

GUIDE TO READING THE ANNUAL REPORT

The Annual Report is organized to clearly display how the expenditures relate to the purposes of BSEP Measure A of 2006.¹ Revenue is allocated to each of the purposes in accordance with the percentages specified in the measure, in separate and distinctly coded **Resources**.

Overview and Status Report

Each Resource is introduced with a one to two page **Overview** of revenue and expenditures, including salaries, benefits, supplies and other operating expenses. This brief narrative also compares the budget with actual expenditures, and explains significant variances. The overview is followed by a brief status report, providing detail on the on the projects funded by each BSEP Resource.

Revenue and Expenditures Comparison Report

Following the overview of the Resources are **Comparison Report** which shows actual expenditures from FY 2014-15 next to the FY 2015-16 budget (revised at Second Interim, January 31, 2016), the (unaudited) actuals as of June 30, 2016, and the variance between the revised budget and actuals. This comparison report also shows a Fund Balance Analysis.

Budget, First Interim, Second Interim, and Unaudited Actuals (Closing)

The revenue is projected in February for the following fiscal year, with budget allocations initially distributed to each of the Purposes of the Measure in the percentages delineated in the BSEP Measure. Since the District receives tax revenue at various points throughout the fiscal year, First and Second Interim budgets (at October 31 and January 31 respectively) provide the opportunity to revise budgets. At the fiscal “closing” of the year on June 30, actual net revenue is recognized, and distributed to each Resource.

Indirect Costs

Each BSEP Resource, except Public Information and P&O Support (Resource 0854) is charged for Indirect Costs. The Indirect Cost rate in FY 2015-16 was 6.54%, as calculated by a formula determined by the State. The rate is applied to all expenses and transfers, and totaled \$1,500,691. The funds are transferred to the General Fund to support the District’s common functions such as Payroll, Purchasing, Human Resources and Plant Operations.

Transfers to General Fund

Two resources, Class Size Reduction (Resource 0841) and Music, Visual and Performing Arts (Resource 0853) transferred a total of \$13,542,149 to the General Fund. The transfers funded 135.92 FTE to reduce class sizes and 2.16 FTE for music teachers providing General Fund release time. The transfers also supported costs associated with the increased FTE, as permitted by the Measure.

Fund Balance and Reserves

A fund balance is maintained in a central BSEP Resource (0000), to meet the 3% reserve required by the State. The fund balance totaled \$825,000 at the end of FY 2015-16, a reserve of 3.08%. The fund balance was reduced from \$911,904 after a transfer was made of \$86,904 to all BSEP Resources, in keeping with the allocation percentages specified by Measure A. In addition to the central BSEP fund balance, there are fund balances for each Resource, managed by the program supervisors and District administration.

¹ BSEP Measure A, Section 5.C

² BSEP Measure A, Section 3.A

**CLASS SIZE REDUCTION, EXPANDED COURSE OFFERINGS,
MIDDLE SCHOOL COUNSELING, PROGRAM SUPPORT
(BSEP Measure A, Resource 0841)**

Purpose

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.

The goals for the class sizes to be achieved with these revenues are District-wide Average Class Sizes of 26:1 for the elementary schools grades K-5, 28:1 for the secondary schools, and 18:1 for continuation high school and other secondary opportunity programs. Average class sizes in the K-3 grades shall be reduced to 20:1 as long as state class size reduction funds are provided for that purpose at a level not less than currently funded by the State.

After resultant class sizes meet the goals stated above, additional teachers may be added first to allow for expanded course offerings and then for program support in schools in so far as the funds permit.²

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

BACKGROUND INFORMATION

The contribution of BSEP Class Size Reduction (CSR) Funds for classroom teachers is estimated each year 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, at 34:1 for the K-5 grades and 36:1 in grades 6-12, and then calculates additional staffing to be paid for by BSEP Measure A, which provides funds to reduce class sizes toward a district-wide average of 20:1 for K-3, 26:1 for 4-5, 28:1 for grades 6-12, and 18:1 for the continuation high school.

The Teacher Template is developed in the spring of the preceding school year and adopted by the Board of Education as part of the District's Annual Budget in June. In the fall, when enrollment has somewhat stabilized, there can be increases to FTE if needed to maintain the Board-adopted class size ratios. Conversely, the FTE allocation may be reduced if enrollment does not meet projections. These changes may be reflected in the First or Second Interim Report of that school year or at the fiscal year-end closing.

When the fiscal accounting books are closed in September, a final transfer is made from BSEP CSR to the General Fund to pay for class size reduction teachers based on the average actual cost of teacher compensation and the actual FTE. This contribution to the General Fund by BSEP is known as the "Teacher Transfer."

After the class size goals are achieved, the BSEP Measure stipulates that BSEP CSR funds may be used for "expanded course offerings (ECO)," counseling services at each of the District's middle schools, and "program support."

The class size goal of 20:1 at K-3 was put in place after the State of California began a Class Size Reduction (CSR) program in 1996, rewarding districts that reduced class sizes to that district-wide goal. As of Fiscal Year (FY) 2013-14, the new Local Control Funding Formula

² BSEP Measure A, Section 3.A

ANNUAL REPORT OVERVIEW: FY 2015-16

from the State changed class size reduction targets to 24:1 for K-3. In addition, the State funding allocated for CSR was reduced. While BSEP Measure A did allow for changing class size goals if the State funding changed, the Board decided to maintain K-3 average class sizes at 20:1 through FY 2016-17, when Measure A expires. However, with costs rising and state CSR income decreasing, it was necessary to reduce Program Support costs that had been carried by the BSEP fund by shifting the Literacy Coach expense to the General Fund and reduce the allocation for Expanded Course Offerings.

Below is the Revenue and Expenditure summary report for 2015-16.

2015-16 CLASS SIZE REDUCTION FUND – REVENUE AND EXPENDITURES

Description	Budget	Actual	Variance
REVENUE	16,131,455	16,289,729	158,274
REVENUE TRANSFERS TO THE GENERAL FUND			
Teacher Compensation (135.92 FTE)	(12,830,900)	(12,708,730)	122,170
Direct Support	(393,800)	(390,071)	3,729
Substitute Compensation	(241,100)	(238,796)	2,304
Total Transfers	(13,465,800)	(13,337,597)	128,203
EXPENDITURES			
Certificated Teacher Salaries	1,088,852	1,064,332	(24,520)
Certificated Counselor Salaries	407,598	402,323	(5,275)
Employee Benefits	414,736	391,654	(23,082)
Indirect Cost	1,010,154	993,812	(16,342)
Total Expenditures (“Page Two”)	2,921,340	2,852,121	(69,219)
	Beginning	Ending	Increase
FUND BALANCE	346,061	446,072	100,011

RESOURCE SUMMARY

At the time of the Recommendation for expenditures made in May 2015, the projected ending fund balance for this fund was \$104,571. The actual ending fund balance was \$446,072. The increase was due to a number of factors:

- Revenue in FY 2015-16 was somewhat higher than budgeted due to additional tax revenue in the current and prior year, and a small distribution from the BSEP reserve to each of the Resources.
- The contribution to the General Fund for Class Size Reduction was lower than the adopted budget because less FTE was required than expected, a difference of 1.31 FTE.

