# HIGH QUALITY INSTRUCTION

**Class Size Reduction, Support for Teaching and Learning**

BSEP Measure E1, Resource 0741
BSEP Measure A, Resource 0841

**ANNUAL REPORT: FY 2019-20**
**UPDATE: FY 2020-21**

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**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:** **Brent Stephens, Superintendent**
**Bajé Thiara, Associate Superintendent for Educational Services**

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## BACKGROUND INFORMATION

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. Since the inception of BSEP Measure E1 in 2017, 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 as under prior measures, with district-wide averages of 28:1, and are further reduced to below 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."

In 2019-20, a $2.0 million cut target drove a search for reductions in costs, increases in revenues, and alternative funding sources. Nearly 10% of that goal was met by increasing the amount transferred to the General Fund from BSEP through a revised calculation of "Direct Support" costs, which are permitted under the terms of Measure E1 as "costs associated with the opening or maintaining of classrooms to reduce class sizes." The "Direct Support" rate had not been recalculated since the inception of Measure A, and has been increased by a factor aligned with the costs of maintenance and utilities.

[1] BSEP Measure E1 Section 3.A

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.

**REPORT ON EXPENDITURES 2019-20**

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

Expanded Course Offerings: 7.6 FTE were approved for teachers to provide before and after-school classes in the middle schools and at Berkeley High school. The actual expenditures were less than budgeted, due to changes in staffing during the 19-20 year.

Classroom Support: In 2018-19, this resource contributed the funding for 2.0 FTE for the Universal Ninth grade staffing. In 2019-20, another 3.0 FTE was added to the BSEP budget, due to the need for reduction of expenses in the General Fund, for a total of 5 FTE supported through this BSEP resource, of the total 5.6 FTE needed for the program. This resource also contributed 0.4 FTE toward the IB Coordinator position at Berkeley High, and continued to fund 0.6 FTE for academic support for struggling students in the Two Way Immersion (TWI) program at Sylvia Mendez Elementary School, and 0.4 FTE at Thousand Oaks for bilingual classroom support. The actual expenditures were less than budgeted, again due to lower than expected staffing costs.

Measure A: In FY 19-20, carryover funds from Measure A were being used to cover the costs of a Career Technical Education (CTE) Program Supervisor, 2.0 FTE in high school counseling staffing, and the cost of a Dean of Attendance was planned to defer the elimination of those services until alternative funding sources could be identified.

Below is the Revenue and Expenditure summary report for 2019-20 for expenditure of BSEP funds towards Class Size Reduction and additional purposes included in this resource.

**2019-20 CLASS SIZE REDUCTION FUND – REVENUE AND EXPENDITURES**

Class size goals were met through this resource, as detailed in the Class Size Reduction report to the Board of Education, October 23, 2019. To meet the class size goals, funding for a total of 135.44 FTE was provided through the transfer of funds from this resource to the General Fund.
See the Revenue and Expenditures Comparison Report FY 2019/20 for further detail.

**RESOURCE SUMMARY**

The fund balance for this resource at close of the 2019-20 Budget Year, the third year of the 8 year measure is $5,424,224, which is nearly $700,000 more than had been projected. Revenue was about $150,000 more than projected, and expenditures from Measure E1 were lower than initially budgeted, in particular in the Program Evaluation budget due to staff turnover. The savings accrue to the overall HQI Fund Balance.

| Program | Budget | Actual |
|---|---|---|
| Professional Development | $1,491,708 | $1,338,522 |
| Program Evaluation | $575,300 | $339,405 |
| Expanded Course Offerings | $890,800 | $791,340 |
| Classroom Support | $677,400 | $592,401 |

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. Even with this BSEP resource taking on additional expenses, the fund balance in this resource has continued to grow, with increased revenues coming at a time of lower overall FTE-associated costs via the Teacher Template during class size adjustments. This pattern was seen in the early years of Measure A of 2006 as well, but as enrollment, employee costs and program costs rose, that fund balance decreased sharply.

**Update FY 2020-21 for BSEP High Quality Instruction Budget**

Plans for FY20-21 for this resource included additional program-related costs that were intended to draw down upon the fund balance and further relieve the General Fund. An additional 8.0 FTE in Classroom Support was added to this resource, including 5.0 FTE for additional special education teachers, 1 FTE for a new 504 Coordinator, and picking up the funding for two existing positions: 1.0 FTE for the Dean of Attendance and 1.0 FTE for the Student Activities Director at Berkeley High. Unfortunately, as reported by Superintendent Stephens at a prior update to the Planning and Oversight Committee, hiring for the additional Special Ed staffing was not successful this year.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**HIGH QUALITY INSTRUCTION (Measure E1, Resource 0741 )**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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:** Brent Stephens, Superintendent
Baje Thiara, Associate Superintendent for Educational Services

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 | |
|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | |
| Revenue | 19,895,770 | 20,450,967 | 20,472,514 | 20,607,525 | 135,011 | (1) |
| BSEP Contribution to General Fund | (13,738,539) | (13,388,600) | (13,568,000) | (13,977,696) | (409,696) | (2) |
| BSEP Direct Support | (388,695) | (551,200) | (551,200) | (567,882) | (16,682) | (3) |
| BSEP Substitute Compensation | (254,345) | (247,600) | (247,600) | (255,077) | (7,477) | (2) |
| **NET REVENUE** | 5,514,191 | 6,263,567 | 6,105,714 | 5,806,870 | (298,844) | |
| **EXPENDITURES** | | | | | | |
| Professional Development | 1,234,389 | 1,491,708 | 1,623,066 | 1,338,522 | (284,544) | (4) |
| Program Evaluation | 499,990 | 575,300 | 575,300 | 339,405 | (235,895) | (5) |
| Expanded Course Offerings | 746,144 | 890,800 | 890,800 | 791,340 | (99,460) | (6) |
| Classroom Support | 224,671 | 677,400 | 677,400 | 592,401 | (84,999) | |
| Unallocated Reserve | 0 | 572,125 | 261,367 | 0 | (261,367) | |
| Indirect Costs | 1,012,712 | 976,760 | 976,760 | 948,489 | (28,271) | |
| **TOTAL EXPENDITURES** | 3,717,906 | 5,184,093 | 5,004,693 | 4,010,157 | (994,536) | |
| **NET INCREASE (DECREASE)** | 1,796,285 | 1,079,474 | 1,101,021 | 1,796,713 | 695,692 | |
| **FUND BALANCE ANALYSIS** | | | | | | |
| Beginning Fund Balance | 1,631,426 | 3,427,711 | 3,427,711 | 3,427,711 | 0 | |
| Net Increase (Decrease) in Fund Balance | 1,796,285 | 1,079,474 | 1,101,021 | 1,796,713 | 695,692 | |
| Ending Fund Balance | 3,427,711 | 4,507,185 | 4,528,732 | 5,224,424 | 695,692 | |

**(1)** Increase due to receipt of prior year and additional current year revenue in 2019-20
**(2)** for those teachers. In 2017-18, it funded 130.42 FTE, in 2018-19, it funded 135.43 FTE and 2019-20 it funded 135.44 FTE.
**(3)** Operational and other costs associated with opening and maintaining additional classrooms.
**(4)** including TIP.
**(5)** Savings from open position due to change in staff assignment, hourly work and unspent funds for materials and supplies
**(6)** Reduced costs due to open positions and changes in staffing

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**CLASS SIZE REDUCTION (Measure A, Resource 0841 )**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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:** Brent Stephens, Superintendent
Baje Thiara, Associate Superintendent for Educational Services

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 0 | 0 | 0 | 0 | 0 |
| Contribution (To)/From Measure A Reserve | (12,936) | 0 | 0 | (32,340) | (32,340) |
| BSEP Contribution to General Fund | 0 | 0 | 0 | 0 | 0 |
| BSEP Direct Support | 0 | 0 | 0 | 0 | 0 |
| BSEP Substitute Compensation | 0 | 0 | 0 | 0 | 0 |
| **NET REVENUE** | (12,936) | 0 | 0 | (32,340) | (32,340) |
| | | | | | |
| **EXPENDITURES** | | | | | |
| Certificated Monthly Salaries | 0 | 213,573 | 232,568 | 234,173 | 1,605 |
| Certificated Counselors Salaries | 0 | 166,808 | 137,936 | 137,935 | (1) |
| Employee Benefits | 0 | 139,514 | 104,188 | 103,656 | (532) |
| Professional Consulting Services | 0 | 9,500 | 59,500 | 0 | (59,500) |
| Unallocated Reserve | 0 | 25,526 | 70,729 | 0 | (70,729) |
| Indirect Costs | 0 | 29,466 | 32,131 | 25,263 | (6,868) |
| **TOTAL EXPENDITURES** | 0 | 584,387 | 637,052 | 501,027 | (136,025) |
| | | | | | |
| **NET INCREASE (DECREASE)** | (12,936) | (584,387) | (637,052) | (533,367) | 103,685 |
| | | | | | |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 717,447 | 704,511 | 704,511 | 704,511 | 0 |
| Net Increase (Decrease) in Fund Balance | (12,936) | (584,387) | (637,052) | (533,367) | 103,685 |
| Ending Fund Balance | 704,511 | 120,124 | 67,459 | 171,144 | 103,685 |

**Notes**
**(1)** Contribution to the Measure A reserve Resource transferred at closing

# PROFESSIONAL DEVELOPMENT

BSEP Measure E1, Resource 0741-000/019
BSEP Measure A, Resource 0855

**ANNUAL REPORT: FY 2019-20**
**UPDATE: FY 2020-21**

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**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:** **Bajé Thiara, Associate Superintendent for Educational Services, Adelita Martinez, Coordinator of Professional Development**

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## BACKGROUND

In order to support district goals for excellence, equity, engagement and enrichment in all classrooms, professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes. Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

**Professional Development Staffing Funded Through BSEP:**

- K-5 Lead Literacy Coach 0.50 FTE
- Elementary Literacy Coaches 2.75 FTE
- Middle School Literacy Coaches 1.20 FTE
- BHS Professional Development Leaders 4.40 FTE
- BHS Instructional Technology TSA 1.00 FTE
- Professional Development Coordinator 1.00 FTE

**Program Expenditures 2019-20**

**Teaching Workshops & Consultants**
Pandemic closures interfered with the plans to fund more staff to attend workshops for integrating content instructional pedagogy with Culturally Competent strategies to support teaching and learning.

