services	10,000	10,000	10,000	0
Indirect Costs	52,847	52,847	49,937	(2,910)
TOTAL EXPENDITURES	939,547	939,547	887,812	(51,735)
NET INCREASE (DECREASE)	43,981	68,889	99,098	30,209
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	43,981	68,889	99,098	30,209
Ending Fund Balance	43,981	68,889	99,098	30,209

Notes

- (1) Revenue retained in central Resource to fund state required reserve
- (2) FTE funded in 2017-18 included 5.5 FTE for RTI at the Elementary and Middle Schools and 3.3 FTE for Literacy Coaches at the Elementary Schools.

RESOURCE SUMMARY

The expenditures in this BSEP resource were essentially as expected. However, the support for this program continues to draw upon a dwindling fund balance in the carryover from the prior BSEP Measure A to sustain the current staffing level. This drawdown is only sufficient for about one more year. The remainder of the funding for this program is provided through LCAP supplemental funds.

STATUS REPORT

The mission of the Office of Family Engagement and Equity is rooted in the belief that family engagement is any way that an adult caregiver contributes to or supports a child's learning. We build partnerships between families, school staff, and community providers to promote successful outcomes for our students. OFEE offers district-wide support for families and school staff. The work of the Family Engagement and Equity staff is to support and educate parents and families in three main focal areas:

- 1) Establishing links between home and school for academic success,
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students, and
- 3) Promoting attendance and access to health and other needed services.

Creating a culture of empowered parents and staff

The model of family engagement used by the Office of Family Engagement and Equity is researched-based and proven effective to improve student outcomes. Increasing the capacity of staff and families to partner, creating opportunities for them to partner, and supporting the relationships is the Dual Capacity Building Framework that OFEE has adopted and follows. The OFEE staff also works with schools and families to increase opportunities for parent/guardian involvement. In doing so, OFEE shares Dr. Joyce Epstein's Six Types of Involvement framework, offering a more inclusive approach to involvement, to change mindsets regarding parent involvement, and therefore positively impact and improve school climate.

Supporting school staff and families of students who are chronically absent

Our OFEE team partners with schools and families to address obstacles to attendance. In addition to our ongoing outreach to families when students are absent, our team leads and participate in site based attendance teams, lead attendance assemblies, form lunch groups with students, offer incentives to students, and provide workshops and one-on-one support to parents.

Parent Leadership Development

A primary focus in the 2017-18 school year involved leadership development support for up and coming parent leaders from our underserved communities. Parents at school sites partnered with the school and the district to impact change and policy. One parent successfully advocated for change in how student behavior is identified in Illuminate, and assumed other leadership roles. Others are leading site based parent groups, and positioning themselves to take on district leadership roles. Other parents are co-facilitating workshops at their schools, and supporting their peers with navigating school and district resources.

Opportunities for Involvement

The OFEE team provided parent education, outreach, and coordinated, collaborated, facilitated, initiated and implemented groups, workshops and programs at school sites and at the District level. OFEE collaboration with Emerson's PTA resulted in an Equity Circle for parents, staff, leaders, etc. This school's PTA supports ongoing equity work at this site. Now school volunteers are trained on equity before starting their volunteer work in the classroom.

Community Collaborations and Stakeholder Support

Family Engagement programming in the school year would not be possible without community partners. To highlight a few, SupplyBank.org supports our families with the annual school supply give-away. Community based Covenant Church provided a welcome back picnic for more than one thousand families that attended the school supply giveaway. Berkeley Youth Alternatives and UC Berkeley partner with OFEE to offer at least two College and Career Readiness and Financial Aid for College Fairs. Alameda County Food Bank, and Berkeley Food Network partnered with OFEE to serve families district-wide. During the 2017-18 school year, families were supported with food during the holidays, with monthly distributions, and more frequently as needed. This partnership supported 800 families during the holiday food distribution, many more on an ongoing basis.