ANNUAL REPORT OVERVIEW: FY 2015-16

- The expense for Middle School Counseling in the initial Plan was \$475,200. The actual expense was about \$42,000 higher, as the initial estimate calculated on the teacher rather than the counselor rate.
- For the 2015-16 school year, there were some savings in the Expanded Course Offerings largely attributable to personnel cost variances. In addition, there were savings for open positions at King Middle School for Expanded Course Offerings and for Response to Intervention and Instruction (RtI) support.

At closing, the following charges were assessed in reconciling the BSEP and GF contributions to goals and programs of BSEP Measure A:

<u>Classroom Teachers</u>	<u>Budgeted</u>	<u>Actual</u>
• TK-12	137.23	135.92
<u>Additional Purposes</u>	<u>Budgeted</u>	<u>Actual</u>
• Middle School Counselors	4.80	4.80
• BHS Expanded Course Offerings	6.00	6.00
• MS Expanded Course Offerings	1.60	1.40
• 3/4/5 TWI Combination Classes	1.80	1.80
• Elementary RTI Teachers	2.75	2.75
• Middle School RTI Teachers	2.75	2.50

STATUS REPORT

There were sufficient funds to meet the Class Size Reduction goals of BSEP Measure A, and to provide for additional purposes, with the support of the General Fund for some of the programs previously funded through BSEP.

The 4.8 FTE provided for Middle School Counseling provides social-emotional and academic support to our students at a crucial point in their development. Counselors are a vital and indispensable component of our educational program in the middle schools. The role of a school counselor has evolved well beyond older conceptions of “guidance counseling.” Counselors at the secondary level in BUSD provide a wealth of supports and services, including direct instruction in classrooms on life skills and decision making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed. Research supports the idea that student outcomes ranging from decreases in disciplinary incidents to gains in academic progress are improved where counselors are present and wherein the counseling staffing ratio trends toward the 250:1 recommended by the American School Counselor Association [ASCA, 2005].

The Expanded Course Offerings (ECO) for Middle and High School offer a wide variety of options for students. For example, ECO classes at Berkeley High include Advanced Placement (AP) augmentation classes, providing access to AP coursework for students who might not otherwise have such access, as well as science labs, yearbook and music classes. These funds

ANNUAL REPORT OVERVIEW: FY 2015-16

have provided extra resources with which to provide offerings of before and after-school elective and enrichment classes that are not available within the master schedule.

As the Two Way Immersion (TWI) programs were being phased out at Rosa Parks, Leconte, and Cragmont, in favor of a consolidated TWI program at LeConte, attrition in some cases has necessitated combination-grade classes. BSEP resources provided those three sites with FTE that enabled them to regroup kids throughout the week to provide grade level or content specific instruction during the transition.

The RtI Teachers and Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams that we have been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific outcomes, both positions play key direct services roles with our students.

The RtI allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with individualized education plans (IEP). Better still, this focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student.

The Literacy Coach positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies respectively.

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**SCHOOL SITE DISCRETIONARY PROGRAMS
(BSEP Measure A, Resource 0852)**

Purpose:

The School Governance Council shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective activities leading to improved student performance...Revenues may be used for...arts and sciences instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs³

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

Each School Governance Council (SGC) 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 Discretionary funds were utilized across the district to support the School Plans.

Staffing (72.83% of total actual expenditures)

Budget: \$1,962,330 Actual: \$1,815,408 Variance: \$146,922

- Certificated salaries \$ 896,835
- Classified salaries \$ 546,096
- Employee benefits \$ 372,477

Books and Supplies, and Unallocated Funds (9.02% of total actual expenditures)

Budget: \$556,339 Actual: \$224,744 Variance: (\$331,595)

Contracted Services (12.01% of total actual expenditures)

Budget: \$301,465 Actual: \$299,461 Variance: (\$2,004)

Indirect Costs (6.13% of total expenditures)

Budget: \$184,437 Actual: \$153,011 Variance (\$31,426)

Fund Balance

Beginning: \$639,278 Ending: \$676,498 Increase: \$37,220

RESOURCE SUMMARY:

The budgeted revenue allocated to the BSEP School Discretionary program in FY 2015-16 was \$2,505,264. This included prior year revenue of \$1,954. This allowed for allocations to the sites of \$230 per pupil.⁴ The expenditure budget for FY 2015-16 was based on this revenue allocation to each site, plus the carryover generated by unspent balances for each site.⁵

³ BSEP Measure A, Section 3.B.i

⁴ Revenue is allocated to each school site based on the projected number of students for the year (CALPADS data). 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. For FY 2015-16, the adjusted projected enrollment was 10,322 students.

ANNUAL REPORT OVERVIEW: FY 2015-16

In FY 2015-16, the per-pupil allocation of \$230 remained the same as 2014-15 due to the need to balance relatively flat revenue with enrollment growth. At Berkeley High, the trend towards lower enrollment, with 3,238 students in FY 2010-11 falling to 3,060 in 2011-12 and falling further to 3,025 in 2013-14 was interrupted with an uptick to 3,185 in FY 2014-15. Middle school enrollment increased in FY 2014-15 by 5.2% from 1,926 to 2,028. The elementary schools overall experienced a 2.2% increase from 4,373 in FY 2013-14 to 4,468 in FY 2014-15. Almost all sites (except three elementary) had increased allocations due to enrollment growth.

At the end of FY 2015-16, most sites had unexpended funds in their BSEP Site Discretionary budgets. On average, sites expended 83% of their planned budgets, ranging from a low of 57% to a high of 98%. In almost all cases, unexpended funds came from materials and supplies budgets or from the previous year's carryover that hadn't been allocated. In some cases, hourly budgets were not fully expended. All BSEP School Discretionary dollars allocated, but unspent, by the sites at the end of FY 2015-16, have been carried over to this year's site budgets for expenditure in FY 2016-17.