**Teacher-Initiated Professional Development**
The Educational Services Division works with site principals to develop annual professional learning or collaboration goals for this funding.

[1] BSEP Measure E1 Section 3.a.iv

**K-8 Curriculum Teacher Leaders**

The BSEP funding for 2019-20 provided for 14 Equity Teacher Leaders, 11 Teacher Leaders for Math, and 1 Transitional Kindergarten (TK) Teacher Leader, for a total of 26 Teacher Leader stipends. Not all funding was provided by BSEP, as a math grant and LCAP funds augmented this resource.

## PROGRAM HIGHLIGHTS 2019-20

In March, just before school closures, teachers and several Principals attended workshops on evidence-based strategies for accelerating academic growth for African-American and other students of color sponsored by CAAASA (California Association of African-American Administrators). Principals also attended Silicon Valley Math Initiative trainings, but those were wrapped into our PD contract with them.

Teachers used classroom data to continue the cycle of inquiry from previous years, and explored strategies to collect student feedback through fishbowls, surveys and interviews. Professional Development priorities for K-5 included a focus on supporting the implementation of our newly adopted Phonics Program (Fast Track Phonics), with focused work at Sylvia Mendez Elementary and via Literacy Coaches, and continued support of content and pedagogical expertise in mathematics. Middle School professional development focus included equity strategies and a focus on math. Berkeley High School initiated race-based affinity groups for professional development, allowing for teachers to recognize their own identities and use those as an entry point for reflection and exploration.

Highlights from 2019-20 included:

- District Teachers on Special Assignment (TSA's) planned and presented to all new to BUSD teachers at our New Teacher Orientation days. They trained on core district initiatives: Equity Strategies, Social Emotional Curricula, Engage New York (Math), FOSS (Science), and our Literacy Programs: TCRWP, Fast Track Phonics, and Inquiry by Design.
- 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.
- 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.
- K-8 Teacher Leaders collaborated monthly to provide professional development for sites. Equity Teacher Leaders met monthly and presented monthly on site based equity needs, and district equity strategies. Math Teacher leaders presented to grade levels, and departments across the year.
- 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.

- Equity Teacher Leaders were given training and monthly 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. Many attended Cornelius Minor Training on equitable teaching practices

When Schools Closed in March 2020:

- 6th-12th Grade teachers continued to be trained in Constructing Meaning to support English Language Learners across content areas. Teacher Leaders were able to attend the first day of the EL Achieve Training but the remainder was cancelled due to COVID
- In-person Cultural Competency Academies ordinarily take place in June and August to augment site-based work to strengthen our K-8 model for Equitable teaching practices. For the 2019-2020 School Year, the pandemic conditions prevented these gatherings.

**Budget Summary:**

The year closed with savings in this budget, primarily due to the changes to plans necessitated by the school closures. There were savings in teacher hourly, teacher stipends and monthly staffing costs, materials and supplies, travel and conferences and contracted services including TIP.

**Professional Development Update FY 2020-21**

This year, Professional Development has included:

July 27 - August 8, 2020, "Before the Bell"
Sessions were offered for both certificated and classified staff. Over 100 interactive sessions were offered in a two week series. 528 participants:

- Technology applications, platforms, and how to use them to effectively engage students.

October 12, 2020 Staff Development Day
Certificated and classified staff were offered 34 sessions, 403 participants

- Elementary: Highlighting of best practices for Distance Learning
- Middle School: Introduction to Abolitionist Teaching

Upcoming January 25, 2021, Staff Development Day
Certificated and classified staff who work with students:

- Keynote Speaker: Dr. Gholdy Muhammad on "Cultivating Genius"- blending history, theory and practical/engaging approaches for understanding and implementing Culturally Responsive Education (CRE) and Abolitionist Teaching instructional practices.
- Differentiated applications and planning time
- Afternoon Site Professional Development Sessions focused on Black Live Matters and Abolitionist Teaching

Ongoing Support:
Elementary District-wide Collaboration: January 27, 2021 and April 21, 2021

- Collaborate and reflect on student writing through three of the Abolitionist Teaching pursuits: Identity, Joy, and Skills

- Monthly across-site grade level optional collaboration
- Continue to develop units that integrate the five Abolitionist Teaching pursuits

Middle School District Wide Collaboration: January 20, 2021, February 24, 2021, April 14, 2021, and May 19, 2021

- Continue to deepen understanding and collaborate on implementation of the five Abolitionist Teaching pursuits

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**HIGH QUALITY INSTRUCTION (Measure E1, Resource 0741)**
**PROFESSIONAL DEVELOPMENT**
**Expenditures**
**Annual Report FY 2019/20**

**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:** Baje Thiara, Assistant Superintendent for Educational Services

| | Unaudited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/2 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 | |
|---|---|---|---|---|---|---|
| **EXPENDITURES** | | | | | | |
| Certificated Salaries | 953,984 | 1,047,828 | 1,167,185 | 1,029,721 | (137,464) | **(1) (2)** |
| Employee Benefits | 261,887 | 345,880 | 358,006 | 285,366 | (72,640) | **(1) (2)** |
| Materials and Supplies | 0 | 13,000 | 13,000 | 7,932 | (5,068) | |
| Services & Other Operating Expenses | 18,518 | 85,000 | 84,875 | 15,503 | (69,372) | **(3)** |
| **TOTAL EXPENDITURES** | 1,234,389 | 1,491,708 | 1,623,066 | 1,338,522 | (284,544) | |

**Notes**
**(1)** $50,000 for Teacher Initiated Professional Development is included in the salary, benefits and services and other operating expenses.
**(2)** Savings from certificated hourly, stipends and monthly staffing costs including benefits
**(3)** Savings from travel & conferences and contracted services

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**PROFESSIONAL DEVELOPMENT**
**Revenue and Expenditures (Measure A, Resource 0855)**
**Annual Report FY 2019-20**

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

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 0 | 0 | 0 | 0 | 0 |
| Contribution (To)/From Measure A Reserve | (635) | 0 | 0 | (2,205) | (2,205) |
| **NET REVENUE** | (635) | 0 | 0 | (2,205) | (2,205) |
| | | | | | |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 85,683 | 35,242 | 43,582 | 35,942 | (7,640) |
| Employee Benefits | 27,953 | 17,541 | 11,587 | 9,884 | (1,703) |
| Unallocated Reserve | 0 | 0 | 1,173 | 0 | (1,173) |
| Materials & Supplies | 0 | 0 | 1,000 | 261 | (739) |
| Services & Other Operating Expenses | 0 | 19,000 | 9,000 | 7,331 | (1,669) |
| Indirect Costs | 6,739 | 3,574 | 3,523 | 2,836 | (687) |
| **TOTAL EXPENDITURES** | 120,375 | 75,357 | 69,865 | 56,254 | (13,611) |
| | | | | | |
| **NET INCREASE (DECREASE)** | (121,010) | (75,357) | (69,865) | (58,459) | 11,406 |
| | | | | | |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 231,524 | 110,514 | 110,514 | 110,514 | 0 |
| Net Increase (Decrease) in Fund Balance | (121,010) | (75,357) | (69,865) | (58,459) | 11,406 |
| Ending Fund Balance | 110,514 | 35,157 | 40,649 | 52,055 | 11,406 |

# PROGRAM EVALUATION

BSEP Measure E1, Resource 0741-066
BSEP Measure A, Resource 0856

**ANNUAL REPORT: FY 2019-20**
**UPDATE: FY 2020-21**

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**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 Managers: Brent Stephens, Superintendent**
**Thomas Reinhardt, Coordinator LCAP and BREA**

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## BACKGROUND

As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The Berkeley Research, Evaluation, and Assessment office (BREA) provides data and analysis to support equity-driven decision-making to support student success.

## BSEP Program Evaluation Funded Through BSEP

- Teachers on Special Assignment 2.4 FTE
- Coordinator of Research and Evaluation .4 FTE
- Evaluation and Assessment Analyst 1.0 FTE
- Administrative Staff .5 FTE

## Highlights of the Program Evaluation Program July 2019 - March 2020:

The BREA department experienced significant turnover for the 2019-20 school year, with only three staff remaining in their 2017-18 roles. In November 2019, a Coordinator was hired to oversee the staffing and restructuring of the BREA department to align to the current and projected district activities requiring BREA support. One part-time TSA, previously focused on Secondary support, took leave from the majority of their contract due to graduate school work, but he continued to provide support to Berkeley High School with a 0.1 FTE, with some expanded K-12 related duties. A second part-time TSA was on the team for two months before resigning due to an academic commitment. The classified support position has remained consistently staffed through the transition. The Evaluation and Assessment Specialist continues to support the data entry and reporting function, but currently reports to the Department of Technology.

[1] BSEP Measure E1 Section 3.a.iv

A consulting contract was awarded to Dr. Linda Wing to assess the state of BUSD's data use and needs. Dr. Wing's work concluded in January 2020. Two TSA positions were posted and unfilled.

Given the substantial turnover and lack of leadership during the first few months of 2019-20, the activities reported for the 2019-20 year were significantly reduced to essential core functions such as:

- Provide comprehensive data presentations to each school site and the superintendent for the entire district;
- Create and train staff on workflows for data entry, such as identification of students experiencing homelessness;
- Facilitated collaborative relationships with several researchers at UC-Berkeley to develop projects. Additionally, mentored a team of undergraduate data scientists to investigate issues across the district;
- Presented data at several community stakeholder meetings, notably Board of Directors, and Advisory Committees;
- Developed metrics for use in the 2020-2023 LCAP;
- Complete annual updates for the board of directors, WASC, LCAP, and superintendent;
- Analyzed the current BUSD student data and assessment for strengths, weaknesses and opportunities for equitable growth;
- Streamline the state testing training system and work towards 95% participation in state tests by all sites for all student groups;
- Increased direct collaboration with district and site leaders for formative assessment planning and data review using Illuminate;
- 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.