Resources and Supports

The need for resources and support escalated during the 2017-18 school year. There are many reasons for this escalation, and many of our stable families became homeless and needing support. One indicator, homelessness, was also a prelude to absenteeism, academic and behavior challenges, transportation for many students who now live a great distance from their schools, as well as needing socio-emotional support. OFEE collaborations with BUSD's McKinney Vento Coordinator, mental health services, food banks, City of Berkeley School Linked Health Services, homeless shelters, immigration rights advocates and attorneys, housing programs, and school based services helps to make these difficult transitions for families more bearable.

In the 2017-18 school year, there were a few tragedies that took place. One of the last tragedy of the year involved the death of a parent of two young boys. The relationships that OFEE already built with this family that was already experiencing many of the most critical challenges (homelessness, chronic absenteeism, etc) created a space for our BUSD OFEE team to galvanize support from parents, PTA, school staff and the community to help this family through this difficult time. The grandparent said *"I don't know how we would have made it through without family engagement support. You helped me bury my daughter, you coordinated food for me for weeks when it was difficult to do these normal things, you called to make sure we were ok, you came to the funeral, you continue to help me to make sure my grandchildren are ok. What amazed me was when you brought the school together to give my grandson a birthday party that his mother promised."* (story provided with permission)

Activities in 2017-18 included:

- K to College School Supply and Dental Hygiene Giveaway (over 1000 bags were provided to BUSD low-income families)
- Why 9th Grade Matters to welcome and help new 9th grade students and parents prepare for High School. This event was well attended by more than two hundred African American, Latino, English Learner and other LCAP Target students and families.
- BUSD's first annual Black History Oratorical Fest took place in March 2018. All K-8 schools participated in this district-wide event. The purpose of this event was to promote equity through knowledge and facilitate ELA goals. Students, families and staff were immersed in Black history as students prepared to compete. The climate at each school event was warm, welcoming, respectful and engaging.
- OFEE provided a six-part parent workshop series for families of students in the Ramp Up reading academic support program
- College Readiness and Financial Aid Clinics in October of 2017 and March 2018 offered to our LCAP target families, and supported by community and district office staff.
- Kinder Fair – Family Engagement Staff greeted prospective families and shared the wonderful work that BUSD does to ensure equity and a quality education for all students. Number one question from parents were around inclusion and equity.
- Parent Champion Workshop in March 2018 offered parents strategies to support children at home and in programs during the summer. Planning for the following school year, and strategies around partnering with schools for student success were also a focus.
- BUSD Cesar Chavez and Dolores Huerta Visual Arts and Essay Contest and Celebration May 2018
- Illuminate support for parents for the transition from PowerSchool to Illuminate.
- Warm Passes - Middle School and High School transition meetings for seamless transitions for our most vulnerable students and families
- Parent Teacher Conference outreach and meeting support for teachers and families. OFEE supports with reaching parents who are not responsive, providing translation as needed, and also with ensuring parents understanding and following up with next steps to support students.
- Promotional Ceremony for English Learners – Family Engagement supports with programming, outreach and day of the event.
- Educate and support families of students with IEPs (Individual Educational Plan for special education students) or 504 (Child Education Accommodation) plans.
- Immigration support for families in the form of advocacy workshops, providing resources and communicating with school staff
- Food Pantries at most elementary schools, and BHS. Plans for including Berkeley Technology Academy and middle schools for the 2018-19 school year.
- Ongoing partnership with McKinney-Vento Coordinator to support homeless families with food, clothing, housing, student enrollment, and communicating / advocating for these students and families with school staff and community organizations.
- OFEE led race and racism workshops to continue the BUSD community's understanding of our diversity and to promote inclusion.

Progress on 2017-18 SMART Goals

1. Family and Community Advisory Committee

The goal was to form a Family and Community Engagement advisory committee made up of stakeholders such as school secretaries, security and afterschool staff, community partners, teachers, and district and OFEE staff. The committee was to meet at least twice - in the spring and fall - to advise OFEE Supervisor and Director of Community Relations on effective approaches to family and community engagement for student support and success.

