Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

Berkeley Schools Excellence Program

and

Berkeley Educator Recr and Recruitment

Annual Report

FY 2020 – 2021

HIGH QUALITY INSTRUCTION
Class Size Reduction, Support for Teaching and Learning
BSEP Measure E1, Resource 0741
BSEP Measure A, Resource 0841

ANNUAL REPORT: FY 2020-21
UPDATE: FY 2021-22

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: Rubén Aurelio, 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 2020-21

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 FTE was 7.65 with the additional 0.05 above the approved amount at Berkeley High School.

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 5.0 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. In 2020-21, 14.0 FTEs were budgeted. The actual expenditures were less than budgeted, due to lower than expected staffing costs and vacancies.

Measure A: In 2020-21, Measure A funds were not budgeted nor expended in 2020-21.

Below is the Revenue and Expenditure summary report for 2020-21 for expenditure of BSEP funds towards Class Size Reduction and additional purposes included in this resource.

2020-21 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 20, 2021. To meet the class size goals, funding for a total of 133.88 FTE was provided through the transfer of funds from this resource to the General Fund.
See the Revenue and Expenditures Comparison Report FY 2020-21in this report for further detail.

RESOURCE SUMMARY

The fund balance for this resource at close of 2020-21, the fourth year of the eight year measure, is $6,382,707, which is $1.29 Million more than had been projected at Second Interim. Revenue was about $400,000 more than projected, and expenditures from Measure E1 were lower than initially budgeted, for staffing, supplies, materials and services due to COVID. The savings accrue to the overall HQI Fund Balance.

Program	Adopted Budget	Actual
Professional Development	$1,441,009	$1,424,832
Program Evaluation	$461,175	$506,242
Expanded Course Offerings	$838,606	$847,752
Classroom Support	$1,520,499	$978,031

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 2021-22 for BSEP High Quality Instruction Budget

Plans for FY 2021-22 for this resource included additional program-related costs that were intended to draw down upon the fund balance and further relieve the General Fund. These new additions to the HQI budget include program support funds and a 1.0 FTE Teacher on Special Assignment for the Ethnic Studies program, funding to support math coaching at Berkeley High School to improve instructional practices in 9th and 10th grade, a 0.6 FTE Teacher on Special Assignment increase for Program Evaluation to expand department capacity, an increase of 0.2 FTE for Berkeley High School for Expanded Course Offerings to provide smaller class sections in Chemistry, and a 1.2 FTE (shifted from LCAP) for Math Support at Longfellow, Sylvia Mendez and Thousand Oaks.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HIGH QUALITY INSTRUCTION (Measure E1, Resource 0741)

Revenue and Expenditures

Comparison Report FY 2020-21

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: Rubén Aurelio, Associate Superintendent of Education Services

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 As of 7/1/20	2nd Interim Budget 2020/21 As of 1/31/21	Unaudited Actuals 2020/21 As of 6/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE					
Revenue	20,607,525	20,941,424	20,941,424	21,339,812	398,388
BSEP Contribution to General Fund	(13,977,696)	(14,431,300)	(14,431,300)	(14,672,337)	(241,037)
BSEP Direct Support	(567,882)	(580,000)	(580,000)	(576,473)	3,527
BSEP Substitute Compensation	(255,077)	(260,500)	(260,500)	(258,870)	1,630
NET REVENUE	5,806,870	5,669,624	5,669,624	5,832,132	162,508
EXPENDITURES					
Professional Development	1,338,522	1,441,009	1,481,009	1,424,832	(56,177)
Program Evaluation	339,405	461,175	461,175	506,242	45,067
Expanded Course Offerings	791,340	838,606	838,606	847,752	9,146
Classroom Support	592,401	1,520,499	1,520,499	978,031	(542,468)
Unallocated Reserve	0	656,601	536,601	0	(536,601)
Indirect Costs	948,489	961,029	961,029	916,992	(44,037)
TOTAL EXPENDITURES	4,010,157	5,878,919	5,798,919	4,673,849	(1,125,070)
NET INCREASE (DECREASE)	1,796,713	(209,295)	(129,295)	1,158,283	1,287,578
FUND BALANCE ANALYSIS					
Beginning Fund Balance	3,427,711	5,224,424	5,224,424	5,224,424	0
Net Increase (Decrease) in Fund Balance	1,796,713	(209,295)	(129,295)	1,158,283	1,287,578
Ending Fund Balance	5,224,424	5,015,129	5,095,129	6,382,707	1,287,578

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HIGH QUALITY INSTRUCTION (Measure A, Resource 0841)

Revenue and Expenditures

Comparison Report FY 2020-21

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: Rubén Aurelio, Associate Superintendent of Education Services

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 As of 7/1/20	2nd Interim Budget 2020/21 As of 1/31/21	Unaudited Actuals 2020/21 As of 6/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE					
Revenue	0	0	0	0	0
Contribution (To)/From Measure A Reserve	(32,340)	0	0	0	0
NET REVENUE	(32,340)	0	0	0	0
EXPENDITURES					
Certificated Monthly Salaries	234,173	0	0	0	0
Certificated Counselors Salaries	137,935	0	0	0	0
Employee Benefits	103,656	0	0	0	0
Professional Consulting Services	0	0	0	0	0
Unallocated Reserve	0	0	0	0	0
Indirect Costs	25,263	0	0	0	0
TOTAL EXPENDITURES	501,027	0	0	0	0
NET INCREASE (DECREASE)	(533,367)	0	0	0	0
FUND BALANCE ANALYSIS					
Beginning Fund Balance	704,511	171,144	171,144	171,144	0
Net Increase (Decrease) in Fund Balance	(533,367)	0	0	0	0
Ending Fund Balance	171,144	171,144	171,144	171,144	0

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

ANNUAL REPORT: FY 2020-21
UPDATE: FY 2021-22

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: **Ruben Aurelio, Associate Superintendent for Educational Services, Adelita Martinez, Coordinator of Professional Development**

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.

Approved 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
- District K-5 Math Coach 1.00 FTE
- District K-8 Science TSA 0.40 FTE
- Professional Development Coordinator 1.00 FTE

Staffing Summary
All positions were filled

Program Expenditures 2020-21
Site Allocations for Teacher-Initiated Professional Development
The Educational Services Division works with site principals and site leadership teams to develop annual professional learning or collaboration goals for this funding.

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

Stipends for K-8 Curriculum Teacher Leaders
The BSEP funding for 2020-21 funding was provided for 15 Equity Teacher Leaders, 15 Teacher Leaders for Math, and 1 Transitional Kindergarten (TK) Teacher Leader, for a total of 31 Teacher Leader stipends. 3 of the Equity Lead stipends were not used. Additionally, not all funding was provided by BSEP, as a math grant and LCAP funds augmented this resource.

Culturally Responsive Teaching Workshops
The district has been engaging in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad. She was the district's keynote speaker at the district wide January PD day.

Professional Development Initiatives
The district has been engaging in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad. She was the district's keynote speaker at the district wide January PD day.

Math Training
BUSD has worked with SVMI to support math professional development for several years. K-8 Math coaches and teacher leads have attended their summer institute in order to provide excellent professional development for our district-wide staff development days. During the 2020-2021 school year, K-5 Math Teacher Leaders attended the five SVMI follow up days with great impact to their Tier 1 instruction, as well as their ability to lead site Professional Development to support Common Core State Standards.

Integrated ELD Training and Support
Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning, Funds were used to send leads to EL Achieve's annual symposium so that they can continue to be district trainers.