Following the March 2020 Shelter-In-Place order, BREA shifted focus to work on the following:

- Design, implementation and analysis of a remote learning attendance/participation system;
- Design, implementation and analysis of stakeholder surveys for distance learning;
- Monitor and respond to shifting state requirements for testing and reporting;
- Design process map for ELPAC testing in the EL plan;
- Provide information and data analysis to school and district leaders to inform SIP learning decisions;
- Provide data on the Significant Disproportionality of Black/African American Students in Special Education.

**Budget Summary**

There were savings from open positions and staffing changes, and unspent funds for materials and supplies.

**Update FY 2020-21**

During the first semester of the 2020-21 school year, BREA is staffed with a coordinator, two TSA specialists, and one classified student assessment specialist. As distance learning continued for the first half of the year, BREA performed many crucial functions, including but not limited to:

- Continued planning, collecting, analyzing and reporting on internal and state metrics of student achievement.
- Reporting to site and district leaders on the various demographic, academic, behavioral, attendance, and socio-emotional indicators about students, especially considering distance learning changes;
- Development and analysis of attendance and student progress monitoring metrics in the LCP (Learning Continuity Plan);
- Design and conduct surveys, often in collaboration with UC-Berkeley experts, for the School Resource Officer program, Black Lives Matter resolution, distance learning, school site academic and intervention programming;
- Plan, design, collect, and report on metrics for various state plans, such as LCAP, Significant Disproportionality, Differentiated Assistance, Black Lives Matter, etc.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**HIGH QUALITY INSTRUCTION (Measure E1, Resource 0741 )**
**EVALUATION**
**Expenditures**
**Annual Report FY 2019-20**

**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:** Baje Thiara, Associate Superintendent for Educational Services

| | Unaudited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/2 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 | |
|---|---|---|---|---|---|---|
| **EXPENDITURES** | | | | | | |
| Certificated Salaries | 233,906 | 231,346 | 220,321 | 90,360 | (129,961) | **(1)** |
| Classified Salaries | 106,704 | 106,868 | 109,355 | 111,380 | 2,025 | |
| Employee Benefits | 89,990 | 123,462 | 117,373 | 60,065 | (57,308) | **(1)** |
| Books, Supplies and Equipment | 86 | 10,000 | 10,000 | 0 | (10,000) | **(2)** |
| Unallocated Reserve | 0 | 43,624 | 38,251 | 0 | (38,251) | |
| Services & Other Operating Expenses | 69,304 | 60,000 | 80,000 | 77,600 | (2,400) | |
| **TOTAL EXPENDITURES** | 499,990 | 575,300 | 575,300 | 339,405 | (235,895) | |

**(1)** Savings from open positions due to change in staff assignment, hourly work
**(2)** Savings from unspent funds for materials and supplies

# SCHOOL SITE PROGRAMS

BSEP Measure E1, Resource 0752
BSEP Measure A, Resource 0852

**ANNUAL REPORT: FY 2019-20**
**UPDATE: FY 2020-21**

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**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**

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The budgeted revenue allocated to the BSEP Site Program funds in FY 2019-20 was $3,015,950. This allowed for allocations to the sites of $285 per pupil.[2]

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 2019-20.

The expenditure budget for each site for FY 2019-20 was based on this revenue allocation, added to any carryover generated by unspent balances for each site.[3] 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 2019-20, the BSEP Site Program allocation of $285 per-pupil was based as always on the site enrollment as reported in the State CalPADS system. An exception to this calculation is the provision of funds to Berkeley Technology Academy (BTA), which continued to receive its allocation based on an assumption of 150 students, despite its average attendance being much lower. The allocation for Berkeley Independent Study (BIS) was also based on an average of 150 students, which is closer to the actual average enrollment. The ECE (Preschool) allocation assumed 300 students, a calculation based on the number of full and partial day students across three sites.

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[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, and Early Childhood Education, the allocation is based on an agreed-upon average.
[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.

The $285 per pupil allocation was an increase of 9.6% from the previous year. The increase was made possible by the growth in the fund balance from increased COLAs in both 2018-19 and 2019-20. The four largest areas of expenditure from BSEP Site Program Funds (both Measures A and E1 combined) were:

**1. Staffing** (80.51% of total actual expenditures)

*Budget: $2,684,828* *Actual: $2,492,993* *Variance: ($191,835)*

- Certificated Staffing $ 1,443,567
- Classified Staffing $ 495,282
- Employee Benefits $ 554,144

**2. Contracted Services** (8.87% of total actual expenditures)

*Budget: $397,056* *Actual: $274,739* *Variance: (*$*122,317)*

**3. Books, Supplies and Equipment** (5.58% of total actual expenditures)

*Budget: $289,533* *Actual: $172,762* *Variance:* ($*116,771*)

**4. Indirect Costs** (5.03% of total expenditures)

*Budget: $200,096* *Actual:* $*155,842* *Variance* ($*44,254*)

All unspent BSEP Measure E1 Site Program dollars from 2019-20 were carried over to 2020-21 budgets. 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. Expenses at the end of 2018-19 were allocated such that only Berkeley High has any Site Program funds remaining from BSEP Measure A. In 2019-20, the other 17 schools and programs were only using Site Program funds from the current BSEP Measure E1, saving a large amount of tracking and logistical work for those Principals.

**STATUS REPORT**

In the 2019-20 school year, BSEP site funds were expended almost entirely in line with previous years; a remarkable feat considering the school closure in March 2020. Overall, in three of the four categories listed above (Staffing, Contracted Services, Books/Supplies/Equipment, and Indirect Costs) the variances between the 2nd Interim Budget and the Unaudited Actuals were lower than those from the previous school year (2018-19). This consistency can be credited in large part to the District's commitment to maintain funding for all staff positions and honor all existing contracts at the time of the school closure.

The one area in which that variance increased from the previous year was for Contracted Services. Though all contracts already in place in March were paid in full, other planned contracts for services from March through June were never initiated, and so the expense wasn't realized. Examples of contracts that were not set up due to the pandemic include assembly presentations, field trip admissions, funds to pay for non-BUSD transportation, a small PD

contract at Oxford, and the *Be A Scientist* program at Willard. Examples of contracts that were **not** interrupted are counseling/behavioral health services at 6 elementary schools and in the Early Childhood Education program, contracts with Americorps for extra staffing at two of the three middle schools, and a large yearlong PD contract with Mills College from Willard.

In this academic year, the overall fund balance of Resource 0752, containing all unused funds across the BSEP Site Program budgets, increased by only a very modest amount. At the end of 2018-19, the fund balance had increased by $696,620, compared to only $107,699 in 2019-20. Many sites with larger fund balances, including Berkeley High, Early Childhood Education, and Willard Middle, all had significant investments planned for 2019-20 that by and large were implemented successfully, making use of those accumulated funds to pay for additional staffing, programs, PD, and supplies.

**FUND BALANCES**
**Measure E1, Resource 0752**

| | | |
|---|---|---|
| *Beginning: $1,253,941* | *Ending: $1,361,640* | *Increase: $107,699* |

**Measure A, Resource 0852**

| | | |
|---|---|---|
| *Beginning: $196,147* | *Ending: $187,500* | *Decrease: $8,647* |

**2019-20 SITE PLAN ADDENDA SUMMARY:**
Over the course of a school year, principals and SSCs may choose to re-allocate BSEP site funds as needs arise or as available programs or staff change. These changes are recorded in Site Plan Addenda, and in 2019-20 SSCs made the following changes to their Plans and budgets:

- Washington Elementary allocated $3,000 for intervention, $2,133 for materials and supplies, and $1,500 for professional development all from unallocated carryover funds.
- Berkeley Arts Magnet Elementary allocated $6,500 for materials and supplies and $4,500 for technology equipment from unallocated carryover funds.
- Malcolm X Elementary allocated $15,395 for .1 FTE of teacher salary, and $9,749 for classified hourly tutoring, both from unallocated carryover funds, to support an afterschool math intervention program.
- Longfellow Middle School approved using $3,000 previously earmarked for AVID bus costs to be used for all grade level bus costs, and also reallocated $2,000 of materials and supplies money to put toward a $1,500 increase to their Americorps contract and to fund a $500 contract with Cal Performances.
- Berkeley Technology Academy allocated $6,855 to increase a counseling contract from unallocated carryover funds.

Principals and SSCs across the district worked diligently under extraordinary circumstances to produce the 2020-21 School Plans (SPSAs) and budgets through the campus shutdown after

mid-March 2020. Note that only the Site Plan Addendum from Berkeley Technology Academy was implemented after the school closures in March 2020; the remaining addenda were created by their respective SSCs between November 2019 and February 2020.

**Update FY 2020-21:**

Site fund allocations jumped from $285 per pupil in 2019-20 to $305 per pupil in 2020-21, thanks to increased BSEP revenues. The increase in BSEP site funding was a particular boon for the 7 schools that saw reductions in their Title I allocations this year. Additionally, most PTAs are seeing a drastic decrease in fundraising revenues due to the pandemic. Many BUSD schools are faced with ongoing budgeting challenges that influence how BSEP site funds are allocated.

