

EFFECTIVE STUDENT SUPPORT

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

ANNUAL REPORT: FY 2020-21

UPDATE: FY 2021-22

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:

Rubén Aurelio, Associate Superintendent of Educational Services

Brent Stephens, Superintendent

BACKGROUND

In 2019-20, as part of the Superintendent's Budget Advisory Committee process, the expenditures for certain programs that were co-funded through BSEP and LCAP were realigned to consolidate funding, such that BSEP resources now provides all funding for Literacy Coaches, and LCAP provides all funding for Office of Family Engagement and Equity staffing.

In order to balance the budgets, BSEP Measure E1 allocations to the Student Achievement Strategies resource were adjusted to provide 4.85% of available revenues, in order to provide additional support for FTE for Literacy Coaches and Math Coaches, while the Counseling and Behavioral Health resource received the remaining 2.15% of available revenues from the Student Support fund.

For 2020-21, BSEP Measure E1 continued to provide a 4.85% allocation for Student Achievement Strategies and 2.15% for Counseling and Behavioral Health to support needed programs, detailed in plan appendices. The BSEP Measure A fund balance of over \$90,000 from the "Parent Outreach" budget was budgeted to provide additional non-staffing support, including contracts and materials for Family Engagement.

¹ BSEP Measure E1 Section 3.A

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 Support (MTSS) 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.

In 2020-21, this program funded 2.75 FTE RtI teachers for the 11 elementary schools (0.25 FTE at each) and 2.75 FTE RtI teachers for middle schools (0.75 FTE for Longfellow, 0.75 FTE for Willard, and 1.25 FTE at King).

This allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with Individualized Education Plans (IEP). This focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student.

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.

In 2020-21, BSEP Student Support funded 0.50 FTE for each of the 11 BUSD elementary schools. The BSEP Professional Development Resource funds an additional 0.25 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 0.25 FTE from site BSEP or Title I funds.

African American Success

In 2020-21 BSEP funds were used for targeted initiatives that support African American students and families, including the ongoing development of an African American Success Framework (AASF) by RT Fisher Educational Enterprises. The AASF is a written document that expresses the district's and community's view of the strengths, opportunities, and challenges present for African American students; and the "theory of change" that leads to a coherent set of decisions about eliminating barriers to success. The AASF is a 3-year strategic plan with recommendations, action steps, and implementation timeline. The AASF provides a vision for ongoing investment, support, and accountability for African American Students and their Families. Work to develop the AASF has continued during 2021-22.

STEM STEPS is an academic mentoring and academic intervention caseload model that aims to positively impact student academic performance created by RT Fisher Educational Enterprises. During 2020-21 RT Fisher provided intensive, small group targeted intervention for students in grades 5th- 8th called STEM STEPS.

Be a Scientist Contract

\$10,000 was funded 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 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.

Middle School Counseling

Counselors

Counselors at the secondary level in BUSD provide supports and services, including direct instruction in classrooms on life skills and decision- making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support for families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed.

For 2020-21, an increase of 0.5 FTE for counseling at Willard was added in order to bring per pupil caseloads funded through District funds into alignment with King and Longfellow Middle Schools. Each of the middle schools also supplements the district-provided FTE with site-based funding to round out the FTE further. For 2020-21, central BSEP provided a total of 5.3 FTE for middle school counselors, allocated as follows:

- 2.4 FTE at King Middle School
- 1.7 FTE at Willard Middle School
- 1.2 FTE at Longfellow Middle School

Contracts

Healthy Relationships Education - \$50,000 was budgeted to support contracted work at Berkeley High School and middle schools related to healthy relationships, consent, and positive gender identity. In the 2020-21 school year, the search for a consultant to provide this programming began. Berkeley High School students participated in the selection process and, due to distance learning, the process took longer than anticipated. A consultant was selected in fall of 2021 and, subsequently, programming began with the use of these unspent funds.

Family Engagement

With the cost of staffing for 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.

Highlights of the Student Support Work in 2020-21

- *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.
- *RTI Coaches*: During distance learning RTI Coaches worked in collaboration with classroom teachers and literacy coaches to pilot intervention and supports to the distance learning platforms. RTI coaches continued to facilitate COST meetings during distance learning. RTI coaches collaborated with principals and other COST members to monitor student progress and provide support to increasing numbers of students. . Co- taught sessions with classroom teachers and continued to direct services to students for Tier II and Tier III instruction
- *Middle School Counselors* support 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 responded to the social emotional needs as feelings of isolation surfaced for the students, and supported attendance monitoring and reached out to families of students who were not accessing distance learning. Additionally, counselors helped to create lessons for social and emotional learning that are delivered during two advisory periods per week.

Program Update 2021-22 School Year:

- *Literacy Coaches* lead equity work at sites, supporting professional development and the development of key resources at each grade level. Literacy coaches provide extensive push-in and pull-out direct support for students in literacy as students transition back to sites.
- *RTI Coaches* provide direct support to students for Tier II and Tier III instruction and social emotional learning strategies during intervention blocks. RTI teachers also co-teach writing and math to support student learning and differentiate strategies and approaches to provide access to the curriculum for all students.. RTI Coaches continue to

facilitate COST meetings to determine needs of students and participate in monthly district-wide RTI collaboration meetings to collect data, examine and improve practice.

- *MS Counselors* continue to support the social and emotional needs of students so they can become academically proficient. In addition, the counselors continue to play a role on the Coordination of Services Team, participate in parent-teacher meetings, support student gender transitions, and students who are most vulnerable returning to in-person instruction.