PROGRAM HIGHLIGHTS 2020-21

- All Pre-K-8th grade staff (certificated and classified) were included in district-wide professional development and collaboration on abolitionist teaching through the lens of Gholdy Muhammad's Historically Responsive Literacy Framework. 25 teachers (TK-8) also engaged in a book study of Gholdy Muhammad's book *Cultivating Genius.*
- A group of administrators attended AAREA (African American Regional Educational Alliances) Professional Development Summit. Administrators also attended Silicon Valley Math Initiative trainings, and those were wrapped into our PD contract with them.

- Literacy Coaches supported district-wide professional development on Analyzing Student Writing and Planning for Writing Instruction in Distance Learning. They also engaged in a book study with Gholdy Muhammad's book , *Cultivating Genius ,* and implemented site based professional development in addition to district wide PD on the 5 pursuits, shared best practices around supporting teachers and students during distance learning and engaged in problems of practice with coach colleagues.

- The district's Elementary Literacy TSA and Professional Development Coordinator facilitated the Universal Screener for Literacy adoption process with a recommendation from the committee in May 2021.

- District Teachers on Special Assignment (TSA's) planned and presented to all new 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-8 students.

- Math Elementary Teacher Leaders met twice a month and focused on implementation of cycles of inquiry, implementation of the Standards for Math Practice, increasing student to student discourse, and math talks. They engaged in collaboration and PD on the following: How to transfer math instruction to distance learning to ensure that students are engaged, making meaning, and the effective use of asynchronous and synchronous instruction, Progression of mathematical properties within content standards across grade levels, the 5 Pursuits of *Cultivating Genius,* and Attended Silicon Valley Math Initiative Trainings. Additionally, they collaborated with Math RtI teachers at sites to develop and deliver PD focused on: Levels of Cognitive Demand, assessment, and understanding how students are making meaning and they collaboratively developed a district Math vision with Math RtI teachers.

- Math Middle School Teacher Leaders met twice a month and led collaboration days around feedback and collaboration practices in Distance Learning. They supported the implementation of our supplemental curriculum (Desmos) for distance learning. Additionally, they provided input on the creation of our district math vision.

- K-8 Equity Teacher Leaders met twice a month and engaged in deepening their learning on Gholdy Muhammad's 5 Pursuits, planned and presented at sites on equity needs and supported Black Lives Matter week.

Budget Summary:

The year closed with savings in this budget, primarily due to the changes to plans necessitated distance learning.

Professional Development Update FY 2021-22

This year, Professional Development has included:

August 8 and 9th, 2021, New Teacher Orientation and Professional Development
New teachers engaged in orientation training and how to effectively implement the adopted curriculum to meet the needs of all learners.

August 11th 2021, TK-5 Science of Reading Professional Development
All classroom teachers, ELD teachers, and interventionists engaged in training on the science of reading in preparation for our newly adopted universal screener.

September 8th 2021, K-2 DIBELS Training
All K-2 classroom teachers, ELD teachers, and interventionists engaged in training on how to administer the newly adopted universal screener (DIBELS).

October 11, 2021 Staff Development Day
All TK-8 classroom teachers, specialists, and interventionists engaged in professional development focused on going deeper with Gholdy Muhammad's Five Pursuits and Universal Design for Learning in all content areas. Additionally, TK-5 classroom teachers and interventionists engaged in professional development in the area of mathematics with a focus on meaning making and math identity. K-5 classroom teachers, ELD teachers, and interventionists received DIBELS (K-2) and STAR (3-5) training on how to analyze the assessment reports and the impact the data has on instruction.
All TK-8 staff engaged in Title IX training.

Upcoming January 31, 2022, Staff Development Day
All TK-5 classroom teachers, specialists, and interventionists will engage in deepening our work around math identity and making meaning. Additionally, classroom teachers will engage in deepening their understanding of the following in order to improve instruction for all students and specifically our marginalized populations:
(K-2) How to use DIBELS data to strategically and intentionally plan for whole and small group instruction with a focus on marginalized students, using the district's adopted curriculum- *Fast Track Phonics and TCRWP* and the role that Universal Design for Learning takes in planning with all students in mind.
(3-5) How to effectively use formative assessment to intentionally and strategically plan for whole and small group instruction with a focus on marginalized students, using the adopted curriculum- *TCRWP* and the role that Universal Design for Learning takes in planning with all students in mind.

All 6-8th grade teachers will engage in deepening our understanding of Gholdy Muhammad's 5 Pursuits with a focus on the pursuits of intellect and criticality. Additionally, we will continue to deepen our learning and implementation of Universal Design for Learning.

Ongoing Support:
Elementary District-wide Collaboration: October 13, 2021 February 2nd, 2021 and April 20, 2022

- Collaborate and reflect on student writing through three of the Abolitionist Teaching pursuits: Identity, Joy, and Skills
- Calibrate on the writing assessment and score writing
- Monthly across-site grade level optional collaboration

Middle School District Wide Collaboration: September 22nd, 2021, January 19th, 2022, February 23, 2022, March 16th, 2022, and May 18, 2022

- Continue to deepen understanding and collaborate on implementation of the five Abolitionist Teaching pursuits
- Deepen our learning and implementation of the Instructional Core with a focus on cognitively demanding tasks and how to scaffold appropriately through Universal Design for Learning so that we are meeting the needs of all students with a focus on our marginalized populations

The district's Professional Development Coordinator and district TSAs are facilitating the following ongoing opportunities:

- Culturally Responsive Committee (K-8)
- Grading for Equity Math Pilot (6-8)
- Teacher Ethnic Studies Collectives (2nd and 3rd grade)
- Ethnic Studies Professional Development
- Ethnic Studies Listening Sessions with students, families, community, and organizations
- ELD Teacher Collective (3-5)
- RTI Team Leaders
- Lesson Study with Elementary Math Leads
- CCEIS support of Vision Schools and Vision Scholars

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HIGH QUALITY INSTRUCTION (Measure E1, Resource 0741)

PROFESSIONAL DEVELOPMENT

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

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Budget Managers: Rubén Aurelio, Associate Superintendent of Education Services
Adelita Martinez, Coordinator of Professional Development

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EXPENDITURES					
Certificated Salaries	1,029,721	949,958	1,032,871	1,108,398	75,527
Employee Benefits	285,366	266,051	283,138	289,099	5,961
Materials and Supplies	7,932	0	0	3,420	3,420
Services & Other Operating Expenses	15,503	225,000	165,000	23,916	(141,084)
TOTAL EXPENDITURES	1,338,522	1,441,009	1,481,009	1,424,832	(56,177)

PROGRAM EVALUATION

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

ANNUAL REPORT: FY 2020-21
UPDATE: FY 2021-22

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: **Rubén Aurelio, Associate Superintendent of Educational Services**
Ruth Steele Brown, Director, BREA

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 0.4 FTE
- Evaluation and Assessment Analyst 1.0 FTE
- Administrative Staff 0.5 FTE
- Certificated Hourly $12,000
- Contracted Services $60,000
- Supplies and Materials $10,000

2020-21 Highlights of Program Evaluation :

- 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);

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

- 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.
- 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.
- 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 an open 0.4 FTE position and staffing changes, and unspent funds for supplies and materials, and certificated hourly.