Overall, the 2020-21 BSEP site budgets contain relatively few Carryover Priorities, because SSCs and Principals didn't feel last Spring that they could predict their schools' future needs with so much about the pandemic still unknown. So far in 2020-21, the following Site Plan Addenda have been submitted to adjust schools' use of BSEP site funds through this most unusual year:

- Longfellow has designated $10,000 of its unallocated carryover site funds to support an additional section of 8th grade math (combined with Title I funding).
- The Early Childhood Education Program shifted $3,000 originally allocated for field trip transportation costs into a materials and supplies budget to prepare for eventual in-person learning.
- Sylvia Mendez allocated $31,092 of unallocated carryover site funds to fund .3 FTE for a math TSA position, removing that expense from its PTA budget in light of the ongoing fundraising challenges.
- Jefferson (afterwards renamed Ruth Acty) allocated $10,500 for teacher hourly work around curriculum and professional development, plus $4,000 for classified hourly tutoring. These funds had previously been designated to pay for teacher subs and hourly teaching.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**SCHOOL SITE PROGRAMS (Measure E1, Resource 0752)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

## Mission Statement

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. Existing 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

| | Unaudited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 | |
|---|---|---|---|---|---|---|
| **REVENUE** | 3,113,685 | 3,176,097 | 3,179,443 | 3,200,411 | 20,968 | **(1)** |
| **EXPENDITURES** | | | | | | |
| Certificated Salaries | 1,198,959 | 1,334,959 | 1,525,093 | 1,443,567 | (81,526) | |
| Classified Salaries | 400,776 | 397,944 | 544,153 | 495,282 | (48,871) | |
| Employee Benefits | 424,457 | 652,911 | 615,582 | 554,144 | (61,438) | |
| Books & Supplies | 93,739 | 80,840 | 280,482 | 168,721 | (111,761) | |
| Equipment | 2,814 | 5,000 | 5,610 | 600 | (5,010) | |
| Unallocated Reserve and Carryover | 0 | 238,459 | 383,179 | 0 | (383,179) | |
| Contracted Services | 161,012 | 246,007 | 397,056 | 274,739 | (122,317) | |
| Indirect Costs | 135,308 | 156,970 | 199,913 | 155,659 | (44,254) | |
| **TOTAL EXPENDITURES** | 2,417,065 | 3,113,090 | 3,951,068 | 3,092,712 | (858,356) | |
| **NET INCREASE (DECREASE)** | 696,620 | 63,007 | (771,625) | 107,699 | 879,324 | |
| **FUND BALANCE ANALYSIS** | | | | | | |
| Beginning Fund Balance | 557,321 | 1,253,941 | 1,253,941 | 1,253,941 | 0 | |
| Net Increase (Decrease) in Fund Balance | 696,620 | 63,007 | (771,625) | 107,699 | 879,324 | |
| Ending Fund Balance | 1,253,941 | 1,316,948 | 482,316 | 1,361,640 | 879,324 | |

**Notes**

**(1)** Revenue is allocated to each school site based on the projected number of students for the year (CALPADS data). The projection is adjusted for Berkeley Independent Study (BIS), Berkeley Technology Academy (BTA) and Early Childhood Development. BIS and BTA received funding based on 150 students. Early Childhood received funding based on 300 students. In FY 2019-20, adjusted enrollment was 10,324.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**SCHOOL SITE DISCRETIONARY PROGRAM (Measure A, Resource 0852)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

## Mission Statement

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

| | Unaudited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 0 | 0 | 0 | 0 | 0 |
| Contribution (To)/From Measure A Reserv | (2,009) | 0 | 0 | (5,023) | (5,023) |
| **Net Revenue** | (2,009) | 0 | 0 | (5,023) | (5,023) |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 71,957 | 0 | 0 | 0 | 0 |
| Classified Salaries | 20,886 | 0 | 0 | 0 | 0 |
| Employee Benefits | 26,840 | 0 | 0 | 0 | 0 |
| Books & Supplies | 86,430 | 0 | 3,441 | 3,441 | 0 |
| Equipment | 4,791 | 0 | 0 | 0 | 0 |
| Unallocated Reserve and Carryover | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 81,533 | 0 | 0 | 0 | 0 |
| Indirect Costs | 17,341 | 0 | 183 | 183 | 0 |
| **TOTAL EXPENDITURES** | 309,778 | 0 | 3,624 | 3,624 | 0 |
| **NET INCREASE (DECREASE)** | (311,787) | 0 | (3,624) | (8,647) | (5,023) |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 507,935 | 196,147 | 196,147 | 196,147 | (5,023) |
| Net Increase (Decrease) in Fund Balance | (311,787) | 0 | (3,624) | (8,647) | (10,046) |
| Ending Fund Balance | 196,148 | 196,147 | 192,523 | 187,500 | (5,023) |

**Notes**

**(1)** Contribution to the Measure A reserve Resource transferred at closing

# SCHOOL LIBRARIES

BSEP Measure E1, Resource 0761
BSEP Measure A, Resource 0860

## ANNUAL REPORT: FY 2019-20
## PROGRAM UPDATE: FY 2020-21

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**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 Manager: Jessica Lee, District Library Coordinator**

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## BACKGROUND

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 all with an eye toward diversity.

### Core Library Program [Pre-Pandemic]

- Staffing for all libraries, open every school day.
- Materials for all students PreK- Grade 12 at $8 per pupil.
- Book bag circulation program materials for all Early Childhood Education sites.
- Weekly visits at the elementary schools for all classes TK-5, including read-alouds, library lessons and time to select and check out books.
- At secondary sites, all teachers may schedule classes as needed to visit for the purposes of book talks, research lessons, and technology instruction in conjunction with their classroom curriculum.
- At Berkeley High School (BHS), the Teacher Librarians worked in collaboration with the U9 (Universal 9th Grade) to establish independent reading opportunities and curriculum, and establish common expectations around research protocols. All 9th grade classes visited the library at least 6 times.
- Two Teacher Librarians on Special Assignment (TSA) support the elementary library programs with resources and professional development as well as supporting the use of Instructional Technology throughout the district.

[1] BSEP Measure E1, Section 3.B.i

**STATUS REPORT**

**Highlights of the Library Program July 2019-March 2020 [pre-pandemic]**

- Over 215,000 items were circulated in the K-12 schools in 2019-20, about 85% of previous years - not surprising given the close of schools in March.
- A collaborative project with Berkeley Public Library brought audiobook and ebook access to all students in grades 3 – 12 via the *Sora* app.
- Author Vaunda Michaux Nelson visited eight elementary schools in December, bringing a focus to inquiry and research while talking about her non-fiction writing on Black History topics.
- Additional author visits included: Kwame Alexander at Thousand Oaks, Mac Barnett at BAM, Annie Barrows at Malcolm X, Judd Winick at Oxford, Saadia Faruqi at Malcolm X and Oxford, Stuart Gibbs at Malcolm X and Washington, Mae Respecio at Malcolm X and Washington, Jerry Craft at Longfellow and Willard, Nic Stone at BTA, NK Jemisin at BHS, and Padma Venkatraman's virtual visit to the elementary Mock Newbery Clubs.
- Mock Newbery Book Clubs at all elementary schools and Battle of the Books at the three middle schools, along with additional book clubs and lunchtime events actively engage students in creating a "buzz" around books.
- An additional $5000 was expended for Spanish language books for the Sylvia Mendez Elementary and Longfellow Middle School libraries which each provide Two-Way Immersion Spanish language programs at their sites.

**Library Program Challenges and Achievements Spring 2020**

- On March 13, 2020 schools invited students to take as many books as they wanted home. Many of those books are still in homes.
- Due to fear of COVID spread via fomites, re-circulation of all library materials ceased during spring 2020.
- BCCE staff did not have an MOU (Memo of Understanding) for their work during the initial Shelter-in-Place, but all of them volunteered in some capacity.
- "Target Students" were identified, and books recommended for them. With partnership from the Berkeley Schools Fund, books were bought and mailed directly to their homes.
- The Library Coordinator and the Library Services TSAs make up a significant portion of BUSD's Instructional Technology team. Supporting Distance Learning became their primary concern throughout the spring of 2020.

**Program Update 2020-21 School Year:**

- All library staff are participating in distance learning - leading storytimes, meeting with teachers and students, supporting reading and research.
- Curbside book distribution is happening at every site, following safety guidelines approved by the City of Berkeley Department of Health.

**Looking Ahead**

- 29,000 books are currently checked out; there is concern that many of those books will not be returned.

**Equity Initiatives within BUSD Libraries**

- Professional development focuses on diversity and equity.
    - 12 staff members participated in a training in April 2020 "Evaluating, Auditing, and Diversifying Your Collections."
- Monthly staff meetings include book shares with a focus on writers of color. Anti-racism teaching articles are shared with the staff and discussed during meetings.
- All author visits and special programs are developed with an eye toward diversity.
    - While we welcome a wide range of authors to BUSD schools, the ones who are paid to present to students are all authors of color. These writers and illustrators are actively sought out and promoted.
- Book lists and recommendations are developed to showcase a wide range of writers. Every list is reviewed with an eye toward diversity and intersectionality.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOOLS EXCELLENCE PROGRAM (BSEP)**
**LIBRARY PROGRAM (Measure E1, Resource 0761)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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:** Baje Thiara, Associate Superintendent for Educational Services
Jessica Lee, District Library Coordinator

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | 2,185,520 | 2,246,508 | 2,248,875 | 2,263,706 | 14,831 |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 648,953 | 654,468 | 661,273 | 657,952 | (3,321) |
| Classified Salaries | 627,069 | 595,139 | 623,939 | 618,698 | (5,241) |
| Employee Benefits | 476,130 | 529,991 | 520,968 | 495,598 | (25,370) |
| Books & Supplies | 101,195 | 114,869 | 121,191 | 79,299 | (41,892) |
| Equipment | 0 | 5,000 | 5,000 | 2,129 | (2,871) |
| Unallocated Reserve | 0 | 139,108 | 112,526 | 0 | (112,526) |
| Services & Other Operating Expenses | 41,926 | 57,575 | 78,896 | 64,337 | (14,559) |
| Indirect Costs | 112,390 | 111,306 | 111,306 | 101,847 | (9,459) |
| **TOTAL EXPENDITURES** | 2,007,663 | 2,207,456 | 2,235,099 | 2,019,860 | (215,239) |
| **NET INCREASE (DECREASE)** | 177,857 | 39,052 | 13,776 | 243,846 | 230,070 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 124,830 | 302,687 | 302,687 | 302,687 | 0 |
| Net Increase (Decrease) in Fund Balance | 177,857 | 39,052 | 13,776 | 243,846 | 230,070 |
| Ending Fund Balance | 302,687 | 341,739 | 316,463 | 546,533 | 230,070 |