STATUS REPORT

School Site Discretionary funds continued to provide a broad variety of programs for students, with each site having a slightly different approach that reflects the needs and priorities of the school. BSEP site funds are frequently used for enrichment activities, student support, and instructional materials.

Significant resources (72.83% of total expenses) go to funding certificated (44.5%) and classified (28.3%) staff. Every elementary school uses site funds to partially fund a Literacy Coach. Other certificated positions partially funded by BSEP site funds include Response to Intervention (RtI) teachers/coordinators, vice principals, an ELD teacher, a Technology teacher, and Dance, Art and Music teachers, and a Counselor. Classified positions funded through discretionary funds included Instructional Assistants (IAs) to support classroom teachers, and Instructional Specialists for Dance, Drama, Garden, and Athletics, and increased FTE for a Library Media Tech. These expenditures also include certificated and classified hourly work for intervention and tutoring, as well as for staff collaboration and professional development such as in "early back" days.

The next largest area of expenditure was 12.01% for contracts, professional development and field trip transportation. Many sites continued to fund contracts for academic and social-emotional support in the schools including mentoring programs, "Writer Coach Connection", gardening, and counseling, as well as physical education.

BSEP site funds continue to be an important resource for instructional materials, constituting 9.02% of the total expenditures for books, materials, supplies and equipment. These expenditures totaled \$224,744 and at some sites represented a significant amount of the materials budget.

⁵ The **Fund Balance** consists of monies that are held centrally, as well as unspent balances from the prior year. Unspent balances include the difference between the budget allocated to each site and actual expenditures. In FY 2015-16, the unspent balance from the prior year of \$446,074 was posted as carryover, along with the associated Indirect Cost, once the books were closed in September.

ANNUAL REPORT OVERVIEW: FY 2015-16

The Berkeley High budget funded most of the purposes it had in previous years with a few changes. Funds were allocated to purchase instruments and provide mentors for the music program, and funding was provided for a Media Technician. A few programs originally approved for BSEP funding were funded by other resources. At Berkeley Technology Academy (BTA) site funds contributed support of 0.47 FTE for the full-time Student Welfare and Attendance Specialist, while in the Independent Study Program (ISP), site funds provided hourly tutoring, mentoring, gardening program support, certificated hourly instruction, and instructional materials.

While no two School Plans were alike, BSEP-funded activities supported the District goals of improving academic achievement and promoting student success, as determined by each site.

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**MUSIC, VISUAL AND PERFORMING ARTS
(BSEP Measure A, Resource 0853)**

Purpose:

Providing quality instructional programs in music and the visual arts for elementary and middle school students. Revenues may be used for, but are not restricted to, providing qualified teachers and staff, professional development in the arts, musical instruments and instructional materials, services and equipment necessary to conduct these programs⁶

**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 five periods that are contractually required for classroom teacher preparation [aka “release time”] at those grade levels. The remaining three teacher preparation periods are filled with classroom instruction in science, art, or dance, with release time teachers paid for from the General Fund.

For the first seven years of BSEP Measure A’s existence, this BSEP resource carried the entire cost of the two periods of release time music teachers, provided as a contribution to the General Fund. However, with enrollment growth and cost increases, the BSEP fund balance dwindled, and cost projections were not keeping pace with revenues. Therefore, beginning in 2014-15, the General Fund assumed half the cost of the music teacher release time, which reduced the BSEP contribution by an equal amount.

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, Library Coordinator, professional development, and a number of events and activities related to the music and visual and performing arts program from fourth through eighth grades.

⁶ BSEP Measure Section 3.B.ii.b

2015-16 MUSIC/VAPA FUND – REVENUE AND EXPENDITURES

Release Time Teachers: Transfer to General Fund

<i>Budget: (\$215,210)</i>	<i>Actual: (\$204,552)</i>	<i>Variance: (\$10,658)</i>
● Release Time Teachers:	4.32 FTE	

Certificated Salaries

<i>Budget: \$713,604</i>	<i>Actual: \$693,526</i>	<i>Variance: (\$20,278)</i>
● Supplemental Music Teachers	4.56 FTE	
● Middle School Music Teachers	3.08 FTE	
● Middle School Arts	0.20 FTE	
● Elementary Arts Anchor	0.30 FTE	
● Program Supervisor	1.00 FTE	

In total, with both release time and supplemental music teachers, the FTE for the fourth and fifth grade music program required 8.88 FTE.

Classified Salaries

<i>Budget: \$44,449</i>	<i>Actual \$42,608</i>	<i>Variance: (\$1,841)</i>
● Music Library Coordinator:	1.0 FTE	

Classified salaries include the Music Library Coordinator as well as time for Instructional Specialists and a limited amount of hourly work to support the program.

Employee Benefits:

<i>Budget: \$216,938</i>	<i>Actual: \$206,470</i>	<i>Variance: (\$10,468)</i>
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Instructional Materials, Instruments and Equipment

<i>Budget: \$96,524</i>	<i>Actual: \$69,094</i>	<i>Variance: (\$27,730)</i>
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Conference/Mileage/Instructional Contracts

<i>Budget: \$112,200</i>	<i>Actual: \$106,639</i>	<i>Variance: (\$5,561)</i>
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Indirect Costs

<i>Budget: \$91,509</i>	<i>Actual: \$ 86,517</i>	<i>Variance: (\$4,992)</i>
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Fund Balance

<i>Beginning: \$201,905</i>	<i>Ending: \$335,087</i>	<i>Increase: \$133,182</i>
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RESOURCE SUMMARY

Over the past several years, enrollment in fourth and fifth grade grew significantly, and along with it, the amount of required release time FTE, increasing from 4.40 FTE in 2011-12 to 4.56 FTE in 2013-14, and 4.64 in 2014-15. The demographic “bubble” appears to have diminished, for the present, with the release time calculation back down to 4.32. Half of the release time FTE is funded by the General Fund and half is contributed by BSEP (equivalent to 2.16 FTE).

STATUS REPORT

The foundation for Music, and Visual and Performing Arts (VAPA) in BUSD elementary and middle schools is provided through this BSEP funding. Following is an overview of the program currently funded through BSEP:

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;
- Professional development for music teachers; year four of Mills Scholars inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Kennedy Center Partnership with Cal Performances, Berkeley Arts Education Steering Committee (BAESC), Cazadero Music Camp, The Music Connection (TMC), the Performing Arts Showcase, Berkeley Art Museum and Pacific Film Archive (BAMPFA), and Berkeley Repertory Theatre, along with scholarships and tutors for students in need.