Update FY 2021-22

For the 2021-2022 School Year, BREA is staffed with a Director, three TSA's, and one Evaluation and Assessment Analyst. There was funding for a second Evaluation and Assessment Analyst, but that position has been frozen in anticipation of budget cuts.
If the budget cuts are not made in the Spring, then this position will be filled at that time.
The mission and vision of the BREA team has been reviewed and refined to reflect current needs and new leadership since the summer of 2021 when the new Director was hired.
BREA has performed many crucial functions since the start of school in August 2021 which includes, but are not limited to the items listed below:

- Redesign of the Assessment Calendar: will be complete by June 2022.
- Redesign of the Elementary Report Card for SY 2022-2023
- Review of our existing Data Collection systems.
- Review of our existing Data Reporting process with the school sites.
- DIBELS and STAR Assessment implementation and Data Collection.
- Reporting to site and district leaders on the various demographic, academic, behavioral, attendance, and socio-emotional indicators about students.
- Data Sheets: Collection of student data and distribution to school sites
- Data Books: Collection of DIBELs, STAR and Grade data and distribution to school sites
- CCEIS Data: Support for the CCEIS plan
- District Initiatives: Plan, design, collect, and report on metrics for various state plans, such as LCAP, Significant Disproportionality, Differentiated Assistance, Black Lives Matter, etc
- Program Review: Design and conduct surveys for the middle school redesign.
- Infinite Campus and Illuminate: Review of data systems and integrity.
- Implementation of State Assessments: ELPAC, CAASPP, Physical Fitness Testing etc.
- Development of a Data Dashboard: will be complete by June 2022
- 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;
- 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.
- Monitor and respond to shifting state requirements for testing and reporting;
- Design process map for ELPAC testing in the EL plan;
- Implementation of Initial ELPAC, Summative ELPAC, and Alternative ELPAC.
- 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.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HIGH QUALITY INSTRUCTION (Measure E1, Resource 0741)

PROGRAM EVALUATION

Revenue and Expenditures

Comparison Report FY 2020-21

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: Rubén Aurelio, Associate Superintendent of Education Services
Ruth Steele-Brown, Director for Berkeley Research, Evaluation and Assessment

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EXPENDITURES					
Certificated Salaries	90,360	176,464	176,464	225,363	48,899
Classified Salaries	111,380	117,501	117,501	118,075	574
Employee Benefits	60,065	90,710	90,710	103,050	12,340
Books, Supplies and Equipment	0	10,000	10,000	0	(10,000)
Services & Other Operating Expenses	77,600	66,500	66,500	59,753	(6,747)
TOTAL EXPENDITURES	339,405	461,175	461,175	506,242	45,067

SCHOOL SITE PROGRAMS

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

ANNUAL REPORT: FY 2020-21
UPDATE: FY 2021-22

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: **Kathy Fleming, Director of Local Resources and Partnerships, with Danielle Perez, BSEP Program Specialist**

The budgeted revenue allocated to the BSEP Site Program funds in FY 2020-21 was $3,252,267. This allowed for allocations to the sites of $305 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 2020-21.

The expenditure budget for each site for FY 2020-21 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 2020-21, the BSEP Site Program allocation of $305 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 $305 per pupil allocation was an increase of 7.02% from the previous year. Increases in the annual per pupil allocation are driven by increases in revenue.The four largest areas of expenditure from BSEP Site Program Funds (from current year monies and carryover combined) were:

1. Staffing (86.635% of total actual expenditures)

Budget: $2,704,948 *Actual: $2,546,093* *Variance: ($158,855)*

- Certificated Staffing $ 1,458,531
- Classified Staffing $ 525,804
- Employee Benefits $ 561,759

2. Contracted Services (5.696% of total actual expenditures)

Budget: $273,494 *Actual: $167,405* *Variance: ($106,089)*

3. Books, Supplies and Equipment (3.125% of total actual expenditures)

Budget: $229,474.00 *Actual: $91,839* *Variance:* (*$137,635*)

4. Indirect Costs (4.544% of total expenditures)

Budget: $188,983 *Actual: $133,534* *Variance* (*$55,449*)

All unspent BSEP Measure E1 Site Program dollars from 2020-21 were carried over to 2021-22 budgets. Under both Measures A and E1 the purpose of Site Funds remains consistent, and site budgets may draw upon carryover BSEP Site Program funds until they are completely expended.

STATUS REPORT

In the 2020-21 school year, BUSD schools operated in Distance Learning for most of the school year due to the COVID-19 pandemic; this impacted how BSEP site funds were used. The Site Plans and budgets for 2020-21 were created at the end of the 2019-20 school year, when the pandemic had just begun and before it was known that the coming year would be spent almost entirely in Distance Learning. Despite this, the amount of variances between the 2nd Interim Budget and the Unaudited Actuals for the two largest spending categories (Staffing and Contracted Services) were lower than those from the previous school year (2019-20).

Given the limited time students and staff spent on-campus in 2020-21, the underspending on books, supplies, and equipment is expected. Further, in the 2020-21 fiscal year many one-time funding sources were available to address pandemic-specific expenses, so most unanticipated costs in this year were absorbed by non-BSEP funds.

Indirect costs are a set percentage paid of all actual spending from each fiscal year, and as such would represent 4.544% of total expenditures regardless of how much had been spent in 2020-21. The variance in this category represents the overall reduction in spending of BSEP site funds, rather than a change in proportion or use of the indirect costs budget.

In this academic year, the overall fund balance of Resource 0752, containing all unused funds across the BSEP Site Program budgets, increased by $375,266. Carryover funds cannot be used for personnel and can be used for one-time costs such as materials and supplies, contracts, etc.. As the pandemic continues, resuming contracted services at school sites has been hindered, with COVID related restrictions on when non-staff may be on school campuses. District staff will continue to work with Principals through future budgeting cycles to maximize appropriate use of carryover BSEP site funds at every available opportunity.

FUND BALANCES
Measure E1, Resource 0752

Beginning: $1,361,640	*Ending: $1,736,906*	*Increase: $375,266*

Measure A, Resource 0852

Beginning: $187,501	*Ending: $187,501*	*Change: $0*

2020-21 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 2020-21 SSCs made the following changes to their Plans and budgets:

- King Middle School allocated $26,500 to add .20 FTE of certificated staff time to provide afterschool English Language Development (ELD) tutorial.
- Longfellow Middle School allocated $10,000 (combined with $5,000 from their Title I site funds) to increase their 8th grade math offerings by one section, or .20 FTE, supporting an extended-learning math class at that site.
- The Early Childhood Education program (Preschools) allocated $11,000 to increase their materials and supplies budget.
- Jefferson (since renamed Ruth Acty beginning in 2021-22) Elementary allocated $10,500 to pay for teacher hourly work in curriculum and professional development. The school also allocated $4,000 to pay for classified hourly tutors.
- John Muir Elementary allocated $7,000 for teacher hourly work in preparation for school reopening, and also allocated $3,000 for materials and supplies.
- Sylvia Mendez Elementary allocated $31,092 to pay for .30 FTE of the site's Math Intervention TSA position. This removed the expense from the PTA budget, which experienced low fundraising due to the pandemic. Sylvia Mendez also allocated $1,300 for certificated hourly pay to supervise afterschool tutoring.
- Thousand Oaks Elementary allocated $2,000 to increase an existing contract for mental and behavioral health.
- Washington Elementary allocated $7,500 to purchase books.

Update FY 2021-22:

Site fund allocations increased from $305 per pupil in 2020-21 to $325 per pupil in 2021-22, due to increased BSEP revenues. Overall, the site fund picture is mixed, with continued decreases in Federal Title I resources due to shifting demographics, as well as ongoing fundraising challenges for PTAs as the pandemic continues. However, in addition to the BSEP site fund allocation increase, other resources exist for sites, including the "Restorative Restart Grants" that were given to schools from one-time COVID funding to help alleviate budgetary pressure created by the pandemic.

The 2021-22 Site Plans and budgets are published as the Consolidated School Plans document. Between August and December of 2021, those current BSEP site budgets have been amended through site plan addenda in the following ways:

- Ruth Acty Elementary allocated an additional $20,000 to pay certificated staff hourly to provide academic intervention, as well as $16,000 to purchase materials and supplies for their site.
- Early Childhood Education allocated $7,500 to purchase outdoor equipment, $7,245 to increase a contract for music and movement, and $2,500 to purchase classroom materials.