Result: A formal advisory committee was not created. However, for 2017-18, the Office of Family Engagement and Equity held brown bag lunches with district staff/leaders and community partners (library services, after school, cooking and gardening) to discuss intersections, and plan collaborations to provide effective student and family support, as well as opportunities for family engagement. This resulted in training collaboration with library services and resources for scheduled events. Informal and one-on-one meetings with school secretaries, teachers, and support staff helped with understanding of school and classroom culture and practice, and provided opportunities for OFEE collaboration to improve outcomes for students. OFEE will continue to seek input from all stakeholders, and will look forward to formalizing a Family Engagement Advisory Committee to guide the progress of this work.

2. Quarterly trainings/workshops for parents.

The goal was to empower and support parent/guardians with attendance and academic issues, address trauma and improve school climate.

Result: OFEE provided parenting workshops during the 2017-18 school year to support families with helping their children at home, understanding the importance of attending school regularly and on time, as well as addressing family traumas took place.

Workshop in September addressed academic excellence, attendance and preparing early for college

November 2017 training incorporated technology and library resources to support learning, including Tales 2 Go, and other district and online resources to support learning.

January, March and May of 2018 covered Self Care, empowering parents and parent leaders, and school climate.

3. Latino Family Affinity Group

The goal was to engage at least two parents from each school in a Latino Family Affinity Group with meetings (at least monthly) and one retreat.

Result: The Latino Affinity Group model was not implemented. Many of the families from this vulnerable group were engaged in immigration education, and advocacy. The Office of Family Engagement and Equity contacted advocacy and legal organizations to

support families, and provided a high level of support and encouragement. One focus was maintaining communication with families and school staff to create a safe space for students. The approach to supporting these families is in telling their stories in a safe space. OFEE has provided this space in the parenting workshop (*Who Colors Your Picture-Understanding Self* as a pretext to forming quality home school relationships/partnerships that support learning) that provided a space for this work with some of our target families. We are looking into being intentional about providing a safe space for this affinity group to come together, and a professional and empathetic leadership to guide families through a process of growth from the wealth of knowledge and experience they possess.

4. Ramp-Up parent engagement workshops

The goal was to provide workshops/activities around academic support to strengthen home school partnerships for parents of Super Science Saturday and Ramp Up program students.

Result: The Office of Family Engagement and Equity (OFEE) provided a six engaging workshops for parents whose students attended the Ramp Up Saturday academic support program. Topics included self-care, helping students at home, navigating school and district resources, time management / work life balance, parent leadership, and positive and negative self-talk. These workshops were developed and presented by BUSD OFEE staff, and will be presented at a conference in February 2019 to state and national school district, business and community leaders.

Update FY 2018-19

OFEE has been well aware of funding challenges, and has therefore sought outside funding for other than staffing and basic needs funded through BSEP. OFEE produced two major activities/events in this 2018-19 school year, and both have been co-sponsored by community partners. The K to College School Supply Giveaway and Family Picnic that engaged more than one thousand families was sponsored primarily by SupplyBank.org, and Covenant Church in Berkeley, as well as Walgreens, Kaiser, City of Berkeley School Linked Services, and a number of additional community organizations.

Additionally, OFEE applied for classroom grants (three total for OFEE), and two Strategic Impact Grants from Berkeley Public School Funds to resource parenting class materials for parents of students at Title 1 Schools, a half day of Parent Workshops, as well as the Black History Oratorical Fest in March 2019. OFEE School site staff were also successful with applying for grants to support site based parent engagement strategies (Class about race, culture and cooking taught by OFEE staff) that create space for positive engagement with the school, and for parenting classes to help parents with supporting their children at home. The plan for the rest of the 2018-19 school year is to use the small budget for staff development and contractors for parent workshops/education. The hope is to utilize funds from the grants applied for to meet the needs for the proposed workshops and events. Upcoming events initiated and supported by OFEE for the rest of the school year include the Parent workshops (some will be parent led workshops to encourage parent involvement and growth), Black History Oratorical Fest, Cesar Chavez Dolores Huerta Commemorative Contest, Promotion Ceremony for English Learners, and the High School Black and Latino Graduations. Parenting workshops for Title 1 Schools,

and College and Career Readiness and financial aid Clinics. Families are invited to participate in the planning and implementation of OFEE programs and events, and these collaborations produce empowered parents, and promote an inclusive school climate and district.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 FAMILY ENGAGEMENT AND ACCESS (Measure E1, Resource 0757)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