Highlights of the Music and VAPA program from 2015-16 include:

- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.
- Due to strategic hiring and scheduling, it has been possible 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 relevancy training. More and more teachers are taking the districts 3-day cultural competency training with Pamela Harrison-Small. As well, our teacher-leader run MILLS/PLC inquiry work focused on equity this year.
- Music teachers continued to use PBIS “You Rock” and “Out of Tune” slips in conjunction with “Toolbox” concepts with their grade 3-8 students.
- About 400 students played the National Anthem at a Giants game in May, with a smaller group of 150 playing the National Anthem at a Cal Baseball game in April.
- Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.
- The middle school jazz bands played at Freight and 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, 2016.

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- For the Fourth year, BUSD was selected as one of the "Best Communities for Music Education 2016" by the NAMM Foundation. The award reads "For Outstanding Support of Music Education, Enriching the Lives of Children and Advancing Student Achievement."

Five-Point Equity Plan

The Music/VAPA Program has embarked on an Equity Plan in order to recruit for a more diverse staff, ensure cultural competency for all teachers, increase visibility and communication, provide parent advocacy opportunities, and support school restructuring to increase access to the arts. Substantial progress was made over the past year. Following is a report on the Five-Point Plan, along with a Sixth Point under development.

1) Recruit to Produce a Diverse Applicant Pool

- Program Supervisor Gidlund engaged in active recruiting, speaking at a number of different universities including Howard University and the Berklee College of Music.
- At the end of the 2015/16 school year, we were able to hire 4 new music teachers, 3 of whom were people of color.

2) Cultural Competency Professional Development

- Music teachers continued "in house" cultural relevancy training.
- Teachers are taking the districts 3-day cultural competency training with Pamela Harrison-Small.
- Our teacher-leader run MILLS/PLC inquiry work focused on equity this year.

3) Form a Music Parent Equity Group

- Pete Gidlund served on the Jazz parent equity group in an observatory role.
- Plans are in the works for a Music Parent Equity Forum event in 2017 that will hopefully spark an official parent group.
- Steps are being taken to work with parent liaisons at each school to recruit students of color into music classes (middle) and events such as Cazadero Jumpstart (elementary).

4) Increase Visibility and Communication

- A draft of a BUSD music website has been created.
- Facebook and Instagram accounts were created and used successfully.
- Materials and current messaging have been revamped to feature diverse students.

5) Restructure School Systems to Create Equitable Music Opportunities

- We have worked with BHS to identify individual student schedules for potential conflicts between science labs and music classes.
- We have worked with BHS toward an agreement that AP music theory will remain on the schedule since it is a college pipeline course.
- Pete Gidlund joined the Berkeley High School redesign team in spring of 2016 in an observatory role. Presently the team is working in focused subcommittees on which many music and arts teachers serve. If this redesign leads to a 7-period day, there will mean more flexibility for all students to take classes in the arts, but that it would ultimately trickle into middle school structure as well.

6) **NEW!** Focusing Appropriate Equity Measures on 5th Graders

- As a result of Pete Gidlund's Master's research (on a Boatwright/Weinstein scholarship), the findings/recommendations warrant directing scholarships at 5th grade students rather than 6th graders who have already opted into middle school music.
- Following this shift, our teacher leader team decided at the end of the 2015-16 school year that all PLC and inquiry work should focus on 5th grade equity with a goal of higher 6th grade enrollment of students of color in music.

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STATUS REPORT

The core functions supported by this budget in FY 2015-16 and highlights from the past year included:

Oversight of the BSEP Budgets, and Support for the Planning and Oversight Committee

The BSEP Director and Program Specialist have responsibility for:

- 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 Governance Council to analyze and develop the BSEP School Discretionary Fund budget and plan;
- Support for the September School Governance Council (SGC) elections and the appointment of P&O Representatives from each school site in October;
- SGC and Parent Leader Orientation Workshops in October, and Orientation for new P&O Representatives in November;
- Preparation of the annual SGC Elections, Diversity, and Activity Report for the Board in December;
- Planning and facilitation of 15 P&O Committee meetings, providing documents, coordinating guest speakers, and preparation of presentations;
- Planning and facilitation of BSEP Measure Planning activities, including meetings with the Executive Cabinet, the Superintendent's Measure Planning Workgroup, Management Team and Principals' Meetings, School Board Meetings and Public Forums. By the time the final BSEP Measure Public Hearing on May 18, 2016, the BSEP Director had overseen the following presentations, discussions, and processes:
 - BSEP Planning & Oversight Committee (12 meetings + subcommittees)
 - Budget Models Workgroup (12 meetings)
 - Superintendent's Cabinet and Executive Cabinet (12+)
 - Voter Poll (September and February)
 - Board Workshop (October and February)
 - Community Conversations (6)
 - School-based committee meetings (6)
 - Principals' Meetings (2)
 - Superintendent Budget Advisory Committee (2)
 - Management Team Meeting (2)
 - Classified Meeting
 - Educational Services Team (6)
 - BSEP Program Managers (2)
 - Berkeley Federation of Teachers (1)
 - Parent Groups (PCAD, DELAC, BPAG)
 - Community Groups (7)
 - Berkeley Public Schools Fund (1)
 - PTA Council (2)

District Communications and Community Relations

The BSEP Director convened 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 Parent Outreach, Translation, the Superintendent’s Office, and Technology, and makes strategic use of outside contractors for some content, consultation, translation, printing, and mailing services.

In FY 2015-16, some of the “top content” items that needed consistent communication and strategic community involvement, included:

- BSEP Renewal Planning
- Local Control and Accountability Plan
- New Smarter Balanced Assessments (SBA)
- Sexual Harassment Prevention efforts
- Berkeley High School – Racial Threats and “Take Back the Day” response
- School Climate & Safety
- Planning for Enrollment Growth and Facilities

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, email, phone blasts, school newsletters, community forums, and participation at community events.

The *A+ News*, produced in both English and Spanish on a bi-monthly basis, 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 2,200 staff and over 10,500 parents and community members. It is translated into Spanish and sent to a growing list of Spanish-language subscribers (currently at 312).

The BUSD 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 *Biannual Report* is a four-page document produced and mailed to 46,000 residential addresses in Berkeley. It was also translated into Spanish, and both English and Spanish print versions were distributed at schools. The Winter 2015 Issue focused on the *2020 Vision*, Math Instruction, Social Emotional Learning, Music, Professional Learning Communities, and BSEP Renewal.