As final uses of the Restorative Restart grants are determined over the course of this year, it's possible that some Principals and SSCs may use those one-time funds to pay expenses currently planned to be paid from BSEP site funds. Additional site plan addenda will likely also be enacted between January and June of 2022 as the year continues to unfold, and will be reported in full in the 2021-22 Annual Report.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

SCHOOL SITE PROGRAMS (Measure E1, Resource 0752)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

Ten and a quarter percent (10.25%) of the available revenues shall be allocated annually for School Site Programs to each K-12 school on a per pupil basis. 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:
Kathy Fleming, Director of Local Resources
Danielle Perez, BSEP Program Specialist

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	3,200,411	3,252,267	3,252,267	3,314,138	61,871
EXPENDITURES					
Certificated Salaries	1,443,567	1,472,918	1,522,080	1,458,531	(63,549)
Classified Salaries	495,282	530,055	582,349	525,804	(56,545)
Employee Benefits	554,144	613,652	600,519	561,759	(38,760)
Books & Supplies	169,321	183,445	229,474	91,839	(137,635)
Unallocated Reserve and Carryover	0	154,549	762,325	0	(762,325)
Contracted Services	274,739	201,521	273,494	167,405	(106,089)
Indirect Costs	155,659	150,232	188,983	133,534	(55,449)
TOTAL EXPENDITURES	3,092,712	3,306,372	4,159,224	2,938,872	(1,220,352)
NET INCREASE (DECREASE)	107,699	(54,105)	(906,957)	375,266	1,282,223
FUND BALANCE ANALYSIS					
Beginning Fund Balance	1,253,941	1,361,640	1,361,640	1,361,640	0
Net Increase (Decrease) in Fund Balance	107,699	(54,105)	(906,957)	375,266	1,282,223
Ending Fund Balance	1,361,640	1,307,535	454,683	1,736,906	1,282,223

Notes
(1) Revenue is allocated to each school site based on the number of students for the 2019-20 year (CALPADS data). The enrollment 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 2020-21, adjusted enrollment was 10,348.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

SCHOOL SITE PROGRAMS (Measure E1, Resource 0852)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

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

Budget Managers:
Kathy Fleming, Director of Local Resources
Danielle Perez, BSEP Program Specialist

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	(5,023)	0	0	0	0
EXPENDITURES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	0	0	0	0	0
Employee Benefits	0	0	0	0	0
Books & Supplies	3,441	0	0	0	0
Unallocated Reserve and Carryover	0	0	0	0	0
Contracted Services	0	0	0	0	0
Indirect Costs	183	0	0	0	0
TOTAL EXPENDITURES	3,624	0	0	0	0
NET INCREASE (DECREASE)	(8,647)	0	0	0	0
FUND BALANCE ANALYSIS					
Beginning Fund Balance	196,148	187,501	187,501	187,501	0
Net Increase (Decrease) in Fund Balance	(8,647)	0	0	0	0
Ending Fund Balance	187,501	187,501	187,501	187,501	0

SCHOOL LIBRARIES

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

ANNUAL REPORT: FY 2020-21
PROGRAM UPDATE: FY 2021-22

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

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

- Staffing for all school libraries every school day.
- Materials for all students TK-12th grade at $8 per pupil.
- Circulation of materials to all students.
- 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.
- 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.
- 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 for the 2020-21 School Year

- Over 100,000 items were circulated in the K-12 schools in 2020-21, about 40% of previous years - not surprising given that schools were closed through much of the school year.

- While schools were closed, books were circulated via curbside pick-up at every school site. For elementary schools, every student was invited to come and pick up bags of books for their grade level. At middle and high schools, specific book requests were filled and librarians also provided "grab bags" of high interest books. Over $8000 was spent to support circulation during distance learning to provide paper bags and outdoor book return bins.

- Library services were provided virtually. Elementary library specialists provided weekly storytimes for each class as part of the distance learning schedule. Secondary teacher librarians collaborated with teachers and joined Zoom classes as well as providing drop-in library time.

- The Library Coordinator and the Library Services TSAs make up a significant portion of BUSD's Instructional Technology team. Supporting Distance Learning became a large percentage of their workload throughout the school year.

- Mock Newbery Book Clubs at all elementary schools and Battle of the Books at the three middle schools continued virtually. We added "Mock Newbery Nights" virtual author visits for 4th and 5th graders with Jessica Kim, Ernesto Cisneros and Amy Timberlake.

- Access to electronic resources expanded to all students, TK-12th grade. Audiobooks and ebooks were available through *Tales2Go, TumbleBooks* and the *Sora* app, supplemented by support for parents and teachers of the younger grades.

- Berkeley High School and Berkeley Public Library collaborated to bring "Stories for Change," a series of virtual author visits featuring Aiden Thomas, Gene Luen Yang and Ibi Zoboi. Additionally, BPL resources were promoted with BHS students.

- Seven schools had parent outreach events or literacy nights with participation from library staff.

- Six diverse Recommended Reading Lists were published on websites for students, preschool through high school, on a variety of relevant themes.

Library Program Challenges and Achievements

- Virtual Instruction "Boot Camp" for library staff - a week of intensive training on virtual teaching tools to prepare classified staff for leading classes on Zoom.
- Curbside circulation, including preparing book bags, was labor intensive particularly because we had limited use of volunteers.
- Constantly shifting health guidelines caused anxiety and the need for frequent revisions of policies made long-term planning almost impossible.
- Library staff meetings were held weekly rather than our previous schedule of monthly.
- Significant losses from the library collections.

Fund Balance Management:

The fund balance grew due to changing needs during Distance Learning. Many regular annual purchases were deferred to the following year.

The intended uses of fund balance in 2021-22 and in subsequent years include:

- To maintain the budget for supplies and materials should personnel costs outpace revenue growth.
- Replace lost library books due to COVID closure. If other funding sources are not identified, the fund balance will be used to purchase replacements of the books lost during the 2020-21 school year.
- Upgrade library technology including circulation computers, student computers and presentation equipment.
- Facilities improvements including new shelving, signage and furniture, in collaboration with the Facilities Department and PTAs.

Program Update 2021-22 School Year:

- This school year saw a return to the core library program with in-person class visits at the start of the school year.
- Lunchtime and club activities are still limited such as restricted numbers of students, maintaining a log of all who enter the library, restrictions about mixing classes in elementary schools etc.
- One-time federal COVID funds replaced approximately $150,000 worth of books lost during school closures.