Seven percent (7%) of the Available Revenues generated by this Measure *shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child. These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.*

Budget Manager: Susan Craig, Director of Student Services
 Pat Saddler, Director of Programs and Special Projects
 Ann-Marie Callegari, Supervisor of Family Engagement and Equity

	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE	351,260	360,156	352,468	(7,688) (1)
EXPENDITURES				
Staff	207,321	207,321	215,620	8,299
Employee Benefits	92,330	92,330	91,183	(1,147)
Books & Supplies	3,000	3,000	1,400	(1,600)
Equipment	0	0	0	0
Unallocated Reserve	9,967	9,967	0	(9,967)
Services & Other Operating Expenses	14,000	14,000	5,487	(8,513)
Indirect Costs	19,466	19,466	18,696	(770)
TOTAL EXPENDITURES	346,084	346,084	332,386	(13,698)
NET INCREASE (DECREASE)	5,176	14,072	20,082	6,010
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	5,176	14,072	20,082	6,010
Ending Fund Balance	5,176	14,072	20,082	6,010

(1) Revenue retained in central Resource to fund state required reserve

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 PARENT OUTREACH (Measure A, Resource 0857)
 Revenue and Expenditures
 Comparison Report FY 2017/18**

Purpose

One and a quarter percent (1.25%) of the revenues dedicated to the Programs to Enhance Student Learning *shall be allocated annually for a variety of services to support the families of Berkeley's public school students by providing parent education and promoting greater parent involvement in their children's education.*

Budget Manager: Susan Craig, Director of Student Services

Pat Saddler, Director of Programs and Special Projects

Ann-Marie Callegari, Supervisor of Family Engagement and Equity

	Audited Actuals 2016/17 As of 6/30/17	Adopted Budget 2017/18 As of 7/1/17	2nd Interim Budget 2017/18 As of 1/31/18	Unaudited Actuals 2017/18 As of 6/30/18	2nd Interim Budget vs. Unaudited Actuals 2017/18
REVENUE					
Revenue	309,025	0	1,887	1,887	0
Contribution from Measure A Reserve	0	0	0	8,387	8,387 (1)
NET REVENUE	309,025	0	1,887	10,274	8,387
EXPENDITURES					
Staff	234,769	31,692	31,692	30,557	(1,135)
Employee Benefits	102,286	17,891	17,891	17,046	(845)
Books & Supplies	1,176	0	0	0	0
Equipment	0	0	0	0	0
Unallocated Reserve	0	0	0	0	0
Services & Other Operating Expenses	11,452	0	0	689	689
Indirect Costs	22,415	2,955	2,955	2,878	(77)
TOTAL EXPENDITURES	372,098	52,538	52,538	51,170	(1,368)
NET INCREASE (DECREASE)	(63,073)	(52,538)	(50,651)	(40,896)	9,755
FUND BALANCE ANALYSIS					
Beginning Fund Balance	253,730	190,657	190,657	190,657	0
Net Increase (Decrease) in Fund Balance	(63,073)	(52,538)	(50,651)	(40,896)	9,755
Ending Fund Balance	190,657	138,119	140,006	149,761	9,755

Notes

(1) Revenue is from a contribution from the Measure A reserve Resource transferred at closing

COMMUNITY ENGAGEMENT & PUBLIC INFORMATION

BSEP Measure E1, Resource 0754
BSEP Measure A, Resource 0854

ANNUAL REPORT: FY 2017-18
UPDATE: FY 2018-19

Measure E1 Purpose

Support of the Planning and Oversight Committee and School Site Councils, and for community engagement, communications and public information services.¹

Budget Manager: Natasha Beery, Director of BSEP and Community Relations

Classified Salaries

Budget: \$337,214 *Actual: \$351,417* *Variance: \$14,203*

- Director of BSEP and Community Relations 1.0 FTE
- BSEP Program Specialist 1.0 FTE
- Public Information Officer 1.0 FTE
- Specialist, Translation and Interpretation 0.5 FTE

In addition to salaried positions, hourly staff continued to provide P&O meeting support (set-up, minutes) and some additional translation services. Additional hourly support was required during a period of transition in the BSEP Program Specialist position.