Public Information Officer

- Attended board meetings and worked with Community Media and the Technology Director to ensure broadcast of Board Meetings and YouTube streaming.

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- Compiled and distributed the *Weekly Bulletin* to principals and other administrators and staff;
- Provided community outreach related to Facilities and Maintenance Projects, including project and meeting postings at construction sites, and on the District website;
- Responded to requests from news media and community members;
- Covered District issues and student events, including documenting and photographing student activities, District meetings, and community forums.

Translation and Interpretation

When the BUSD English Learner (EL) population exceeds 15% for the Spanish language, key District documents must be translated into Spanish.

Currently, the BUSD District percentage of English Learners is 9.41%, Spanish English Learners 5.21%, and the District count and percentage of those who have identified Spanish as their home language is 1,198 and 12.46% respectively. The latter make up 39.45% (LeConte), 26.16% (Thousand Oaks), and 11.26% (Rosa Parks) of the total enrollment at three Berkeley elementary schools, although the percentage of actual Spanish English Learners is lower, 24.66%, 14.35%, and 8.83% respectively. The percentage of Spanish as home language and Spanish English Learners are 32.09% and 9.98% at Longfellow Middle School and 13.87% and 3.19% at Berkeley High.

The full-time Translation and Interpretation Specialist position is co-funded 50% with the General Fund and 50% from BSEP Resource 0854. In 2015-16, 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)
- Biannual Report
- Welcoming letters and message from Superintendent
- Letters re SBA testing from Superintendent and from principals
- SBA Presentation from BREA
- Student Services Forms for Suspensions and Expulsions (16 documents)
- Student Forms: Emergency Cards
- BHS PTSA Statements for BSEP and SSC Candidates
- BSEP Documents and PowerPoints
- LCAP Documents and PowerPoints
- DELAC Documents and PowerPoints
- BEARS and LEARNS communications
- Translation of Parent Student Handbook - 48+ pages
- IEP Documents (19+ IEPs for a total of more than 57,000 words translated)
- Educational Services Documents
- Sexual Harassment Policy and Regulations
- Human Resources Spanish Bilingual Skills Assessment

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- Special Education California School Immunization Law
- Library Services Documents and Flyers
- Office of Family Engagement and Equity Documents
- Cooking and Gardening Program Flyers and Brochures

Simultaneous Interpretation:

- Interpretation for community forums and workshops, including SGC training
- Interpretation for DELAC
- Interpretation offered at every Board Meeting
- Recording of numerous telephone blasts from Office of Family Engagement and Equity and Superintendent's Office
- Office of Family Engagement and Equity translation and interpretation
- IEP meetings (10 meetings)
- Interpretation for Student Services for Latino families and SARBS (5-7 meetings)
- Interpretation for employee
- Recording of telephone blast for Special Ed District Nurse

In order to ensure the inclusion of families who require communication in a language other than English, contracted interpretation services are available via the Language Line, a telephone-based service providing simultaneous translation in many languages. Use of Language Line continues to increase, with users (principals, teachers, counselors, the Admissions department) reporting very high quality services offered in a wide variety of languages. Hourly on-call interpreters have provided interpretation for parent teacher conferences, IEPs, and other student support services in Spanish (700 minutes), Arabic (285 minutes), and Urdu (125 minutes).

2016-17 Update

The BSEP Measure Planning Process, which required so much time in the 2015-16 year, entered a new phase in 2016-17, after the Measure had been approved by the Board and provided to the Alameda County Registrar of Voters for the November 2016 ballot. Community organizations, SGCs, PTA's, newspapers, and other stakeholder groups asked for information about the new ballot measure (given the designation E1 by the County). The BSEP Office provided factual information about the components of the new measure, and also provided guidance to principals and other District leaders as to the appropriate role of public employees during a political campaign (not only related to Measure E1, but to local and national politics). A separate campaign committee comprised of volunteers led the effort to advocate for the passage of Measure E1. The final vote tally from the November 9 election put Measure E1 well beyond the minimum 2/3 vote required, at a record approval level of 88.86% of the electorate.

Meanwhile, the BSEP Office continued to support principals in conducting fall elections for School Governance/Site Councils, conducted a District committee orientation workshop on November 1, reported to the board on conduct of elections, and planned a January 12 workshop as a follow-up for all District and school committees (SGCs, PAC, PTA, DELAC/ELAC).

The Communications Team, lead by the BSEP Director, with the participation of a new Public Information Officer who joined the team in September, contributed to a number of new and

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revised Board Policies and Administrative Regulations, including Crisis Communications, Media Relations, District and School Websites, and Social Media. A Community Report (formerly the Bi-Annual Report) was mailed to all Berkeley residences in December, providing an update on BUSD facilities, finances, the Year of the Reader, and the new BSEP measure.

With the new BSEP Measure E1 taking effect on July 1, 2017, the BSEP Office will be working closely with the Deputy Superintendent, Fiscal Services, the P&O Committee, and BSEP Managers to oversee the fiscal and programmatic transition to the new measure structure.

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**PROFESSIONAL DEVELOPMENT
(BSEP Measure A, Resource 0855)**

Purpose

Providing professional development for the District's teachers and staff⁸

**Budget Manager: Pasquale Scuderi, Assistant Superintendent for Educational Services,
Michelle Sinclair, Coordinator of Professional Development**

Salaries

<i>Budget: \$639,492</i>	<i>Actual: \$569,439</i>	<i>Variance: (\$70,053)</i>
<ul style="list-style-type: none"> ● Coordinator of Professional Development ● Teachers on Special Assignment (TSAs): <ul style="list-style-type: none"> ○ 11 Elementary Literacy Coaches ○ Elementary Literacy Lead Coach ○ 10 BHS Teacher Leaders ○ TSA for Instructional Technology 		0.40 FTE ⁹ 2.75 FTE 0.60 FTE ² 2.00 FTE 1.00 FTE ²

Employee Benefits

<i>Budget: \$165,305</i>	<i>Actual: \$138,951</i>	<i>Variance: (\$26,354)</i>
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Services, Materials and Other Operating Expenses

<i>Budget: \$38,000</i>	<i>Actual: \$29,648</i>	<i>Variance: (\$8,352)</i>
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These funds were expended for Teacher Initiated Professional Development (TIP), Teacher Leader Stipends for ELD, ELA, Math and Equity.