Equity Initiatives within BUSD Libraries

- Book circulation model with books for EVERY student was unique to Berkeley, designed to get as many books to as many students as possible with no penalties for loss.
- Use of Task Runners via Berkeley School Volunteers to deliver books to target students.
- Programming audit, collecting data for elementary library read-alouds and booktalks.
- Professional development focuses on diversity and equity.
- All author visits and special programs are developed with an eye toward diversity.
- Book lists and recommendations are developed to showcase a wide range of writers. Every list is reviewed with an eye toward diversity and intersectionality.
    - Asian American Pacific Islanders
    - Black Lives Matter
    - Labor Leaders of the Farm Workers Teaching Resources
    - Return to School (Social-Emotional Resource)
    - Transgender, Non-Binary and Gender Fluid

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

SCHOOL LIBRARY (Measure E1, Resource 0761)

Revenue and Expenditures

Comparison Report FY 2020-21

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: Jessica Lee, District Library Coordinator

	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	2,300,384	2,344,146	43,762	*Revenue increases due to receipt of prior year and additional current year revenue in 2020-21*
EXPENDITURES				
Certificated Salaries	720,861	696,110	(24,751)	
Classified Salaries	663,483	648,231	(15,252)	
Employee Benefits	536,211	491,685	(44,526)	
Books & Supplies	164,357	136,891	(27,466)	*Some regular annual purchases were deferred*
Unallocated Reserve	42,791	0	(42,791)	*Reserved for Personnel Variance*
Contracted Services	76,025	73,723	(2,302)	
Indirect Costs	104,897	97,420	(7,477)	
TOTAL EXPENDITURES	2,308,625	2,144,060	(164,565)	
NET INCREASE (DECREASE)	(8,241)	200,087		
FUND BALANCE ANALYSIS				
Beginning Fund Balance	546,534	546,534	0	
Net Increase (Decrease) in Fund Balance	(8,241)	200,087	250,851	
Ending Fund Balance	538,293	746,621	250,851	*The fund balance grew due to changing needs during Distance Learning. Many regular annual purchases were deferred to the following year.*

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

SCHOOL LIBRARY (Measure A, Resource 0860)

Revenue and Expenditures

Comparison Report FY 2020-21

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: Jessica Lee, District Library Coordinator

	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	75,410	1,434	73,976	*Set aside to cover book losses during school closure*
Unallocated Reserve and Carryover	0	0	0	
Contracted Services	0	0	0	
Indirect Costs	3,590	69	3,521	
TOTAL EXPENDITURES	79,000	1,503	77,497	
NET INCREASE (DECREASE)	(79,000)	(1,503)	(77,497)	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	164,115	164,115	0	
Net Increase (Decrease) in Fund Balance	(79,000)	(1,503)	77,497	
Ending Fund Balance	85,115	162,612	77,497	

MUSIC, VISUAL AND PERFORMING ARTS

BSEP Measure E1, Resource 0753
BSEP Measure A, Resource 0853

ANNUAL REPORT: FY 2020-21
PROGRAM UPDATE: FY 2021-22

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

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.

STATUS REPORT

Highlights of the Music and VAPA program July 2020 - June 2021

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

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:

- 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.
- 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 eight Elementary Schools

Music/VAPA Program Achievements and Challenges

ACHIEVEMENTS-

- *Our complete music schedule was up and running virtually via zoom starting day 1 of the school year. We offered all our regular instruments, the same number of sections, all grades TK-12.*
- *VAPA still provided instruments to all students. Though the Ed Hub had moved out of our facility, VAPA Tech Diana Lee and the VAPA supervisor ran a drive-thru, contactless music distribution hub that distributed thousands of instruments to student grades 4-12, music activity packets (with recorders) for third graders, distributed sheet music and supplies like reeds, and even did on-the-spot repairs.*
- *Our first VAPA Family Engagement and Equity Specialist, Jay Whittington, was hired in January at 0.25 FTE. She spent most of spring 2021 completing a needs assessment and subsequent Phase 2 VAPA Equity Plan for VAPA Music.*
- *Our inquiry/equity work with Mills Teacher Scholars focuses on the theme of JOY in the virtual music classroom this year.*
- *Our music team pivoted in April to provide IN-Person music instruction to provide teacher preps for the "phase 2 reopening". Teachers instructed morning classes itinerantly at school sites and then maintained a virtual schedule of combined music classes from home in the afternoon. VAPA made strategic purchases of drum pads, ukuleles, percussion instruments, and buckets (for drumming) so that students could play non-wind instruments and stay in their classroom cohorts.*

CHALLENGES-

- *Many Partnerships/contractors were not able to continue their work.*

- *School-day and after-school Arts Anchor funding was largely unused due to virtual learning.*
- *Many instruments not returned / unaccounted for.*
- *Proposed digitization project still on hold, due to companies not being able to scan sheet music without destroying/compromising the original in the process.*
- *Our virtual music program was poorly attended due to a shift to the optional status of specialty classes.*

Fund Balance Management:

Underspending due to distance learning and contractors could not come on campus., e.g Arts Anchor Funds, music coaches, field trips, and special events.

The intended uses of fund balance in 2021-22 and in subsequent years:

- 2021-22 and subsequent budgets will require a fund balance to provide same or increase level of services, e.g high school music coaches, additional of Equity Specialist, equity events and programs
- Additional uses include one time expenditures e.g., new instrument purchases.

Program Update 2021-22 School Year:

The full in-person nature of this school year's instruction allows us to build back all programs (i.e. full mandatory participation in 3rd-5th music restored, Arts Anchor money being utilized, etc.).

Equity Initiatives in Music/VAPA

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, as well as many BIPOC programs and equity focused events and initiatives.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

MUSIC/VAPA (Measure E1, Resource 0753)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

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

Budget Manager: Pete Gidlund, VAPA Program Supervisor

	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	1,744,589	1,766,536	21,947	*Revenue increases due to receipt of prior year and additional current year revenue in 2019-20*
EXPENDITURES				
Certificated Salaries	853,134	866,876	13,742	
Classified Salaries	70,842	61,293	(9,549)	
Employee Benefits	311,203	284,569	(26,634)	
Books & Supplies	182,500	161,155	(21,345)	
Unallocated Reserve	39,284	0	(39,284)	*Reserved for Personnel Variance*
Contracted Services	294,200	79,862	(214,338)	*Underspending due to distance learning and contractors could not come on campus., e.g Arts Anchor Funds, music coaches, field trips, and special events.*
Indirect Costs	94,708	81,302	(13,406)	
TOTAL EXPENDITURES	1,845,871	1,535,057	(310,814)	
NET INCREASE (DECREASE)	(101,282)	231,479	332,761	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	842,936	842,936	0	
Net Increase (Decrease) in Fund Balance	(101,282)	231,479	401,949	
Ending Fund Balance	741,654	1,074,415	401,949	*The fund balance grew due to changing needs during Distance Learning. Many regular annual contracts and services could not occur.*

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

MUSIC/VAPA (Measure A, Resource 0853)

Revenue and Expenditures

Comparison Report FY 2020-21

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 Manager: Pete Gidlund, VAPA Program Supervisor

	Adopted Budget 2020-21 as of 07/01/20	Unaudited Actuals 2020-21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020-21	Notes
REVENUE	0	0	0	
EXPENDITURES				
Certificated Salaries	0	0	0	
Classified Salaries	0	0	0	
Employee Benefits	0	0	0	
Books & Supplies	190,913	47,503	(143,410)	*Underspending due to distance learning impact on staff capacity*
Unallocated Reserve	0	0	0	
Contracted Services	0	25,999	25,999	*funds used for instrument deferred maintenance*
Indirect Costs	9,087	3,499	(5,588)	
TOTAL EXPENDITURES	200,000	77,001	(122,999)	
NET INCREASE (DECREASE)	(200,000)	(77,001)	122,999	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	293,686	293,686	0	
Net Increase (Decrease) in Fund Balance	(200,000)	(77,001)		
Ending Fund Balance	93,686	216,685	122,999	*Slowing of Fund Balance uses due to distance learning impact on staff capacity*

INSTRUCTIONAL TECHNOLOGY

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

ANNUAL REPORT: FY 2020-21
UPDATE: FY 2021-22

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

Budget Manager: Max Eissler, Director of Technology

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. The passage of Measure G allowed the district to continue to update infracture with the first bond issuance in November of 2020. These funds allowed the district to replace 2,000 classroom chromebooks which had reached their end-of-life and to continue implementing classroom displays. In 2021 the district began piloting touch-screen flat panel technology in place of short-throw projectors.