Current challenges and opportunities:

- *Literacy Coaches:* Supporting teachers in transitions back to in person instruction, finding entry points and opportunities for work with students and teachers. 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. Rolling out and analyzing K-3 DIEBLS the universal screener for literacy.
- *RTI Coach:* Supporting students and teachers to respond to unfinished learnings due to the time spent in distance learning, , and capturing intervention data in a central location (Illuminate and Infinite Campus), Opportunities include cross site collaborations such as sharing best practices for Coordination of Services Teams (COST) systems, problem solving intervention models, school wide data driven decision making strategies deepening collaboration with classroom teachers and district wide roll out of new Personal Learning Plan module in Infinite Campus to centrally collect intervention data. s
- Counselors are currently helping to reacclimate students to schools and address continuing social and emotional needs. Given students were out of school for so long, students may have not met developmental milestones.

Addressing Equity

1) How do Literacy and RTI Coaches/teachers reach and support those with the least resources/opportunities and reflect and support the diversity of our families and students?

Literacy and RTI coaches/teachers:

- 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.

- 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.
- 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.
- Facilitating the COS teams at their sites and engaging in collaboration around data to determine effectiveness of interventions and additional needs for struggling students/families.

2) 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.

3) 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 2020-21

Purpose:

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Budget Manager: Rubén Aurelio, Associate Superintendent for Educational Services

	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	Adopted Budget vs. Unaudited Actuals 2020-21 Variance	Notes
REVENUE	1,538,877	1,568,153	29,276	
EXPENDITURES				
Certificated Salaries	1,018,611	900,977	(117,634)	<i>Variance due to unfilled positions</i>
Classified Salaries	0	0	0	
Employee Benefits	294,327	235,814	(58,513)	<i>Variance due to unfilled positions</i>
Books & Supplies	0	0	0	
Unallocated Reserve	105,332	0	(105,332)	<i>Reserved for Personnel Variance</i>
Contracted Services	110,000	229,984	119,984	<i>Variance due to consultant costs exceeded budgeted amount</i>
Indirect Costs	70,842	65,058	(5,784)	
TOTAL EXPENDITURES	1,599,112	1,431,833	(167,279)	
NET INCREASE (DECREASE)	(60,235)	136,320	196,555	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	471,969	471,969	0	
Net Increase (Decrease) in Fund Bal	(60,235)	136,320	196,555	
Ending Fund Balance	411,734	608,289	196,555	<i>Growth in fund balance due to unfilled positions and reserved funds for salary variance</i>

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
COUNSELING AND BEHAVIORAL HEALTH (Measure E1, Resource 0764)

Revenue and Expenditures
Comparison Report FY 2020-21

Purpose:

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Budget Manager: Rubén Aurelio, Associate Superintendent for Educational Services

	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	Adopted Budget vs. Unaudited Actuals 2020-21 Variance	Notes
REVENUE	682,183	695,161	12,978	
EXPENDITURES				
Certificated Salaries	485,655	454,497	(31,158)	<i>Variance in actual salaries vs. budgeted</i>
Classified Salaries	0	0	0	
Employee Benefits	173,704	151,470	(22,234)	<i>Variance in actual salaries vs. budgeted</i>
Books & Supplies	0	0	0	
Unallocated Reserve	22,231	0	(22,231)	<i>Reserved for Personnel Variance</i>
Contracted Services	50,000	0	(50,000)	<i>Savings due to contract not initiated (initiated in 2021-22)</i>
Indirect Costs	34,823	28,844	(5,979)	
TOTAL EXPENDITURES	766,413	634,810	(131,603)	
NET INCREASE (DECREASE)	(84,230)	60,350	144,580	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	184,677	184,677	0	
Net Increase (Decrease) in Fund Bal	(84,230)	60,350	144,580	
Ending Fund Balance	100,447	245,027	144,580	<i>Growth in fund balance due to salary variances and unspent contract funds</i>

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
FAMILY ENGAGEMENT AND ACCESS (Measure E1, Resource 0757)
Revenue and Expenditures
Comparison Report FY 2020-21

Purpose:

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Budget Manager: Rubén Aurelio, Associate Superintendent for Educational Services

	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	Adopted Budget vs. Unaudited Actuals 2020-21 Variance	Notes
REVENUE	0	0	0	
EXPENDITURES				
Certificated Salaries	0	0	0	
Classified Salaries	0	0	0	
Employee Benefits	0	0	0	
Books & Supplies	0	0	0	
Unallocated Reserve and Carryover	0	0	0	
Contracted Services	0	0	0	
Indirect Costs	0	0	0	
TOTAL EXPENDITURES	0	0	0	
NET INCREASE (DECREASE)	0	0	0	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	47,874	47,874	0	
Net Increase (Decrease) in Fund Balance	0	0	0	
Ending Fund Balance	47,874	47,874	0	

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
PARENT OUTREACH (Measure A, Resource 0857)
Revenue and Expenditures
Comparison Report FY 2020-21

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 involvement in their children's education.

Budget Manager: Rubén Aurelio, Associate Superintendent for Educational Services

	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	Adopted Budget vs. Unaudited Actuals 2020-21 Variance	Notes
REVENUE	0	0	0	
EXPENDITURES				
Certificated Salaries	0	0	0	
Classified Salaries	0	0	0	
Employee Benefits	0	0	0	
Books & Supplies	3,000	1,054	(1,946)	
Unallocated Reserve and Carryover	0	0	0	
Contracted Services	22,500	7,965	(14,535)	
Indirect Costs	1,214	429	(785)	
TOTAL EXPENDITURES	26,714	9,448	(17,266)	
NET INCREASE (DECREASE)	(26,714)	(9,448)	17,266	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	84,593	84,593	0	
Net Increase (Decrease) in Fund Bal	(26,714)	(9,448)	17,266	
Ending Fund Balance	57,879	75,145	17,266	