Indirect Costs

<i>Budget: \$56,154</i>	<i>Actual: \$48,268</i>	<i>Variance: (\$7,886)</i>
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Fund Balance

<i>Beginning: \$216,385</i>	<i>Ending: \$229,756</i>	<i>Increase: \$13,371</i>
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RESOURCE SUMMARY

The BUSD Professional Development program has used BSEP resources in conjunction with state and federal resources. In the early years of Measure A, the possibility of drawing upon other resources allowed for a larger fund balance in the BSEP resource, but by FY 2012-13 the fund balance was reduced through planned deficit spending.

For FY 2015-16, other resources were available to fund some of the hourly work, stipends and consultants necessary for the professional development program, resulting in savings for BSEP funds. Also, there was some savings in staffing due to a vacancy of 0.80 FTE during part of the year.

⁸ BSEP Measure A, Section 3.C.

⁹ Multi-funded to 1.0 FTE

STATUS REPORT

In 2015-16, Professional Development priorities included a focus on literacy, support for new teachers, a focus on building cultural competency, and support in implementing the Common Core State Standards. Highlights from last year included:

- 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;
- 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, support sites with curriculum implementation, and work in Professional Learning Communities to identify and target students' instructional needs;
- At Berkeley High, teacher teams in professional learning communities were supported with a focus on lesson study, action research and in implementing *Constructing Meaning* strategies;
- A working group of 3rd-5th grade teachers, TSAs and Principals came together over several months to write *Digital Literacy Scope and Sequence* guides that are connected to the content and curriculum taught at those grade levels. Also, 3rd-5th grade teachers district-wide were given the opportunity to become *Google Certified Educators* and have either shared Chromebook carts or their own classroom cart to use in support of increased instructional technology integration
- A summer *Instructional Technology Institute* had three days of workshops for all K-12 staff, led by BUSD teachers on integrating instructional technology into all subject areas.
- *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.

RESOURCE SUMMARY:

The original plan for 2015-16 included 2.1 FTE for Teachers on Special Assignment (TSAs). However, the plan was adjusted to 1.7 FTE, of which 1.5 FTE was filled. Additional certificated staff was paid on an hourly basis to support Middle School and High School use of Illuminate, provide data analysis, and for professional development. BSEP funds were also used for hourly work and stipends to compensate staff for summer professional development and data work.

After the Classification and Compensation Study was implemented, support staff positions were placed in new job categories and salary ranges. The Administrative Coordinator position was changed to a Student Assessment Specialist and the Assessment Technician was changed to an Evaluation and Assessment Analyst. The salary ranges increased slightly for both positions.

STATUS REPORT

Following is a summary report of the activities accomplished with this BSEP Resource during FY 15-16. Additional activities funded through other sources are not detailed in this report.

<u>Professional Development / Training Delivered by BREA Staff</u> ¹³	<u>Number of Trainees</u>
● 7 Illuminate Assessment System days	~20-25 per training
● 11 Site-Level K-5 Online Report Card sessions	~50 total, as needed by sites
● Site-Level LCAP Survey Set-Up / Evaluation	~45 total (SGC by Site)
● 10 BHS data, administrative and intervention sessions	~75 total
● 10 Management (Data-Cycles / LCAP / Illuminate)	~30 per training
● Site Based Professional Development / Support	14 Sites, 1 to 2 times/ week

District Assessment Support: Provided production support for all district assessments, including Assessments in English Language Arts (ELA) for Grades 1-11, three times a year for Elementary and Middle School and twice a year for High School. Writing for MS was four times year.

This is the fourth year a Kindergarten Universal Screener was conducted and Kindergarten staff also assessed students in ELA. There was a re-introduction of Music Assessments in Grades 4 and 5. In addition, the high school conducted common assessments in Mathematics, World Language, Social Science and Science. The BREA team supported:

- Assessment design using:
 - *A Story of Units* K-8 Math;
 - *Teachers' College Reading and Writing Project (TCRWP)* for K-5 English Language Arts .
 - Middle School *STAR360 Reading*;
 - the other K-12 teacher-leader developed assessments listed above;
- Assessment creation in *Illuminate* so teachers can enter data and access results;
- Duplication and distribution of Assessment Booklets and Scan Sheets / Rubrics for rest administration;
- Scanning and reviewing scores for accuracy and score reporting;

¹³ (Contracted software / systems paid for by BSEP funds such as *Illuminate*, *Key Data Systems*, *Amplify*, *SQL* and *SurveyMonkey* are listed by name.)

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- Custom reports to include assessment class profiles and reports of students needing interventions post-assessment;
- SQL, PowerPoint and Excel used by the Director and Data Technician to produce the Assessment Reports for the Educational Services teams, instructional leaders and support staff (see below for full list of reports)

Assessment Development: Organized and facilitated meetings with ELA and math teacher leaders to review Common Core aligned assessments and plan development of assessment of mathematics in 2015-16.

Elementary Report Cards: Updated K-2 Elementary Report Cards to align to the Common Core State Standards including the update of teacher and family guides (in English and Spanish) for use with the Report Cards.

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 Governance Council (SGC), and
- Supporting principals and 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.

In 15-16, all schools received support in the transition to Year 2 of both the LCAP (Full-Implementation) and *Smarter Balanced Assessments*. BREA staff provided support to Principals to ensure they have a better understanding of *Illuminate* so that students are receiving culturally-responsive interventions, English Language Development and/or social-emotional supports, enrichment and extensions.

Reports: Provided reports both electronically and in paper copy for the School Board, District Administrators, and Schools to use to inform their practice including:

- 15 School Board Data Presentations
- 17 District and School Information Sheets (in English and Spanish)
- 18 Data Presentations for SGC or SSC and School Staff (all schools)
- K-9th Grade ELA and Math Class Profile and Case Management reports in *Illuminate* by Classroom / Subject-Area classrooms and accessible by Role
- 20 District Assessment Summary reports
- Survey implementation and analysis support for SGCs, Unions and Staff *We Care* surveys. These surveys used the BREA Survey Monkey tool.

High School WASC, Career and College Readiness and Interventions Support: Trained High School TSAs on *Illuminate* and provided data presentation summaries for use with WASC

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accreditation at Berkeley Technology Academy. Provided on-going data and evaluation for the Berkeley High School Redesign and Intervention teams. Developed a course-design plan and on-going support for Career and College Pathways and Career Technical Education support.