Core Instructional Technology Program:

- School Computer Technicians 6.20 FTE
- Technology Supervisor 0.75 FTE
- Instructional Technology TSA 1.00 FTE

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

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

In addition to Tech Department staff, the BSEP Technology budget also funds stipends for Tech Teacher Leaders (TTLs) at each school. The program began in 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 ITL team and worked at their sites to improve teachers' use of technology in classrooms. ITL and TTLs, in concert with Computer Techs provided by BSEP, significantly furthered the use of technology in classrooms. With the shift to distance learning for most of the 2020-21 school year, this support became even more critical as all teachers and students relied on technology for the instructional program. Due to the increased demands for instructional technology support in the distance learning environment, the TTL stipends were converted to hourly overtime compensation during the 2020-21 school year.

As one cart per classroom has become standard in grades 4 through 8, with additional carts strategically placed for other grade levels, school norms for their use have also become standard:

- 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
- The district has provided Chromebook carts in classrooms in 4th - 8th grade, plus one for every two third grade classrooms.
- The district has begun replacing chromebooks as they reach their end-of-life.
- Higher-end chromebooks have been made available to all classroom teachers for daily use.

Instructional Technology Program Challenges and Achievements July 2020 - June 2021:

- The district converted to a new student information system: Infinite Campus. TTLs, the ITL team and BSEP funded site-techs provided training and support for teachers, students and parents on this system.

- Technology procured, configured and installed 2,000 classroom chromebooks to replace devices which had reached their end-of-life.

- Technology procured and issued over 750 new, high-end chromebooks to teachers for use in the distance learning environment and the classroom.

- As Distance Learning continued, the Technology Department facilitated the procurement and provision of take-home Chromebooks, mobile hotspots. and coordinated with Ed Services for the selection of online learning platforms.
- Technology also partnered with the Schools Fund to provide technology support to families.
- A Technology department staff member was onsite each day the Ed Hub was open to provide tech support, and staff has spent time fixing Chromebooks (for example replacing broken screens) while the EdHub was closed.
- Technology department technicians responded to more than 3,500 helpdesk requests. An additional 1,500 requests were responded to by Berkeley Schools Fund volunteers.
- Over 4,000 Chromebooks and over 600 HotSpots were issued to families.
- When in-person instruction resumed, Technology received, repaired, and refreshed all take-home devices and placed them back into the classroom carts before the 2021-22 school year began.

Fund Balance Management:

The fund balance grew due to unfilled positions for part of the year, changing needs during Distance Learning and the need for fewer supplies and some purchases previously funded by BSEP were shifted to one-time COVID funding sources.

The intended uses of fund balance in 2021-22 and/or in subsequent years:

- Increases in per pupil allocations for school sites for Instructional Technology equipment and supplies
- One-time expenses including repairs, new computers, and other technology upgrades
- Multi-year software subscription cycles

Program Update FY 2021-22

- The district has applied for and received federal funding to purchase approximately 2,300 Chromebooks dedicated for student home use. The devices have already been purchased and received, and checkout will begin in January.

- The district has also applied for and received federal funding for 600 take-home hotspots for students who lack devices at home.
- Technology is continuing the partnership with Library Services and the Berkeley Schools Fund to issue hotspots and Chromebooks both through the student's home school library and the Ed Hub. These devices are available for any student who needs them, regardless of socioeconomic status or whether or not they are in distance learning.
- Schools will have more direct control of the equipment and supplies budget, allowing for greater flexibility and accountability for this spending.
- As the district has primarily returned to in-person instruction, the TTL positions have been returned to the prior stipend model in place of hourly compensation.
- The district continues its ongoing WiFi upgrades and improvements.
- The district plans to complete the Network Switch refresh to accommodate higher bandwidth district-wide (equipment paid for by Facilities Bond);
- The district has begun piloting touch-enabled, flat panel displays for the classrooms, with over a dozen installed throughout the district, and will work with teachers to finalize this standard and finish classroom A/V modernizations.

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:

- In order to bridge the digital divide, Technology will begin providing Chromebooks and hotspots to any student who lacks access to digital homework and research.
- Technology will continue to ensure that Free/Reduced Lunch eligible and Homeless students are prioritized in access.
- Technology and Educational Services are collaborating to ensure that all classroom instructional technology is inclusive and meets accessibility standards.

- TSA and TTLs continue to coach teachers on best practices for technology integration including Universal Design for Learning (UDL) to ensure equitable access to the curriculum.
- 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)

Instructional Technology (Measure E1, Resource 0762)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

Three and a quarter (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: Max Eissler, Director of Technology

	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	1,031,206	1,050,824	19,618	*Revenue increases due to receipt of prior year and additional current year revenue in 2020-21*
EXPENDITURES				
Certificated Salaries	99,500	107,640	8,140	
Classified Salaries	509,381	473,335	(36,046)	*Variance due to unfilled positions for part of the year*
Employee Benefits	291,148	245,088	(46,060)	*Variance due to unfilled positions for part of the year*
Books & Supplies	131,911	57,509	(74,402)	*Underspending due to distance learning and reduced site supplies and materials needs*
Unallocated Reserve	18,101	0	(18,101)	*Reserved for Personnel Variance*
Contracted Services	24,000	44,650	20,650	*Minor over expenditure in contracts due to Internet content filter for students at home*
Indirect Costs	51,124	44,183	(6,941)	
TOTAL EXPENDITURES	1,125,165	972,405	(152,760)	
NET INCREASE (DECREASE)	(93,959)	78,418	172,377	
FUND BALANCE ANALYSIS				
Beginning Fund Balance	202,081	202,081	0	
Net Increase (Decrease) in Fund Bal	(93,959)	78,418	172,377	
Ending Fund Balance	108,122	280,499	172,377	*The fund balance grew due to an unfilled positions for part of the year, changing needs during Distance Learning, and the need for fewer supplies. Some purchases previously funded by BSEP were shifted to one-time COVID funding sources.*

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.

<u>African American Success</u>

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:

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: 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)	*Variance due to unfilled positions*
Classified Salaries	0	0	0	
Employee Benefits	294,327	235,814	(58,513)	*Variance due to unfilled positions*
Books & Supplies	0	0	0	
Unallocated Reserve	105,332	0	(105,332)	*Reserved for Personnel Variance*
Contracted Services	110,000	229,984	119,984	*Variance due to consultant costs exceeded budgeted amount*
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	*Growth in fund balance due to unfilled positions and reserved funds for salary variance*

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:

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: 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)	*Variance in actual salaries vs. budgeted*
Classified Salaries	0	0	0	
Employee Benefits	173,704	151,470	(22,234)	*Variance in actual salaries vs. budgeted*
Books & Supplies	0	0	0	
Unallocated Reserve	22,231	0	(22,231)	*Reserved for Personnel Variance*
Contracted Services	50,000	0	(50,000)	*Savings due to contract not initiated (initiated in 2021-22)*
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	*Growth in fund balance due to salary variances and unspent contract funds*

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:

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: 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 Carryo	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	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	

OVERSIGHT, COMMUNITY ENGAGEMENT & COMMUNICATIONS

BSEP Measure E1, Resource 0754
BSEP Measure A, Resource 0854
BERRA Measure E, Resource 0610

ANNUAL REPORT: FY 2020-21
PROGRAM UPDATE: FY 2021-22

Measure E1 Purpose
…two percent (2%) of the remaining revenues which shall be dedicated to support of the Planning and Oversight Committee, School Site Councils and Community Engagement, and for communications and public information services.[1]

Measure E Purpose
…one percent (1%) of the remaining revenues which shall be dedicated to costs related to planning, monitoring, evaluating and reporting the use of these funds.[2]

Budget Manager: **Kathy Fleming, Director of Local Resources**
Trish McDermott, Senior Communications Officer

BACKGROUND
Funding from these resources 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 and BERRA 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 digital Community Report including a mailed postcard and digital

[1] BSEP Measure E1 Section 9A
[2] BERRA Measure E Section 2A

link distribution, district-wide emails and phone blasts, Remind texts, 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.

