

**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.<sup>1</sup>*

**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.

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<sup>1</sup> 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.

<b>Program</b>	<b>Budget</b>	<b>Actual</b>
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  
 Bajé Thiara, Associate Superintendent for Educational Services

	<b>Audited Actuals 2018/19 As of 6/30/19</b>	<b>Adopted Budget 2019/20 As of 7/1/19</b>	<b>2nd Interim Budget 2019/20 As of 1/31/20</b>	<b>Unaudited Actuals 2019/20 As of 6/30/20</b>	<b>2nd Interim Budget vs. Unaudited Actuals 2019/20</b>
<b>REVENUE</b>					
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)
<b>NET REVENUE</b>	<b>5,514,191</b>	<b>6,263,567</b>	<b>6,105,714</b>	<b>5,806,870</b>	<b>(298,844)</b>
<b>EXPENDITURES</b>					
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)
<b>TOTAL EXPENDITURES</b>	<b>3,717,906</b>	<b>5,184,093</b>	<b>5,004,693</b>	<b>4,010,157</b>	<b>(994,536)</b>
<b>NET INCREASE (DECREASE)</b>	<b>1,796,285</b>	<b>1,079,474</b>	<b>1,101,021</b>	<b>1,796,713</b>	<b>695,692</b>
<b>FUND BALANCE ANALYSIS</b>					
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

	<b>Audited Actuals 2018/19 As of 6/30/19</b>	<b>Adopted Budget 2019/20 As of 7/1/19</b>	<b>2nd Interim Budget 2019/20 As of 1/31/20</b>	<b>Unaudited Actuals 2019/20 As of 6/30/20</b>	<b>2nd Interim Budget vs. Unaudited Actuals 2019/20</b>
<b>REVENUE</b>					
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
<b>NET REVENUE</b>	<b>(12,936)</b>	<b>0</b>	<b>0</b>	<b>(32,340)</b>	<b>(32,340)</b>
<b>EXPENDITURES</b>					
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)
<b>TOTAL EXPENDITURES</b>	<b>0</b>	<b>584,387</b>	<b>637,052</b>	<b>501,027</b>	<b>(136,025)</b>
<b>NET INCREASE (DECREASE)</b>	<b>(12,936)</b>	<b>(584,387)</b>	<b>(637,052)</b>	<b>(533,367)</b>	<b>103,685</b>
<b>FUND BALANCE ANALYSIS</b>					
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.<sup>1</sup>*

**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.

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<sup>1</sup> 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. Ghody 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

	<b>Unaudited Actuals 2018/19 As of 6/30/19</b>	<b>Adopted Budget 2019/20 As of 7/1/19</b>	<b>2nd Interim Budget 2019/20 As of 1/31/20</b>	<b>Unaudited Actuals 2019/2 As of 6/30/20</b>	<b>2nd Interim Budget vs. Unaudited Actuals 2019/20</b>
<b>EXPENDITURES</b>					
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)
<b>TOTAL EXPENDITURES</b>	<b>1,234,389</b>	<b>1,491,708</b>	<b>1,623,066</b>	<b>1,338,522</b>	<b>(284,544)</b>

**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

	<b>Audited Actuals 2018/19 As of 6/30/19</b>	<b>Adopted Budget 2019/20 As of 7/1/19</b>	<b>2nd Interim Budget 2019/20 As of 1/31/20</b>	<b>Unaudite d Actuals 2019/20 As of 6/30/20</b>	<b>2nd Interim Budget vs. Unaudited Actuals 2019/20</b>
<b>REVENUE</b>					
Revenue	0	0	0	0	0
Contribution (To)/From Measure A Reserve	(635)	0	0	(2,205)	(2,205)
<b>NET REVENUE</b>	<b>(635)</b>	<b>0</b>	<b>0</b>	<b>(2,205)</b>	<b>(2,205)</b>
<b>EXPENDITURES</b>					
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)
<b>TOTAL EXPENDITURES</b>	<b>120,375</b>	<b>75,357</b>	<b>69,865</b>	<b>56,254</b>	<b>(13,611)</b>
<b>NET INCREASE (DECREASE)</b>	<b>(121,010)</b>	<b>(75,357)</b>	<b>(69,865)</b>	<b>(58,459)</b>	<b>11,406</b>
<b>FUND BALANCE ANALYSIS</b>					
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.<sup>1</sup>*

**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.

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<sup>1</sup> 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  
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 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

	<b>Unaudited Actuals 2018/19 As of 6/30/19</b>	<b>Adopted Budget 2019/20 As of 7/1/19</b>	<b>2nd Interim Budget 2019/20 As of 1/31/20</b>	<b>Unaudited Actuals 2019/2 As of 6/30/20</b>	<b>2nd Interim Budget vs. Unaudited Actuals 2019/20</b>
<b>EXPENDITURES</b>					
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)
<b>TOTAL EXPENDITURES</b>	<b>499,990</b>	<b>575,300</b>	<b>575,300</b>	<b>339,405</b>	<b>(235,895)</b>

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