2020 Vision / LCAP / District Indicators for Equity: Director D'Angelo participated with Director of Programs and Special Projects Dr. Pat Saddler in the linking between the 2020, LCAP and District Indicators to ensure an on-going evaluation of instructional and social-emotional supports for students. In addition to the LCAP Evaluation, the Director oversaw all quantitative and summative evaluation of LCAP Goals in alignment with BSEP, 2020 and District Goals to assure that there is a systematic Research, Evaluation and Assessment program.

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Retention” staff position, but that position wasn't filled in 2015-16 because the anticipated position was part of a larger FTE for which the hiring was delayed.

- The Classification and Compensation Study was implemented, which changed “Site Coordinators” to “Family Engagement and Equity Specialists” and the “Parent Liaison” positions were changed to “Family Engagement and Equity Specialists.” In both cases, the jobs moved to a higher range on the salary schedule. Staff was paid retroactively for these changes, where applicable.

STATUS REPORT

The Family Engagement and Equity Specialists reported making personal contacts with approximately eight hundred families and more than two thousand connections during the 2015-16 school year. The team focused on the target population of underserved families and supported the District with ongoing parent engagement activities.

The Office of Family Engagement and Equity (OFEE)’s model of Family Engagement is consistent with the Dual Capacity Building Framework developed by Karen Mapp in collaboration with Harvard University. In 2015-16, the team was strengthened through a three-day specialized training that focused on team building and identifying and utilizing the team’s skill set and intellectual capital to maximize student outcomes through family engagement.

The OFEE is working to build the capacity of staff and families to support the academic and socio-emotional advancement of students from our target families. The team also supported school staff with understanding the challenges of target families from diverse cultural, racial, religious, economic and linguistic backgrounds.

Family Engagement Specialists were tasked with case managing target families based on chronic absenteeism, academic performance, and behavior. Family Engagement Specialists require case management training and workshops on accessing resources such as emergency shelters, permanent housing, food, clothing and other support that our families need. The need for these resources is District commonly associated with chronic absenteeism.

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. Consistent themes and needs in our district included: attendance, need for housing and food, special education and overrepresentation of African Americans, and supporting guardians in meetings with school and District staff. Activities in 2015-16 included:

- K-to-College School Supply Give-Away, which reached more than 1,000 socio-economically disadvantaged families
- Attendance Awareness Month Celebrations
- Kinder Fair parent outreach
- Black Parents Affinity Group Retreat with parent leaders and Author Tovi Scruggs leading workshops on Parent/School Partnerships, Special Education, Race, Equity;
- BUSD Cesar Chavez and Dolores Huerta Visual Arts and Essay Contest and Celebration;
- Technology workshop series in partnership with District Library Services & Technology
- Family Night with Author Kwame Alexander

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- Special Education Meet and Greet and follow up; District school lunch program registration;
- ELAC and DELAC meetings;
- After school tutoring; math and literacy workshops;
- Middle and High School transition meetings;
- PowerSchool support workshop for parents;
- Back to School Night and Open House;
- Parent Teacher Conference outreach;
- Parent education on the CELDT (California English Language Development Test) and report cards;
- Preparation and support for families of students with IEPs (Individual Educational Plan for special education students) or 504 (Child Education Accommodation) plans.

There continues to be an ongoing need for food, security, emergency and low income housing, emotional support, special education advocacy, academic engagement and behavioral intervention support. As Berkeley continues to gentrify, many low income families are becoming displaced and seeking basic needs such as food, shelter, mental health and medical support. OFEE is collaborating with the District nurse and the City of Berkeley to customize the Family Information and Navigation Desk (FIND) online tool that is currently used by Children's Hospital to bridge the inequities in health care by identifying appropriate resources and supports for families. When using this tool, Family Engagement staff will quickly access customized lists of resources for families based on their unique needs.

Current Year: The 2016-17 school year began with a change in the reporting structure for the Berkeley High School staff. All site staff now report to the Supervisor of the Office of Family Engagement and Equity. Together, the OFEE has already accomplished the following:

- Attendance Awareness Month Celebrations, September 2016
- K to College School Supplies Give-Away September 2016
- College Readiness Clinics October, 2016
- 9th Grade Matters Workshops November 2016
- Immigration Forum November 2016
- Parent Champion Workshop Series with Author Tovi Scruggs 11/22, 1/21, 3 /4, 4/29

The OFEE staff will continue to work closely with BUSD senior administrators and District departments and programs such as BEARS and LEARNS After School and Summer Programs, BSEP and LCAP supported programs, the Technology Department, the District Translator, and the Superintendent's Communications Team to ensure that family engagement is supported, systemic, integrated and sustainable at all levels of Berkeley Unified School District.

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SCHOOL LIBRARIES
(BSEP Measure A, Resource 0860)

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.¹⁵

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

Certificated Salaries

Budget: \$670,172 Actual: \$667,071 Variance: (\$3,101)

- 3 Middle School Teacher Librarians 3.0 FTE
- 2 High School Teacher Librarians 2.0 FTE
- Continuation High School Librarian 0.6 FTE
- TSA Elementary Teacher Librarian 1.6 FTE
- District Library Coordinator 1.0 FTE

Classified Salaries

Budget: \$534,984 Actual: \$542,556 Variance: \$7,572

- 11 Elementary Library Media Technicians 9.5 FTE
- 3 Middle School Library Media Technicians 1.86 FTE
- Central Media Library Technician 0.8 FTE
- High School Library Media/Textbook Technician 0.8 FTE

Employee Benefits

Budget: \$413,435 Actual: \$406,651 Variance: (\$6,784)

Books and Supplies

Budget: \$159,355 Actual: \$167,905 Variance: \$8,550

Services and Other Operating Expenses

Budget: \$78,650 Actual: \$58,644 Variance: (\$20,006)

Indirect Costs

Budget: \$122,929 Actual: \$120,841 Variance: (\$2,088)

Fund Balance

Beginning: \$491,881 Ending: \$312,723 Decrease: (\$179,158)

¹⁵ BSEP Measure A, Section 3.B.ii.

RESOURCE SUMMARY

In FY 2015-16, actual revenue and expense for this Resource was very close to the budget proposed in the plan. Revenue in FY 2015/16 was slightly higher than budgeted due to additional tax revenue in the current and prior year and a distribution from the fund balance to each of the Resources.

Expenses included the increase in FTE for Elementary librarians from .5 to 1.6 as outlined in the plan. In addition, the Classification and Compensation Study was implemented which moved some Library Media Specialists to new salary schedules in 2015-16 and all Elementary Library Media Specialists to new salary ranges in 2016-17. The Classification and Compensation Study recognized the Library Media Specialists in the Elementary schools are solely responsible for the libraries and the job description and compensation were modified to reflect these this.