**(1)** Increased due to receipt of prior year and additional current year revenue in 2018-19
**(2)** 1% salary increase for certificated staff and a 2% salary increase for classified staff
**(3)** Unallocated Reserve was utilized for additional allocations for books, audiobooks, author visits, and

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOOLS EXCELLENCE PROGRAM (BSEP)**
**LIBRARY PROGRAM (Measure A, Resource 0860)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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:** Baje Thiara, Associate Superintendent for Educational Services
Jessica Lee, District Library Coordinator

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 0 | 0 | 0 | 0 | 0 |
| Contribution (To)/From Measure A Reserve | (1,421) | 0 | 0 | (3,553) | (3,553) |
| **TOTAL REVENUE** | (1,421) | 0 | 0 | (3,553) | (3,553) |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 |
| Equipment | 0 | 75,017 | 75,017 | 0 | (75,017) |
| Unallocated Reserve | 0 | 0 | 0 | 0 | 0 |
| Services & Other Operating Expenses | 0 | 0 | 0 | 0 | 0 |
| Indirect Costs | 0 | 3,983 | 3,983 | 0 | (3,983) |
| **TOTAL EXPENDITURES** | 0 | 79,000 | 79,000 | 0 | (79,000) |
| **NET INCREASE (DECREASE)** | (1,421) | (79,000) | (79,000) | (3,553) | 75,447 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 169,089 | 167,668 | 167,668 | 167,668 | 0 |
| Net Increase (Decrease) in Fund Balance | (1,421) | (79,000) | (79,000) | (3,553) | 75,447 |
| Ending Fund Balance | 167,668 | 88,668 | 88,668 | 164,115 | 75,447 |

**(1)** Contribution to 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 2019-20**
**PROGRAM UPDATE: FY 2020-21**

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**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 Manager: Pete Gidlund, VAPA Program Supervisor**

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## 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.)

Half of the cost of music release time teachers is funded by BSEP and half is funded by the General Fund. BSEP also provides supplemental music teachers for fourth and fifth grades in order to provide smaller classes and 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 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 programs from fourth through eighth grades.

**Core Music/VAPA Program [Pre-Pandemic]:**
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:

[1] BSEP Measure E1, Section 3.B.ii

- 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, and Schools Fund grants for things like arts provider residencies and music lesson scholarships 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.

**STATUS REPORT**

**Highlights of the Music and VAPA program July 2019 - March 2020 [pre-pandemic]**

- All fourth and fifth graders participated in the music program, regardless of ability to pay for instruments.
- Due to strategic hiring and scheduling, we continued 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.
- Collaborative partnerships provided workshops, tutoring, and performances by professional musicians for Berkeley students K-12.
- Many middle school students played and/or sang in multiple ensembles.
- The winter concerts were very well-attended, especially at the middle schools, where the students played to packed houses.

- VAPA maintained 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.
- Brand new After School arts funding- our Arts Anchor Extension provided the following resources to provide equitable arts opportunities for our students:

  0.6 FTE funding Middle School Arts electives:

  - King- Ceramics
  - Willard- Drama
  - Longfellow- Digital Arts

  $8,000 funded after school Arts at multiple Elementary Schools

**Music/VAPA Program Challenges and Achievements March 2020 - June 2020:**

*ACHIEVEMENTS-*

- *Upon the shutdown of march 13, the VAPA/Music Dept. quickly sprang into action.*
- *Teachers created asynchronous video lessons, links to youtube lessons, online resources, gave research and inquiry assignments, etc. all through a central online hub using google drive. This was loads of content!*
- *VAPA did a great deal to get instruments, books, and supplies out to students, repair instruments, etc. all from the Ed Hub 2-3 times per week.*
- *Ed Hub was housed at the VAPA facility.*
- *Teachers provided online instruction and office hours as outlined in the BFT agreement.*
- *Many Partnerships/contractors stayed in operation.*

*CHALLENGES-*

- *Many Partnerships/contractors were not able to continue their work.*
- *Many kids opted out of music during this time.*
- *Some instruments not returned, etc.*
- *Proposed digitization project did not happen.*

**Program Update FY 2020-21**

- *Our complete in-person program was up and running virtually on day 1 of school.*

- *Higher rates of participation than expected even though music is optional.*
- *Many Partnerships/contractors were able to pivot and deliver services remotely.*
- *Our inquiry/equity work with Mills Teacher Scholars focuses on the theme of JOY in the virtual music classroom this year.*

**Looking Ahead**

- *We continue to hone DL pedagogical skills/techniques.*
- *We prepare to run in-person classes in the 2021-22 SY, with probably lower numbers in secondary classes and lower musical progress in grades 4 and 5.*
- *We look forward to many unfolding equity initiatives:*

*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. Our staff is continually becoming more diverse as well.*

*In Spring 2019 a group called Berkeley Music Inclusion and Equity (BMIE) formed and has become more active and vibrant since March. The group is made up of parents, students, music teachers, and VAPA supervisor, with a primary goal of supporting families of color in a way that provides information on and access to BUSD VAPA's music program.*

*We have hired a VAPA Equity Specialist, Janeare Whittington, whose job is analogous to that of the OFEE staff, but will meet specific needs of the Music Department and report to VAPA Supervisor. Liaison to students/families of color, assist with communication, provide support and training for staff.*

*New budget items come into effect this year that address specific equity issues: An arts budget for BHS African American Studies (field trips/supplies), building reserve for future digital music lab at BHS, expanded drama materials budget gr. 6-12.*

*Professional Development for music teachers deepens this year as many new books are released for the first time that directly address equity/social justice issues in the music classroom. Book groups start semester 2 in weekly staff meetings.*

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**MUSIC , VISUAL AND PERFORMING ARTS (Measure E1, Resource 0753)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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:** Baje Thiara, Associate Superintendent for Educational Services
Pete Gidlund, VAPA Program Supervisor

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 1,884,069 | 1,936,645 | 1,938,685 | 1,951,470 | 12,785 |
| Transfers to General Fund (Release Time) | (239,002) | (241,358) | (253,033) | (240,381) | 12,652 |
| **TOTAL REVENUE** | 1,645,067 | 1,695,287 | 1,685,652 | 1,711,089 | 25,437 |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 798,014 | 844,270 | 826,602 | 795,372 | (31,230) |
| Classified Salaries | 25,430 | 25,067 | 50,471 | 51,581 | 1,110 |
| Employee Benefits | 256,940 | 325,789 | 281,401 | 280,183 | (1,218) |
| Instructional Materials/Instruments | 67,748 | 53,000 | 51,100 | 40,336 | (10,764) |
| Equipment | 14,219 | 73,000 | 74,900 | 71,725 | (3,175) |
| Unallocated Reserve | 0 | 36,177 | 67,533 | 0 | (67,533) |
| Conference/Mileage/Instructional Contracts | 121,398 | 257,300 | 315,300 | 113,823 | (201,477) |
| Capital Outlay | 0 | | | | 0 |
| Indirect Costs | 90,299 | 98,551 | 102,003 | 85,231 | (16,772) |
| **TOTAL EXPENDITURES** | 1,374,048 | 1,713,154 | 1,769,310 | 1,438,251 | (331,059) |
| **NET INCREASE (DECREASE)** | 271,019 | (17,867) | (83,658) | 272,838 | 356,496 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 299,079 | 570,098 | 570,098 | 570,098 | 0 |
| Net Increase (Decrease) in Account Balance | 271,019 | (17,867) | (83,658) | 272,838 | 356,496 |
| Ending Account Balance | 570,098 | 552,231 | 486,440 | 842,936 | 356,496 |

**Notes**

**(1)** Increase due to receipt of prior year and additional current year revenue in 2018-19

**(2)** This is the historical summary of FTE funded by BSEP Resources 0853 (Measure A) and 0753 (Measure E1 effective 2017-18). This does not include FTE for the program supervisor or administrative support:

| GF Release FTE |
|---|
| 5 |
| 2 |
| 2 |
| 2 |
| 2 |
| 2 |

**(3)** 1% salary increase for certificated staff and a 2% salary increase for classified staff

**(4)** Added Arts Anchor, Middle School Elective Supplement and After School Arts to budget after budget adoption

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**MUSIC , VISUAL AND PERFORMING ARTS (Measure A, Resource 0853)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

## 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:** Baje Thiara, Associate Superintendent for Educational Services
Pete Gidlund, VAPA Program Supervisor

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 0 | 0 | 0 | (11,702) | (11,702) |
| Contribution (To)/From Measure A Reserve | (1,225) | 0 | 0 | (3,061) | (3,061) |
| **NET REVENUE** | (1,225) | 0 | 0 | (14,763) | (14,763) |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 |
| Instructional Materials/Instruments | 0 | 0 | 0 | 0 | 0 |
| Equipment | 63,642 | 189,915 | 189,915 | 126,968 | (62,947) |
| Unallocated Reserve | 0 | 0 | 0 | 0 | 0 |
| Conference/Mileage/Instructional Contracts | 0 | 0 | 0 | 0 | 0 |
| Capital Outlay | 0 | 0 | 0 | 0 | 0 |
| Indirect Costs | 3,774 | 10,085 | 10,085 | 6,500 | (3,585) |
| **TOTAL EXPENDITURES** | 67,416 | 200,000 | 200,000 | 133,468 | (66,532) |
| **NET INCREASE (DECREASE)** | (68,641) | (200,000) | (200,000) | (148,231) | 51,769 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 510,557 | 441,916 | 441,916 | 441,916 | 0 |
| Net Increase (Decrease) in Account Balance | (68,641) | (200,000) | (200,000) | (148,231) | 51,769 |
| Ending Account Balance | 441,916 | 241,916 | 241,916 | 293,685 | 51,769 |

**Notes**

**(1)** Contribution to the Measure A reserve Resource transferred at closing

# INSTRUCTIONAL TECHNOLOGY

BSEP Measure E1, Resource 0762
BSEP Measure A, Resource 0862

**ANNUAL REPORT: FY 2019-20**
**UPDATE: FY 2020-21**

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**Measure E1 Purpose:**
*Providing instructional technology in schools, and access for students to computers and instructional technology*[1]

**Budget Manager: Jay Nitschke, Director of Technology**

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## BACKGROUND

Technology in the hands of teachers and students is critical to teaching and learning and meeting District instructional goals. BSEP funds are the only resource that provides 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 Site Councils make decisions about technology needs and purchases.