Employee Benefits

Budget: \$132,838 *Actual: \$134,711* *Variance: \$1,873*

Contracted Services*

Budget: \$82,350 *Actual: \$59,759* *Variance: (\$22,591)*

Equipment and Supplies

Budget: \$12,000 *Actual: \$3,712* *Variance: (\$8,288)*

Fund Balance

Beginning: \$0 *Ending: \$25,858* *Increase: \$25,858*

**Contracted services include printing, mailing, online and hourly translation, web and graphic design, special projects, professional memberships and conferences.*

RESOURCE SUMMARY:

Prior planned deficit spending in the Measure A, Resource 0854 budget for this purpose was made possible through the savings that accrued during a period of staffing transition. Measure E1 has provided some additional revenues, but a reduction in expenditures is still needed for a more

¹ BSEP Measure E1 Section 9A

sustainable structure for the long term. Equipment purchases were deferred and will likely draw upon Measure A carryover funds.

STATUS REPORT

The BSEP Office worked closely with Fiscal Services, the P&O Committee, and BSEP Managers to oversee the fiscal and programmatic transition to the new measure structure which replaced the expiring Measure A as of July 1, 2017. In addition, the BSEP Director and Program Specialist supported the following core BSEP functions:

- Implementation and monitoring of operational and technical tasks for the BSEP programs, working alongside the Senior Budget Analyst to ensure careful oversight of fund expenditures;
- Partnership with each school principal and School Site Council (SSC) to analyze and develop the BSEP Site Program Fund budgets and plans;
- Support for the September SSC elections and the appointment of P&O Representatives from each school site in October;
- Outreach and information about BSEP at community events such as the Solano Stroll and Kindergarten Fair;
- School and District Committee Orientation Workshops in October, and Orientation for new P&O Representatives in November, including Site Committee Handbook;
- Preparation of the annual SSC Elections, Diversity, and Activity Report for the Board in December;
- January “State of the District” workshop in collaboration with the Director of Special Projects and Programs as an update on LCAP plan and a leadership training opportunity for all District and school committees (SSCs, PAC, PTA, DELAC/ELAC).
- Planning and co-facilitation of 13 P&O Committee meetings, providing documents, coordinating guest speakers, and preparation of presentations;
- Preparation of documents and presentations for 7 SBAC meetings and 8 Board meetings, including the BSEP Annual Reports and First Interim, BSEP Annual Plans and the Consolidated School Plans.

District Communications and Community Relations

The BSEP Director convenes the Communications Team on a weekly basis to ensure continued improvement in communications with families, staff and the wider Berkeley community. The Communications Team includes staff members from the Superintendent’s Office, Parent Outreach, Translation, and Technology, and makes strategic use of outside contractors for some content, consultation, translation, printing, and mailing services. For 2017-18, a student intern from UC Berkeley worked on special projects, including some topical pieces for the A+ News and a video project about the new middle school English curriculum.