Communications and Community Engagement Highlights 2020-21:

In FY 2020-21, 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:

COVID-19:

- Distance Learning Plan
- Reopening Safety Plan
- Elementary School Spring In-Person Enrollment and Reopening Information
- COVID Safety, Distance Learning and Hybrid Learning Town Halls/Affinity Town Halls
- Thought Exchanges, FAQs and Surveys
- COVID Information Website Pages
- Summer and School-Year Student Grab & Go Meal Pick Up
- Updated Health Orders and State and City of Berkeley Guidance
- Resources for Families / Ed Hub
- Introducing New COVID Nurses
- Contact Tracing Protocols
- Staff and Student Vaccination Clinics
- Free Sonic High Speed Internet Program for Student Households
- City Health Department, County Health Department (weekly meetings)
- Bay Area County/Superintendent Meetings (bi-weekly)
- OFEE: Distance Learning Support Webinars and Workshops

Other Key Initiatives

- Black History Month/Black Lives Matter at School Week
- Latinx Heritage Month
- AAPI Heritage Month

- Black History Oratorical Fest
- LCAP Community Engagement
- Middle School Enrollment Community Engagement
- 2020 Census Promotion - Distribution of 1,000 Gift Bags at Meal Distribution Sites
- Renaming of Ruth Acty Elementary School
- Kamala Harris Inauguration
- Reopening of Oxford Elementary School at West Campus
- State of the District
- Recruiting Community Members to Serve on Personnel Commission and Oversight Committees for Measures, G, I and H
- Teacher and Staff Appreciation
- Air Quality Restrictions and Ed Hub Closures
- Power Shut-offs and Distance Learning
- BHS Sexual Harassment
- Access for Public to Online Board and Committee Meetings
- Board Resolutions and Policies
- School Name Change Preparations for Washington Elementary School
- Health Webinar with UCSF
- Workforce Housing
- Sustainability Efforts

Additionally, the Public Information Office coordinates translation and interpretation services. The budget allocates funds to support a 1.0 FTE Spanish Translator and funds for interpretation consultants. Live interpretation was provided in 15 different languages at district meetings and events and interpretation support at school sites. The following chart show the top five most frequently interpreted languages and their percentage:

Language	% Total
SPANISH	70.48%
ARABIC	9.75%
URDU	3.97%
VIETNAMESE	3.63%
MANDARIN	3.03%

BSEP Oversight Highlights 2020-21:

The BSEP Office continued to support the district leadership and program managers:

- Developed new P&O Report/Planning/Meeting Formats
- Worked with City of Berkeley on new Tax Implementation and Rebate
- 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;
- Prepared the Annual Reports and First Interim Reports for each of the nine BSEP Resources and an Interim report for BERRA;
- Planned and co-facilitated P&O Committee meetings, providing documents, coordinating guest speakers, and preparing agendas and presentations;
- Visited SSC meetings, providing guidance and support to principals and committee members;
- Advised and prepared documents and presentations for Superintendent's Budget Advisory Committee (SBAC) meetings and Board meetings, including advising possible budget adjustments involving BSEP due to insufficiency of state funding.
- Developed the annual plans and budgets for the nine BSEP resources and two BERRA resources.
- Worked with every school Principal and School Site Council (SSC) to analyze and develop all 18 BSEP Site Program Fund budgets and plans.

2020-21 Expenditures Summary

The actual expenditures for BSEP 0754, Measure A 0854 and BERRA 0610 were

At the close of 2020-21, the expenditures for this program were as follows:

- BSEP (Resource 0754) - Projected expenditures at 2nd Interim was $632,200 and unaudited actuals was $527,660. The fund balance at the close of 2020-21 is $348,128, which is an increase of $116,858. The savings of $104,540 was due primarily to the unspent reserves, which is $117,487.

- BERRA (Resource 0610) - Projected expenditures at 2nd Interim was $90,400 and unaudited actuals was $86,724.The fund balance at the close of 2020-21 is $9,677.

- Measure A (Resource 0854) - Projected expenditures at 2nd Interim was $52,000 and unaudited actuals was $38,526. The fund balance at the close of 2020-21 is $219,751.

Program Update FY 2021-22 - Office of Local Resources and Public Information Office

The fall of 2021 saw the organizational transition of the Communications, BSEP, and Community Engagement to the Office of Local Resources and Public Information Office.

The Public Information and Communications Office:

- Participated in California Department of Public Health, Regional Health Officer and County Superintendent, Alameda County and City of Berkeley COVID Response Teams

- Worked with the City of Berkeley to promote and run COVID-19 Vaccination Clinics and with OFEE to do outreach to families with barriers to vaccination access

- Developed COVID-19 contact tracing protocols and communications with the Case Response Team/District Nurse based on new and changing Public Health guidance.

- Presented COVID-19 Safety Protocols to Managers and Staff

- Continued to manage all other communications around COVID including a 2021-22 Safety Plan, All-Student Vaccination or Testing Policy, youth-supported student vaccination messages, staff and family safety and Health orders/guidance, and media interviews

- Supported the Washington Renaming project

- Launched an Affinity-Based Resources webpage with links to Latinx, AAPI, and African American Resources web pages

- Supported Spanish language translation of key social media posts and safety information as well as Arabic translation of some key documents.

- Supported Latinx History Month
- Supported Middle School Enrollment Engagement

The Office of Local Resources

The incoming Director of Local Resources, Kathy Fleming began in her role on July 15, 2021. The Director of BSEP and Community Relations, Natasha Beery remained on board to assist in the leadership transition supporting Director Fleming and the new Associate Superintendent of Ed. Services, Rubén Aurelio. Director Beery also assisted on the Communications Team on the Washington renaming project in the fall of 2021

Measurable / Equity Outcomes:

During planning and budget development in 2020-21, the following measures were developed

- 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

Measures and equitable outcomes will be revisited this year and additional measures may be developed to capture the work of these two offices.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Oversight, Commiunity Engagement and Public Information (Measure E1, Resource 0754)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

...two percent (2%) of the remaining revenues which shall be dedicated to support of the Planning and Oversight Committee, School Site Councils and Community Engagement, and for communications and public information services.

Budget Manager: Kathy Fleming, Director of Local Resources
Trish McDermott, Senior Communications Officer

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	637,215	647,539	647,539	659,858	12,319
EXPENDITURES					
Certificated Salaries	0	0	0	17,674	17,674
Classified Salaries	351,789	351,819	351,819	351,580	(239)
Employee Benefits	131,525	138,894	138,894	141,055	2,161
Books & Supplies	6,162	0	0	0	0
Unallocated Reserve and Carryover	0	117,487	117,487	0	(117,487)
Contracted Services	40,131	24,000	24,000	17,351	(6,650)
Indirect Costs	0	0	0	0	0
TOTAL EXPENDITURES	529,606	632,200	632,200	527,660	(104,540)

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Oversight, Commiunity Engagement and Public Information (Measure A, Resource 0854)

Revenue and Expenditures

Comparison Report FY 2020-21

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: Kathy Fleming, Director of Local Resources
Trish McDermott, Senior Communications Officer

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	(1,000)	0	0	0	0
EXPENDITURES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	0	8,254	8,254	0	(8,254)
Employee Benefits	0	1,746	1,746	0	(1,746)
Books & Supplies	2,003	12,000	12,000	2,964	(9,036)
Unallocated Reserve and Carryover	0	0	0	0	0
Contracted Services	5,618	30,000	30,000	35,561	5,561
Indirect Costs	0	0		0	0
TOTAL EXPENDITURES	7,620	52,000	52,000	38,526	(13,474)
NET INCREASE (DECREASE)	(8,620)	(52,000)	(52,000)	(38,526)	13,474
FUND BALANCE ANALYSIS					
Beginning Fund Balance	266,897	258,277	258,277	258,277	0
Net Increase (Decrease) in Fund Balance	(8,620)	(52,000)	(52,000)	(38,526)	13,474
Ending Fund Balance	258,277	206,277	206,277	219,751	13,474

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY EDUCATOR RECRUITMENT AND RETENTION ACT (BERRA)

Oversight, Commiunity Engagement and Public Information (Measure E, Resource 0610)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

...two percent (2%) of the remaining revenues which shall be dedicated to support of the Planning and Oversight Committee, School Site Councils and Community Engagement, and for communications and public information services.