Until the passage of the Measure I Facilities Bond in November 2010, there were no District funds outside of BSEP for the purchase of network infrastructure and other technology. Measure I funded wifi throughout the District. 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.

**Core Instructional Technology Program 2019-20 [Pre-Pandemic]:**

- School Computer Technicians 6.20 FTE
- Technology Supervisor 0.75 FTE
- Instructional Technology TSA 0.50 FTE

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.

[1] BSEP Measure E1, Section 3.B.iv

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 the second semester of 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 Computer Techs provided by BSEP, significantly furthered the use of technology in classrooms as well as provided the means for students in the District to complete the computer-adaptive Smarter Balanced Assessments (SBA) in all 3-8 grade classrooms, and grade 11 at Berkeley High School and Berkeley Technology Academy (BTA).

With the progression of one cart per classroom becoming the norm in middle school classrooms, the elementary school norms were also put in place at middle schools

- Schools are committing to Digital Citizenship lessons based on Common Sense Media materials
- Teachers (grade 7-8) are committing to becoming Google Certified Educators
- Teachers are agreeing to use technology for certain projects in the curriculum
- District is agreeing to provide Chromebook carts in classrooms in 4th - 8th grade, plus one for every two third grade classrooms.
- Carryover from Measure A provided funds for additional Chromebook purchases; those funds have now completely expended.

**Instructional Technology Program Challenges and Achievements March 2020 - June 2020:**

- With the pivot to Distance Learning, the Technology Department facilitated the procurement and provision of take-home Chromebooks, mobile hotspots. as well as the selection of online learning platforms.

- In particular, in the first week of the school closing, technology reserved Chromebooks for take home use for families with a demonstrated need.

- Also, Technology partnered with the Berkeley Public Schools Fund to staff the EdHub first at the VAPA building at the District Office, and later at the Berkeley Adult School.

- Technology also partnered the Schools Fund to provide technology support to families.

- A Tech Dept staff member has been onsite each day the Ed Hub has been open to provide tech support, and staff has spent time fixing Chromebooks (for example replacing broken screens) while the EdHub is closed.

- In the end, some 4000+ Chromebooks have been given out to families, as well as almost 600 HotSpots.

**Program Update FY 2020-21**

- Tech Director Jay Nitschke is retiring after 15 years of service, and Max Eissler will begin work as Tech Director in late January 2021;
- Instructional Technology TSA will be paid 100% out of BSEP Technology funds;
- Moving Oxford to West Campus: upgrading wireless and short-throw projectors (paid by Facilities Bond);
- Network Switch refresh to accommodate higher bandwidth district-wide (equipment paid for by Facilities Bond);
- Working with contractors to prevent network disruption during A-Building construction at BHS;
- Technology has supported the implementation of Frontline (which provides a web and app-based portal for health attestations)
- Infinite Campus SIS to replace Illuminate ISI in 2021-22

**Equity Essential Question for Technology**

The Technology Department commits to ensuring that while we support district-wide programs, our resources and services must reach those who struggle with access.

To that end:

- When Chromebooks were first distributed to students in March 2020, we ensured that Free/Reduced Lunch eligible and Homeless students were the first served.
- Technology has for many years made sure that Chromebooks were provided to each student in BHS Bridge (a program for first-to-college students of color at BHS).
- At BHS, our School Technicians have provided internship opportunities to RISE students to enhance their tech skills and have provided mentoring and college recommendations.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**TECHNOLOGY (Measure E1, Resource 0762)**
**Revenue and Expenditures**
**Annual Report FY 2019-20**

**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

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | 979,716 | 1,007,055 | 1,008,116 | 1,014,765 | 6,649 |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 69,985 | 72,948 | 77,422 | 63,497 | (13,925) |
| Classified Salaries | 471,579 | 467,305 | 495,050 | 471,072 | (23,978) |
| Employee Benefits | 240,414 | 274,691 | 262,187 | 242,341 | (19,846) |
| Materials, Supplies & Equipment | 63,429 | 139,660 | 127,660 | 120,890 | (6,770) |
| Unallocated Reserve | 0 | 37,056 | 17,341 | 0 | (17,341) |
| Services & Other Operating Expenses | 10,217 | 12,000 | 24,000 | 14,252 | (9,748) |
| Indirect Costs | 50,739 | 53,294 | 53,294 | 48,430 | (4,864) |
| **TOTAL EXPENDITURES** | 906,363 | 1,056,954 | 1,056,954 | 960,482 | (96,472) |
| **NET INCREASE (DECREASE)** | 73,353 | (49,899) | (48,838) | 54,283 | 103,121 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 74,443 | 147,796 | 147,796 | 147,796 | 0 |
| Net Increase (Decrease) in Fund Balance | 73,353 | (49,899) | (48,838) | 54,283 | 103,121 |
| Ending Fund Balance | 147,796 | 97,897 | 98,958 | 202,079 | 103,121 |

**Notes**
**(1)** Increase due to receipt of prior year and additional current year revenue in 2018-19
**(2)** 1% salary increase for certificated staff and a 2% salary increase for classified staff
**(3)** $161,525 of expenditures for technology were funded with carryover from Measure A, BSEP Resource 0862

# EFFECTIVE STUDENT SUPPORT

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

**ANNUAL REPORT: FY 2019-20**
**UPDATE: FY 2020-21**

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**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 Managers:**
**Bajé Thiara, Associate Superintendent of Educational Services**
**Brent Stephens, Superintendent**

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**BACKGROUND**

For the first two years 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 2019-20, in a simplification of the co-funding of some programs under both LCAP and BSEP, allocations were adjusted such that Student Achievement Strategies resource received 4.85% of available revenues, while the Counseling and Behavioral Health resource received 2.15% of available revenues. The Family Engagement staffing purpose, once co-funded by BSEP and LCAP, was united under LCAP, with carryover from BSEP Measure A providing support for non-staffing costs such as cell phones and conferences.

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.

[1] BSEP Measure E1 Section 3.A

*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.

Beginning in 2019-20, this BSEP Student Support increased its contribution to funding .50 FTE for each of the 11 BUSD elementary schools, from .30 FTE per school previously funded through this resource. The BSEP Professional Development Resource funds an additional .25 FTE for each elementary site. The co-funding through the Professional Development budget and the Student Support budget reflects the multiple roles fulfilled by this position. Each elementary school rounds out a full-time position at each site by providing funding for .25 FTE from site BSEP or Title I funds.

*K-5 Math Coach (TSA):* Broadly supports the elementary mathematics program district-wide through curriculum and assessment development, working with classroom teachers and math teacher leaders at each site to support and improve mathematics instruction. The coach provides direct in-class modeling for teachers and plays a lead role in the design and delivery of professional development. (As part of the balancing of funding for programs within BSEP and LCAP resources, the BSEP resource took on the funding for a K-5 Math Coach position previously funded by LCAP.)

<u>Be a Scientist Contract</u>
$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.

<u>Middle School Counseling</u>
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 2019-20, the BSEP Student Support resource continued to provide 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. King paid for .6 FTE of a counselor position from BSEP site funds; Willard paid for .15 of a counselor position from BSEP site funds plus another .65 FTE from site Title I funds; Longfellow paid for .15 of a counselor from BSEP site funds plus another .65 FTE from Title I site funds.

Family Engagement

With the cost of staffing the Office of Family Engagement now being supported through LCAP, as described above, carryover from BSEP Measure A as well as fund balance from Measure E1 is providing support for non-staffing costs such as cell phones and conferences. Expenditures were less than budgeted in 2019-20, as the expenses for travel and conferences were reduced during the pandemic.

**Highlights of the Student Support Work July 2019-March 2020**

- *Literacy Coaches:* provided Tier 1 coaching in classroom for K-5 teachers; supported implementation of TCRWP curriculum and Fast Track Curriculum. Provided direct student support for most struggling students. Planned and implemented professional development in literacy instruction. Facilitate COST meetings. Facilitate districtwide PD collaboration for sites/departments.

- *District K-5 Math Coach:* Led site Math Teacher Leaders to plan and develop district and site professional development, provided Tier 1 coaching in classroom for K-5 teachers; coached Special Ed, Instructional Assistants, and After School staff to support math instruction; developed training for caregivers and volunteers, developed and led Math Task Force meetings with Ed Services; supported Silicon Valley Math Initiative trainings; model in the classroom .

- *RTI Coaches:* Developed process in preparation for piloting of universal screeners for reading and math instruction. Deepened understanding of MTSS (Multi-Tiered System of Supports) in order to support sites with effective Response to Intervention, including UDL (Universal Design for Learning) Engage in collaboration around John Hattie's research and disseminate learning to school sites. Provide direct services to students for Tier II and Tier III instruction.

- *Middle School Counselors:* Provided SEL (Social-Emotional Learning) and student learning support through academic counseling, conflict resolution, lunch groups, and collaboration with grade level teams.

**Student Support Challenges and Achievements Spring 2020 (after school closure)**

- *Literacy Coaches:* Coaching program capacity has been greatly diminished due to sites needing coaches for direct student service and family support during distance learning. Coaches are still providing PD at sites and supporting district literacy initiatives. All PD has been focused on distance learning but with an equity lens.

- *District K-5 Math Coach:* The PD department had developed a cohesive PD plan for math that lasted 2019-2020 and our next steps were to build on this PD with a 2020-21 plan, we were unable to do this. Instead, math PD is site based and not connected to a district plan, each site is creating individual PD, some with my support. District Math

Coach shifted to supporting Distant Learning instruction, including the development of activity sets and at home activities. Continued to lead MTL meetings and support teachers with Tier 1 instruction.

- *RTI Coaches:* There was a decrease in direct services to students for TierII and Tier III instruction. Additionally, there was a decrease in the amount of time spent collaborating as a team in order to focus on the specific needs of distant learning including the development of activity sets and at home activities.