The Communications Team contributed to a number of new and revised Board Policies and Administrative Regulations, including:

- TK-8 School Site Council Bylaws
- Updated Administrative Regulation (AR) for School Facilities Naming

- Updated Board Policy (BP) and AR for Immigrant Families and Undocumented Students

In FY 2017-18, strategic communications work was required for issues that affected our students and staff on the local, regional and national level, including (in chronological order):

- Political demonstrations in Berkeley Civic Center (across from Berkeley High)
- National student walkouts (fall and spring)
- Transition from Powerschool to Illuminate
- Nutrition Services communications regarding free and reduced lunch
- LeConte School Renaming Process - Advisory Committee and Community Process
- October 2017 fires in Santa Rosa/Sonoma/Napa and Air Quality issues
- Public Records Act requests for employee emails
- Instagram incident at BHS - “student voices” and restorative justice response
- Mass shooting (Las Vegas) and school shootings;
- Rapid Response protocols for Federal immigration actions
- Lead testing in school water fixtures
- Superintendent’s Budget Advisory Committee and budget cuts
- Oratorical Fest
- School safety upgrades
- Independent Study and BTA brochures
- Special Education report
- Communications to staff about rules for public employees and political campaigns
- School Messenger texting pilot

The LeConte Elementary School renaming process, which led to the board decision to change the name to Sylvia Mendez Elementary School, and the Public Records request for employee emails were among the most labor-intensive projects. The Naming Advisory Committee meetings and public process required hundreds of hours of volunteer and staff time.

To reach our varied audiences and meet their diverse communication needs, a combination of media tools and channels were employed, including: our website, homepage blog posts, school and community postings/flyers, letters to families, online surveys, emails from School Messenger and via e-trees, phone blasts, school newsletters, and community forums and events.

The *A+ News*, produced in both English and Spanish, is the primary communication tool for keeping families and community apprised of the events, programs, services, and new initiatives in Berkeley public schools through direct subscriber email delivery and website access. The *A+ News* is sent electronically every two weeks to over 18,000 community members, as well as 2500 staff members.

In the spring of 2018, Comm Team members contributed toward a major redesign of the BUSD website which debuted in July. The redesign improved the appearance and architecture, making it mobile-friendly and easier to navigate. The website provides access to information about District programs and services, departments, facilities, and new initiatives, with the most visited pages being those covering Admissions, Human Resources, the District Calendar, and the School pages. Blog posts on the homepage are used to serve as a source for immediate updates and meeting postings, and link the reader to other related pages on the website.

The *Community Report* is a four-page document that was produced and mailed to 46,000 residential addresses in Berkeley in December. It is also distributed at schools and at public events, and is available online in both English and Spanish. The 2017-18 edition provided an update on technology in the classroom, professional development, bond fund use for projects such as the Longfellow Makerspace and the BHS Carpentry/Stagecraft/Fablab, the soda tax support of the BUSD gardening and cooking curriculum, and the SBAC work on budget cuts.

Public Information Officer

- Covered District issues and student events, including documenting and photographing student activities, District meetings, and community forums, and wrote articles and news updates for the District website and other District communication channels.
- Managed the District's responses to Public Record Act requests.
- Compiled and distributed an expanded Weekly Bulletin with mini-reports on a wide variety of Board actions and activities and programs across the District.
- Drafted communications for multiple departments.
- Coordinated the annual publication of the School Accountability Report Card (SARC) for each school.
- Responded to information and access requests from news media, community members, and local organizations.
- Attended Board meetings and assisted with staff presentations and with Berkeley Community Media and the Technology Director to ensure broadcast of Board Meetings and YouTube streaming.
- Provided community outreach related to Facilities and Maintenance Projects, including project and meeting postings.
- Served as a member of the Communications Team and the Superintendent's Cabinet.
- Participated in a local PIO network to meet and share best practices
- Tracked and maintained a log of media reports on BUSD-related news
- Coordinated proposals and review boards for art installations and murals at school sites
- Oversaw annual Liberty Hill Missionary Baptist Church Outstanding Educator awards
- Managed outside requests for flyer distribution in the schools

Translation and Interpretation

When the BUSD English Learner (EL) population exceeds 15% for the Spanish language, key District documents must be translated into Spanish. The full-time Translation and Interpretation Specialist position is co-funded 50% with the General Fund and 50% from BSEP Resource 0754. In 2017-18, the BSEP Office and Translation Specialist provided Spanish translation and interpretation to support District-wide and school site-specific communications, including:

Translation of Documents:

- *A+ Newsletter* (every two weeks)
- Community Reports
- Welcoming letters and messages from Superintendent
- Student Services Forms and Letters (5 documents)
- BSEP Documents and PowerPoints
- Parent Student Handbook Preschool Edition
- Board Policies
- IEP Documents (10+)

- Educational Services Documents
- Office of Family Engagement and Equity Documents
- Cooking and Gardening Program Flyers and Brochures
- Water Testing for BUSD
- Flu Letters
- Ninth Grade Information Night
- Why 9th Grade matters OFEE
- DACA Documents
- School Naming LeConte - Sylvia Mendez all process from posters, flyers to surveys
- Suspension and Expulsion Due Process
- Mosaic Project
- AVID Student Agreement
- Oratorical Festival OFEE

Simultaneous Interpretation:

- Interpretation for community forums and workshops
- Interpretation offered at Board Meetings
- Recording of telephone blasts from Superintendent's Office
- IEP meetings (10 meetings)
- Interpretation for Student Services for Latino families and SARBS (5-7 meetings)
- Interpretation Longfellow Parent-Student Workshops
- School Naming LeConte - Sylvia Mendez
- Interpretation for Parents BUSD Ongoing as Needed

An hourly Arabic interpreter has also been available to assist with some parent-staff meetings such as conferences and IEPs and document translation on a limited basis - in 2017-18 there were two meetings and one document translated.

Contracted interpretation services are available via the Language Line, a telephone-based service providing simultaneous translation in many languages. Hourly on-call interpreters have provided interpretation for parent teacher conferences, IEPs, and other student support services in Spanish (1,062 minutes), Arabic (216 minutes), Urdu (86 minutes), Mandarin (86 minutes), Tigrinya (27 minutes), Pashto (23 minutes), and other Southeast Asian languages including Vietnamese, Cambodian, Cantonese, and Laotian (183 minutes).

Progress on 2017-18 Smart Goals

1. Survey A+ News readers to determine topics of highest interest, and findings will be used to focus use of print, email and social media.

***Report:** A reader survey was conducted in June, 2017 and as a result of feedback several changes were made to the A+ News, including a new, easier to read and improved mobile version of the A+ News that released with the start of school in September, 2017.*

2. Expand parent/guardian use of School Messenger smartphone app and/or the associated SMS text system to reach at least 50% of families, especially those who do not have regular access to email.

Report: *This work is in progress. A pilot project was initiated to test the process for collecting parent contact information and cell phone numbers at one elementary school. Information gathered was used to begin collecting Berkeley High School emergency forms including parent emails and cell phone numbers for use with School Messenger in 2018-19.*

3. Convene “Best Practices” group for use of social media by district, schools, PTA and other key communicators at least once per year.

Report: *The BSEP Director met with PTA Council in the spring of 2018 to discuss best practices and also discussed this topic with P&O. Human Resources also asked for help in use of social media for recruitment.*

4. Convene regional PIOs and communicators from other districts to share best practices - meet at least twice per year.

Report: *The BSEP Director, PIO and Communications Consultant met with regional communications specialists from East Bay school districts in quarterly meetings. A new Director of Communications at the Alameda County Office of Education (ACOE) has now taken on the convening of this group. The network has proved to be tremendously helpful for sharing information and advice on topics of mutual concern such as messaging about political or social issues, handling of PRA’s, media and privacy issues, advice during air quality crisis, and more.*

5. The BSEP Program Specialist or BSEP Director will attend at least one meeting of each Site Council to provide advice and share best practices.

Report: *A change in staffing, with a new BSEP Program Specialist coming in mid-year, meant that the plan to visit School Site Councils was deferred. This goal is underway for the 2018-19 year, with several SSC’s visited in the fall, and a plan to visit each SSC by Spring of 2019.*

Update FY 2018-19

Carryover funds from BSEP Measure A will be drawn upon for special one-time projects, including resource materials, website updates, and other deferred needs. A current need is the replacement of the four interpretation kits which are used for community meetings at schools and for the district. The older, heavy equipment has become outdated and broken; newer equipment is more portable and has rechargeable batteries. The manufacturer will provide a discount when we return the old equipment, reducing the cost from \$14,400 to replace all four kits to \$8,600.