During the year, the expense budget was increased based on the projected cost of salary and benefits for staff. The increase was funded by the fund balance. The additional funds were not needed due to careful management of expenses. The ending fund balance was projected to be \$293,017 but ended slightly higher at \$321,723.

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 2015-16.

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 260,000 books circulated in the K-12 schools in 2015-16, a slight increase over the previous year. The continued allocation of \$15 per pupil for library books and materials allowed the program to address the broad range of reading levels and interests of students and staff. Some libraries periodically run book clubs or special reading initiatives such as a Mock Newbery program or Battle of the Books, which are largely funded through grant monies.

Our preschoolers made good use of the Preschool Book Bag Lending Library at each of our three child development centers. The Preschool Book Bag staff continued with consistent morning and afternoon hours, ensuring that all students had a weekly opportunity to hear an additional story and exchange a book for home reading.

The BEARS Summer School Library program continued in the summer of 2016, with a Library Media Specialist at both BEARS/EDC summer school sites (this past year at BAM and Thousand Oaks) for fifteen hours per week at each site, a total of 30 hours per week for five weeks. This program supports the focus on literacy, helping mitigate against the common "summer slide."

Library Staff

During the 2015-16 school year, we had some delightful developments in our library staffing, most notably the final implementation of the Classification and Compensation Study which resulted in our elementary site library staff being recognized as Library Media Specialists. Woohoo! New staff included Berkeley High welcoming Sarah Rosenkrantz as one of their two full time Teacher Librarians, as the two current Teacher Librarians each went on a 50% Reduced Work Load schedule. Cragmont was blessed with J Stewart as the new Library Media Specialist, who had previously been working as the Library Tech at Longfellow. Jenny Berggren was our new addition at Longfellow, bringing many years of experience in the NY Library system to our Berkeley schools. The Central Media Library Tech position was vacant for the first half of the year as Kevin Kunze transferred to serve the Music Library, until Davey Reed returned and brought renewed energy to both that office and to each of the large elementary sites at which he assisted for part of every day. In the District Office, Mary Ann Scheuer increased her TSA role to a full 3 days a week (up from 2 ½ days), and we brought Eric Silverberg on board wearing a broad Digital Citizenship hat as his TSA position. 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.

Information Literacy Instruction

The teacher librarians throughout the district provide direct instruction in research skills and information literacy. The high school librarians regularly collaborate with classroom teachers to guide students' use of online databases and research protocols. At the middle school level, a core curriculum has been created and shared between the three schools with all three teacher librarians contributing lessons, which include collaboration with classroom teachers in all disciplines. As the staffing of teacher librarians for the elementary schools has increased to 1.6 District-based TSAs, more direct instruction has been added to many elementary class library visits. This is especially applicable with the upper grades with audiobooks, curated online resources, targeted book lists, and digital citizenship instruction.

Instructional Technology

The District Library Coordinator, in conjunction with the Director of Technology, continued to facilitate DigiTech, the Instructional Technology Department. Working with Assistant Superintendent Scuderi, a Technology Blueprint was developed. This led to establishing a Working Group of elementary teachers and TSAs who developed a Digital Literacy Scope and Sequence to guide the District's 1 to 1 Chromebook initiative for the 3rd, 4th and 5th grades. We also supported all educators working with these grade levels to become Google Apps for Education Certified. With all of this focus on tech skills, our intention to continue a *balanced* approach to the use of technology remains strong.

Visiting Authors and Illustrators

Authors and illustrators love visiting Berkeley Schools! The year started with a special National Park-related celebration of the "Every Kid in a Park" initiative for all 4th grade families, by bringing author Mike Graf to every school's 4th grade cohort. Throughout the year we were fortunate to have Eric Elliott, Zetta Elliott, Ian Lendler, Jean Reagan and Judd Winick share

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inspiring words of wisdom with our students and staff. The end of the year wrapped up with a bang as we brought award-winning Kwame Alexander to all three middle schools and 8 of the 11 elementary schools.

Community Collaboration

Our libraries host many events beyond the hundreds of student visits every week. 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.

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to be re-examined to keep up with the demands for infrastructure, equipment, staffing and professional development.

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 PowerSchool and Illuminate, and to help technology committees and School Governance Councils make decisions about technology needs and purchases. In 2015-16, Technology staffing continued from 2014-15 although there were vacancies in some positions during the year.

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 2015-16, the majority of that money was used to expand the wifi network.

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 the District to perform well on the Smarter Balanced Assessments (SBA) in all 3-8 grade classrooms, and grade 11 at Berkeley High School and the Berkeley Technology Academy (BTA).

Unfortunately, in October 2015, there was an unexpected staffing change due to the departure of the Teacher on Special Assignment that is 50% funded by this budget and 50% funded by the BSEP Professional Development budget. The position was not filled until the 2016-17 school year.

One major accomplishment of 2015-16 was the work of a planning group of upper elementary teachers, principals and staff, chaired by the Technology TSA and the Library Coordinator. The workgroup agreed on a framework for:

- Schools committing to Digital Citizenship lessons based on Common Sense Media materials
- Teachers (grades 3-5) committing to becoming Google Certified Educators
- Teachers agreeing to use technology for certain projects in the 3rd-4th-5th grade curriculum

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- 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.

When we offered this program to schools in spring of 2016, we were pleasantly surprised that all 11 elementary schools decided to participate in the plan. In all, 70 of our elementary educators (primarily grade 3-5 teachers, but also literacy coaches, resource teachers, principals, etc.) are Google Certified and another 30 followed alternative methods to achieve the same Professional Development.

Additionally, more than 100 BUSD teachers participated in a 3-day Tech Institute held at the Adult School in mid-August. Most of the sessions were Berkeley teachers leading sessions for their peers.

Also, the technology department added two vital leadership positions: a Technology Supervisor who supervises the seven Computer Technicians based in the schools, including the Adult School, and the Instructional Technology Coordinator who leads the curriculum and school-based work of teachers integrating technology into their daily practice. The Technology Supervisor position was filled in October 2015. The Instructional Technology Coordinator position was filled July 1, 2016.

Combined, these two positions along with existing staff and the Tech Teacher Leaders have created a strong leadership team to move Berkeley schools forward using technology in the classroom. Planning is moving forward this year on how to approach 1:1 access for students in 6th grade classrooms next year, and how to make better use of existing and additional Chromebook carts in secondary schools in 2017-18.