**Program Update 2020-21 School Year:**

- *Literacy Coaches:* Leading equity work at sites, supporting Distance Learning through professional development and development of key resources at each grade level. Extensive push-in and pull-out direct support for students in literacy during distance learning.

- *Districtwide K-5 Math Coach:* Developing district-wide PD days, with a focus on anti-racist teaching; Gathering resources that lend themselves to Distant Learning and training and supporting classroom teachers to use resources; Continued partnership with Silicon Valley Math Initiative and supporting teachers' attendance; Modeling in classrooms; Supporting Special Ed teacher directly with students.

- *RTI Coaches:* Providing direct support to students for TierII and Tier III instruction during intervention blocks and pushing into classrooms. Continuing to engage in COST meetings to determine needs of students. Participating in monthly district-wide RTI collaboration meetings.

- *MS Counselors:* Supporting students who are most vulnerable in distance learning. They helped facilitate obtaining chromebooks, school supplies and materials as well as WiFi connection as needed. Counselors respond to the social emotional needs as feelings of isolation surfaced for the students, and have supported monitoring attendance and reached out to families of students who were not accessing distance learning.

**Current challenges and opportunities:**

- *Literacy Coaches:* Supporting teachers in distance learning, when we are all new (including coaches) to this medium. Finding entry points and opportunities for work with students and teachers when instructional minutes are so greatly reduced. Materials and technology needs to be able to teach/coach effectively. Opportunities: Possibility for cross site collaboration is great. We are working on developing an ongoing optional PD program for teachers to get more support in the spring on a voluntary basis. Also increased focus and priority on equity and inclusion.

- *Districtwide K-5 Math Coach:* We began to be more strategic and intentional with regards to math instruction. This included the creation of a math task force to examine

math instruction and learning in BUSD. The math task force has been unable to reconvene due to school closures. This work is continuing at the site level through the Math Leads.

- A positive is that teachers have been more open to bringing coaching into their practice around effective instruction.

- *RTI Coach:* We currently do not have a district RTI coach to lead the work. The district's Coordinator of Professional Development has been leading the district wide efforts but the specific site support has been fragmented. Opportunities have been continuing to meet across sites, capturing intervention data in a central location (Illuminate), discussing intervention, and engaging in collaboration around best practices via distance learning.

**Looking Ahead to 2021-22**

- *Literacy Coaches:* Work to reduce disproportionality in ELA scores and SpEd Referrals which will include equity work, anti-bias training, and collaborative coaching with teachers. A few measurable elements (number of students served, teachers coached, etc) Looking ahead we want to increase the capacity and priority of our coaching program in Tier 1 by 25-30%. Right now we are seeing 10-15% of teachers receive direct coaching.

- *Districtwide K-5 Math:* In 2019-20, we created a Math Task Force to take an assessment of math instruction. We would like to see this work continued in order to create a math vision and a long term professional development plan that includes: site based coaching, follow up to PD's, lesson study, and classroom visits. Continuing to plan on how to implement abolitionist teaching pursuits in mathematics.

- *RTI Coaches:* Deepen understanding of how to engage stakeholders in data centered discussions to reflect on the program in order to identify areas of strength and growth with the RTI program.

**Equity Issues**

1) How do programs reach and support those with the least resources/opportunities?

- *Literacy Coaches:* Supporting teachers growth and increasing capacity in Tier 1, which is serving all students. They all work with students directly who are in unduplicated or historically underserved populations. They are also in charge at their sites, along with site admins, for executing and supporting district wide initiatives around literacy and equity.

- *Districtwide K-5 Math:* Meeting with site leads bi-monthly to engage in learning on effective Tier I instruction. Engaging in inquiry work, which includes specifically

looking at focal student data. Weekly across site collaboration with RTI math teachers. Coaching on effective Tier 1 instruction.

- *Counselors:* See notes above in program updates.

2) How do programs reflect and support the diversity of our families and students?

- *Literacy Coaches:* have been engaged in the analysis and evaluation of text selection in K-5 classrooms and working together with teachers and District leaders to purchase and provide more representative and diverse texts to classrooms. In addition, coaches are in direct contact with families of the students that they work with and are the leads in putting on events such as Family Literacy Nights etc. Coaches will support the development and implementation of the district's Literacy Action Plan.

- *Districtwide K-5 Math:* Working in collaboration with OFEE to provide training for families on math instruction and strategies that deepen number sense. Facilitate site-based PD for staff and families.

- *RTI Coaches*: Facilitating the COST teams at their sites. Engaging in collaboration around data to determine effectiveness of interventions and additional needs for struggling students/families.

3) How could staffing choices and/or professional development address equity gaps?

- Deepening the understanding of anti-bias and anti-racist instruction for district coaches and staff to engage in systemic dialogue around issues of equity, specifically in relation to abolitionist teaching. This will help us address the equity gap that exists for our African-American students, students that are English Learners, and students that have IEPs.

4) What data do/could staff collect to address the three questions above?

- Student and family survey data, Universal Screener data, Benchmark Assessments Reading Performance Tasks from TCRWP, Running Record Data, Fast Track Phonics Formative program assessments data, curriculum embedded assessments, Writing On-Demand Assessment Data, and SBAC.

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**STUDENT ACHIEVEMENT STRATEGIES (Measure E1, Resource 0763)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

## 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:** Baje Thiara, Associate Superintendent, Educational Services

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | 1,055,078 | 1,502,836 | 1,503,979 | 1,513,901 | 9,922 |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 693,198 | 851,244 | 945,991 | 910,251 | (35,740) |
| Employee Benefits | 198,066 | 288,167 | 266,250 | 258,552 | (7,698) |
| Unallocated Reserve | 0 | 223,189 | 150,339 | 0 | (150,339) |
| Contracted Services | 10,000 | 10,000 | 10,000 | 10,000 | 0 |
| Indirect Costs | 53,445 | 72,885 | 72,885 | 62,594 | (10,291) |
| **TOTAL EXPENDITURES** | 954,709 | 1,445,485 | 1,445,465 | 1,241,397 | (204,068) |
| **NET INCREASE (DECREASE)** | 100,369 | 57,351 | 58,514 | 272,504 | 213,990 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 99,097 | 199,466 | 199,466 | 199,466 | 0 |
| Net Increase (Decrease) in Fund Balance | 100,369 | 57,351 | 58,514 | 272,504 | 213,990 |
| Ending Fund Balance | 199,466 | 256,817 | 257,980 | 471,970 | 213,990 |

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**COUNSELING AND BEHAVIORAL HEALTH (Measure E1, Resource 0764)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

## 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

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | 678,265 | 666,206 | 666,941 | 671,339 | 4,398 |
| **EXPENDITURES** | | | | | |
| Certificated Salaries | 423,328 | 422,702 | 468,243 | 473,535 | 5,292 |
| Employee Benefits | 137,448 | 144,740 | 148,543 | 153,902 | 5,359 |
| Unallocated Reserve | 0 | 77,359 | 28,015 | 0 | (28,015) |
| Indirect Costs | 33,254 | 34,238 | 34,238 | 33,317 | (921) |
| **TOTAL EXPENDITURES** | 594,030 | 679,039 | 679,039 | 660,754 | (18,285) |
| **NET INCREASE (DECREASE)** | 84,235 | (12,833) | (12,098) | 10,585 | 22,683 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 89,857 | 174,092 | 174,092 | 174,092 | 0 |
| Net Increase (Decrease) in Fund Balance | 84,235 | (12,833) | (12,098) | 10,585 | 22,683 |
| Ending Fund Balance | 174,092 | 161,259 | 161,994 | 184,677 | 22,683 |

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**FAMILY ENGAGMENT AND ACCESS (Measure E1, Resource 0757)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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.*

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**Budget Manager:** Ann-Marie Callegari, Supervisor of Family Engagement and Equity

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | 376,814 | 0 | 408 | 408 | 0 |
| **EXPENDITURES** | | | | | |
| Classified Staff | 221,157 | 0 | 0 | 126 | 126 |
| Employee Benefits | 95,931 | 0 | 0 | 38 | 38 |
| Books & Supplies | 4,152 | 4,000 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 | 0 |
| Unallocated Reserve | 0 | 10,382 | 0 | 0 | 0 |
| Services & Other Operating Expenses | 8,464 | 15,000 | 0 | 2 | 2 |
| Indirect Costs | 19,551 | 20,782 | 0 | 9 | 9 |
| **TOTAL EXPENDITURES** | 349,255 | 50,164 | 0 | 175 | 175 |
| **NET INCREASE (DECREASE)** | 27,559 | -50,164 | 408 | 233 | -175 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 20,081 | 47,640 | 47,640 | 47,640 | 0 |
| Net Increase (Decrease) in Fund Balance | 27,559 | -50,164 | 408 | 233 | -175 |
| Ending Fund Balance | 47,640 | -2,524 | 48,048 | 47,873 | -175 |

**BERKELEY UNIFIED SCHOOL DISTRICT**
**BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**
**PARENT OUTREACH (Measure A, Resource 0857)**
**Revenue and Expenditures**
**Comparison Report FY 2019-20**

**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:** Ann-Marie Callegari, Supervisor of Family Engagement and Equity

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | | | | | |
| Contribution (To)/From Measure A Reserv | (245) | 0 | 0 | (613) | (613) |
| **NET REVENUE** | (245) | 0 | 0 | (613) | (613) |
| | | | | | |
| **EXPENDITURES** | | | | | |
| Classified Staff | 33,899 | 1,605 | 1,605 | 0 | (1,605) |
| Employee Benefits | 18,802 | 157 | 157 | 0 | (157) |
| Books & Supplies | 0 | 4,000 | 4,000 | 774 | (3,226) |
| Equipment | 0 | 0 | 0 | 0 | 0 |
| Unallocated Reserve | 0 | 238 | 238 | 0 | (238) |
| Services & Other Operating Expenses | 0 | 17,500 | 17,500 | 7,284 | (10,216) |
| Indirect Costs | 3,125 | 1,248 | 1,248 | 428 | (820) |
| **TOTAL EXPENDITURES** | 55,826 | 24,748 | 24,748 | 8,486 | (16,262) |
| | | | | | |
| **NET INCREASE (DECREASE)** | (56,071) | (24,748) | (24,748) | (9,099) | 15,649 |
| | | | | | |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 149,762 | 93,691 | 93,691 | 93,691 | 0 |
| Net Increase (Decrease) in Fund Balance | (56,071) | (24,748) | (24,748) | (9,099) | 15,649 |
| Ending Fund Balance | 93,691 | 68,943 | 68,943 | 84,592 | 15,649 |

# COMMUNITY ENGAGEMENT & PUBLIC INFORMATION

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

**ANNUAL REPORT: FY 2019-20**
**PROGRAM UPDATE: FY 2020-21**

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**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**

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## BACKGROUND

Funding from this resource supports planning and oversight of BSEP expenditures as well as communications, public information, translation and community engagement processes.