**BERKELEY UNIFIED SCHOOL DISTRICT
 BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
 PUBLIC INFORMATION , TRANSLATION,
 P&O COMMITTEE SUPPORT (Measure E1, Resource 0754)
 Revenue and Expenditures
 Annual Report FY 2017-18**

Purpose

Support of the Planning and Oversight Committee and School Site Councils, and for community engagement, communications and public information services.

Budget Manager: Donald Evans, Superintendent

Natasha Beery, Director of BSEP and Community Relations

	(a)	(b)	(b)-(a)	
	2nd	2nd	2nd	2nd
	Adopted	Interim	Unaudited	Interim
	Budget	Budget	Actuals	Budget
	2017/18	2017/18	2017/18	vs.
	As of	As of	As of	Unaudited
	7/1/17	1/31/18	6/30/18	Actuals
	7/1/17	1/31/18	6/30/18	2017/18
REVENUE				
Revenue	573,486	588,009	575,457	(12,552) (1)
EXPENDITURES				
Classified Salaries	337,214	337,214	351,417	14,203
Employee Benefits	132,838	132,838	134,711	1,873
Materials and Supplies	6,000	6,000	2,798	(3,202)
Unallocated Reserve	9,434	9,084	0	(9,084)
Equipment	6,000	6,000	914	(5,086)
Contracted Services	82,000	82,350	59,759	(22,591)
TOTAL EXPENDITURES	<u>573,486</u>	<u>573,486</u>	<u>549,599</u>	<u>(23,887)</u>
NET INCREASE (DECREASE)	0	14,523	25,858	11,335
FUND BALANCE ANALYSIS				
Beginning Fund Balance	0	0	0	0
Net Increase (Decrease) in Fund Balance	0	14,523	25,858	11,335
Ending Fund Balance	0	14,523	25,858	11,335

(1) Revenue retained in central Resource to fund state required reserve

**BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
PUBLIC INFORMATION , TRANSLATION,
P&O COMMITTEE SUPPORT (Measure A, Resource 0854)
Revenue and Expenditures
Annual Report FY 2017-18**

Purpose

Two percent (2%) of the revenues from this measure shall be utilized *for public information, translation services for District families and support of the Planning and Oversight Committee.*

Budget Manager: Donald Evans, Superintendent
Natasha Beery, Director of BSEP and Community Relations

			(a)	(b)	(b)-(a)
			2nd		2nd
	Audited	Adopted	Interim	Unaudited	Interim
	Actuals	Budget	Budget	Actuals	Budget
	2016/17	2017/18	2017/18	2017/18	vs.
	As of	As of	As of	As of	Unaudited
	6/30/17	7/1/17	1/31/18	6/30/18	Actuals
					2017/18
REVENUE					
Revenue	504,531	0	3,081	3,081	0
Contribution from Measure A Reserve	0	0	0	13,693	13,693 (1)
TOTAL REVENUE	504,531	0	3,081	16,774	13,693
EXPENDITURES					
Classified Salaries	324,910	0	0	0	0
Employee Benefits	122,552	0	0	0	0
Materials and Supplies	3,010	0	0	0	0
Unallocated Reserve	0	0	0	0	0
Equipment	6,682	0	0	0	0
Contracted Services	57,393	0	0	63	63
TOTAL EXPENDITURES	514,547	0	0	63	63
NET INCREASE (DECREASE)	(10,016)	0	3,081	16,711	(63)
FUND BALANCE ANALYSIS					
Beginning Fund Balance	284,344	274,328	274,328	274,328	0
Net Increase (Decrease) in Fund Balance	(10,016)	0	3,081	16,711	13,630
Ending Fund Balance	274,328	274,328	277,409	291,039	13,630

(1) Revenue is from a contribution from the Measure A reserve Resource transferred at closing