## Core Activities:

*BSEP Planning and Oversight (P&O) Support*: Ensure the development of Annual Plans and Reports for the nine major BSEP Resources, including expenditures of prior measure carryover. Implement and monitor the operational and technical tasks for all BSEP resources, working alongside a Senior Budget Analyst to ensure careful oversight of fund expenditures. Support the district-wide Planning and Oversight for the review and reporting of BSEP-funded programs, in accordance with the Measure language and with auditing and budgeting best practices. Provide plans, updates and reports to the School Board for review and approval.

*Site Council Support:* Provide training and support to the School Site Councils (SSC) to develop each school's annual Single Plan for Student Achievement (SPSA), including support in elections and orientation of site council representatives, as well as documenting and reviewing yearly expenditures in keeping with each SPSA. Together with Educational Services and Principals, prepared the Consolidated School Plans for all 18 school sites and programs for Board approval.

*Communications and Community Engagement:* Provide public information about district programs and events via the BUSD website, the A+ News, an email community newsletter, an email bulletin to all staff, a mailed and posted Community Report, district-wide emails and phone blasts, and social media. Provide advice, support and strategy for crisis communications, respond to public and media information requests, support public presentations, forums, and special events, and provide access to translation services.

## BSEP Oversight Highlights July 2019 - March 2020:

The BSEP Office supported a new Superintendent, new Associate Superintendent for Educational Services, a new Library Coordinator and three new Principals as they took on their roles in BUSD, including their oversight and involvement with BSEP resources and site budgets

[1] BSEP Measure E1 Section 9A

- Supported each Principal in conducting SSC elections in September and the appointment of P&O Representatives from each school site in October;
- Organized the School and District Committee Orientation in October, with over 150 attendees, and Orientation for new P&O Representatives in November;
- Produced Site Committee Handbook with budget information for each site; produced Annual Plan binders for P&O Committees;
- Prepared the annual SSC Elections, Diversity, and Activity Report for the School Board in December;
- Provided outreach and information about BSEP at community events such as the Solano Stroll and the Kindergarten Fair;
- Prepared the Annual Reports and First Interim Reports for each of the 9 BSEP Resources;
- Planned and co-facilitated 7 P&O Committee meetings, providing documents, coordinating guest speakers, and preparing agendas and presentations;
- Visited 9 SSC meetings, providing guidance and support to principals and committee members;
- Advised and prepared documents and presentations for 4 Superintendent's Budget Advisory Committee (SBAC) meetings and 6 Board meetings, including advising possible budget adjustments involving BSEP due to insufficiency of state funding.

**March 2020-June 2020 (after school closures)**

- Supported the transition of P&O Meetings to Zoom, beginning with the March 24 meeting, including 4 full Committee meetings and one Steering Committee meeting;
- Provided support to Principals in the transition to online SSC meetings with tips and FAQs;
- Worked with every school Principal and School Site Council (SSC) to analyze and develop all 18 BSEP Site Program Fund budgets and plans

**District Communications / Community Relations Highlights July 2019 - March 2020:**

With the retirement of Public Information Officer (PIO) Charles Burress in early August, and the departure of long-time Communications Consultant Lea Baechler-Brabo in early July, the Communications Team saw significant turnover and understaffing, right at the time that a new Superintendent was also coming on board in July 2019. Fortunately, by September 2019, Trish McDermott joined the District as PIO, bringing substantial experience and skills in working with media and crisis communications. An hourly staffer was brought on to assist with the Annual Report, but the team was understaffed compared to prior years.

In FY 2019-20, the Director and the Communications Team have been called upon to address a wide range of information needs and issues that affected our schools, students and families, including:

- Design/Engagement/Approval/Filing/Information for three March 2020 Ballot Measures
- Town Halls and State of District for New District Leadership
- Oxford School Geotechnical Concerns
- Power Shut-offs
- Air Quality School Restrictions and Closures
- BHS Sexual Harassment Advocacy
- Census Support
- Coronavirus Health Advisories (February to early March)

**March 2020-June 2020 (after school closures)**

After school campuses were closed in mid March, the Communications Team played a central role in obtaining, analyzing, and disseminating information related to public health and education during the pandemic, including:

- Resources for Families - on web, at Ed Hub, at food service sites
- City Health Department (weekly meetings)
- Bay Area County/Superintendent Meetings (bi-weekly)
- Access for Public to Online Board and Committee Meetings
- Classroom Video Conferencing Issues
- Town Halls, Affinity Town Halls
- Thought Exchanges, FAQs and Surveys
- Black Lives Matter Resolution
- School Name Change Preparations for Jefferson and Washington Elementary

**Program Update FY 2020-21 - BSEP Oversight and Community Relations**

While we continue to contend with the effects of the pandemic, the Director, BSEP Office and Communications Team strive to support the essential services of the departments, while also addressing special projects and issues, including:

- Power Shut-offs
- Air Quality School Restrictions and Closures
- Health Webinar with UCSF and Berkeley Public Health Department
- Communicating Distance Learning Plan
- State Monitoring List for Counties/Schools
- State Tiered List for Counties/Schools

- City, County and Bay Area Health and Schools Networks
- Town Halls, Affinity Town Halls, Surveys and Community Engagement
- Opening Readiness Dashboard / School Safety Plans
- Resources for Families / Ed Hub
- Media interest in Kamala Harris
- Naming Advisory Committee / Ruth Acty Elementary / Implementation
- P&O Report/Planning/Meeting Formats
- Working with City of Berkeley on new Tax Implementation and Rebates

**2021-22 Planning Concerns:**

- Drawing down on Measure A carryover while ensuring that Measure E1 core is sustainable;
- Possible reconfiguration of staffing for BSEP/BERRA oversight and Communications and Community Relations.

**Measurable / Equity Outcomes:**

- Use of Language Line by Site, Language and Purpose
- Open Rates for English and Spanish Communications
- A+ Coverage of Sites and Topics
- Diversity of Engagement Feedback
- SSC visits - all sites

**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 2019-20**

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

**Budget Manager:** Brent Stephens, Superintendent
Natasha Beery, Director of BSEP and Community Relations

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 615,206 | 632,374 | 633,040 | 637,215 | 4,175 |
| **EXPENDITURES** | | | | | |
| Classified Salaries | 341,066 | 346,127 | 353,559 | 351,789 | (1,770) |
| Employee Benefits | 130,287 | 145,900 | 138,318 | 131,525 | (6,793) |
| Materials and Supplies | 3,373 | 12,000 | 12,000 | 6,162 | (5,838) |
| Unallocated Reserve | 0 | 38,273 | 38,423 | 0 | (38,423) |
| Equipment | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 58,015 | 86,000 | 86,000 | 40,131 | (45,869) |
| **TOTAL EXPENDITURES** | 532,741 | 628,300 | 628,300 | 529,607 | (98,693) |
| **NET INCREASE (DECREASE)** | 82,465 | 4,074 | 4,740 | 107,608 | 102,868 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 25,858 | 108,323 | 108,323 | 108,323 | 0 |
| Net Increase (Decrease) in Fund Balance | 82,465 | 4,074 | 4,740 | 107,608 | 102,868 |
| Ending Fund Balance | 108,323 | 112,397 | 113,063 | 215,931 | 102,868 |

**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 2019-20**

**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:** Brent Stephens, Superintendent
Natasha Beery, Director of BSEP and Community Relations

| | Audited Actuals 2018/19 As of 6/30/19 | Adopted Budget 2019/20 As of 7/1/19 | 2nd Interim Budget 2019/20 As of 1/31/20 | Unaudited Actuals 2019/20 As of 6/30/20 | 2nd Interim Budget vs. Unaudited Actuals 2019/20 |
|---|---|---|---|---|---|
| **REVENUE** | | | | | |
| Revenue | 0 | 0 | 0 | 0 | 0 |
| Contribution (To)/From Measure A Reserve | (400) | 0 | 0 | (1,000) | (1,000) |
| **TOTAL REVENUE** | (400) | 0 | 0 | (1,000) | (1,000) |
| **EXPENDITURES** | | | | | |
| Classified Salaries | 0 | 3,832 | 3,832 | 0 | (3,832) |
| Employee Benefits | 0 | 375 | 375 | 0 | (375) |
| Materials and Supplies | 0 | 5,000 | 5,000 | 2,003 | (2,997) |
| Unallocated Reserve | 0 | 0 | 0 | 0 | 0 |
| Equipment | 8,340 | 0 | 0 | 0 | 0 |
| Contracted Services | 15,401 | 20,000 | 20,000 | 5,618 | (14,382) |
| **TOTAL EXPENDITURES** | 23,741 | 29,207 | 29,207 | 7,621 | (21,586) |
| **NET INCREASE (DECREASE)** | (24,141) | (29,207) | (29,207) | (8,621) | 20,586 |
| **FUND BALANCE ANALYSIS** | | | | | |
| Beginning Fund Balance | 291,040 | 266,899 | 266,899 | 266,899 | 0 |
| Net Increase (Decrease) in Fund Balance | (24,141) | (29,207) | (29,207) | (8,621) | 20,586 |
| Ending Fund Balance | 266,899 | 237,692 | 237,692 | 258,278 | 20,586 |