Budget Manager: Kathy Fleming, Director of Local Resources
Trish McDermott, Senior Communications Officer

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	0	94,528	94,528	96,401	1,873
EXPENDITURES					
Certificated Salaries	0	40,000	40,000	47,843	7,843
Classified Salaries	0	19,244	19,244	17,958	(1,286)
Employee Benefits	0	19,410	19,410	20,923	1,513
Equipment	0				0
Unallocated Reserve and Carryover	0	0	0	0	0
Contracted Services	0	0	0	0	0
Indirect Costs	0	0	0	0	0
TOTAL EXPENDITURES	0	90,400	90,400	86,724	(3,676)
NET INCREASE (DECREASE)	0	4,128	4,128	9,677	5,549
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	0
Net Increase (Decrease) in Fund Balance	0	4,128	4,128	9,677	5,549
Ending Fund Balance	0	4,128	4,128	9,677	5,549

BERRA EDUCATOR COMPENSATION
BERRA Measure E, Resource 0620, 0600

ANNUAL REPORT: FY 2020-21
UPDATE: FY 2021-22

Measure E Purpose
The revenues raised by the Measure are to be used to recruit and retain qualified teachers and staff for the Berkeley Unified School District ("District") by providing funding, as specified in the Measure, to improve Berkeley public school educator salaries and address hard-to-staff positions[1] *…ninety-five percent (95%) of the Available Revenues shall be dedicated to supplementing the salaries of District Educators*[2]

Budget Manager: Samantha Tobia-Espinoza, Assistant Superintendent for Human Resources

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BACKGROUND INFORMATION

Measure E of 2020, the Berkeley Public Schools Educator Recruitment and Retention Act (BERRA), provides local tax revenues to recruit and retain qualified teachers and staff for the Berkeley Unified School District, providing funding to improve Berkeley public school educator salaries and address hard-to-staff positions.

In accordance with the Measure, Ninety-five percent (95%) of the Available Revenues will be dedicated to supplementing the salaries of District Educators through a 2020-21 salary increase applied to the 2019-20 salary schedule. See the attached *BERRA Salary Impact Chart 1.24.22* for details.

REPORT ON EXPENDITURES 2020-21

The revenue and expenditures for BERRA Recruitment, Retentions and Development (Resource 0615) and Oversight/Communications (Resource 0610 & BSEP Resources 0754 and 0854) programs are described in more detail in separate reports.

Resource 0600 Restricted
This resource includes funds earmarked for required reserves and other costs associated with maintenance of BERRA such as audits.

Resource 06200 Educator Compensation
This resource includes funds for the salary and benefits increases from 2019-20 to 2020-21 (7% increase).

[1] BERRA Measure E Section 1.
[2] BERRA Measure E Section 2.B

Below is the Revenue and Expenditure summary report for 2020-21 for expenditure of BERRA funds towards Educator Compensation and the additional purposes included in BERRA.

BERRA SUMMARY
Below show the funds budgeted at the time of budget adoption (6/24/20) and the actual expenditures per the Unaudited actuals report as of 6/30/21). Additionally, as shown on the detailed attached *BERRA (All Resources) Revenue and Expenditures Comparison Report FY 2020-21*, the fund balance for all BERRA resources combined at close of 2020-21, the first year of the twelve year measure, is $960,913, which is $275,439 more than had been projected at Second Interim.

Revenue was $173,089 more than projected, and expenditures from Measure E were lower than initially budgeted, for staffing, supplies, materials and services due to COVID. The savings accrue to each BERRA resource's Fund Balance.

Program	Adopted Budget	Actual
0600 Unrestricted	$202,280	$183,060
0610 Oversight/Communications	$90,400	$86,724
0615 Recruitment	$438,420	$170,998
0620 Educator Compensation	$8,882,098	$8,727,529
BERRA - All Resources	**$9,613,398**	**$9,168,311**

Update FY 2021-22 for BERRA Educator Compensation
At First Interim of 20201-22, it is projected that revenue for Educator Compensation (Resource 0620) is $8,890,404 and projected expenditures are $8,882,098. Additionally, it is projected that for all BERRA resources, the aggregate revenue is $9,956,135 and projected aggregate expenditures are $9,613,398, with a projected balance of $342,737.

BERRA Salary Impact Chart

Schedule 17 (Secondary Teachers)	2019-2020 (Pre-BERRA)	2020-2021 (Without BERRA)	2020-2021 (With BERRA)	2021-2022 (Without BERRA)	2021-2022 (With BERRA)
		2.5% increase		1% Increase	
Column 2 (BA +Credential)					
Step 1	53,274.00	54,606.00	58,335.00	55,152.00	58,880.00
Step 5	58,046.00	59,497.00	63,560.00	60,092.00	64,154.00
Step 10	58,614.00	60,079.00	64,182.00	60,680.00	64,782.00
Step 15	60,533.00	62,046.00	66,284.00	62,666.00	66,903.00
Step 20	63,040.00	64,616.00	69,029.00	65,262.00	69,674.00
Step 23	63,040.00	64,616.00	69,029.00	65,262.00	69,674.00
Column 4 (BA +48 or MA)					
Step 1	56,412.00	57,822.00	61,771.00	58,400.00	62,348.00
Step 5	63,245.00	64,826.00	69,253.00	65,474.00	69,900.00
Step 10	68,910.00	70,633.00	75,456.00	71,339.00	76,161.00
Step 15	70,204.00	71,959.00	76,873.00	72,679.00	77,591.00
Step 20	72,711.00	74,529.00	79,619.00	75,274.00	80,363.00
Step 23	72,711.00	74,529.00	79,619.00	75,274.00	80,363.00
Column 7 (BA +84 or MA +36)					
Step 1	56,412.00	57,822.00	61,771.00	58,400.00	62,348.00
Step 5	68,911.00	70,634.00	75,458.00	71,340.00	76,163.00
Step 10	79,576.00	81,565.00	87,136.00	82,381.00	87,950.00
Step 15	87,367.00	89,551.00	95,667.00	90,447.00	96,561.00
Step 20	90,309.00	92,567.00	98,888.00	93,493.00	99,812.00
Step 23	93,256.00	95,587.00	102,115.00	96,543.00	103,069.00

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY EDUCATOR RECRUITMENT AND RETENTION ACT (BERRA)
Revenue and Expenditures
Comparison Report FY 2020-21

Purpose:
The revenues raised by the Measure are to be used to recruit and retain qualified teachers and staff for the Berkeley Unified School District ("District") by providing funding, as specified in the Measure, to improve Berkeley public school educator salaries and address hard-to-staff positions….ninety-five percent (95%) of the Available Revenues shall be dedicated to supplementing the salaries of District Educators

Budget Manager: Samantha Espinoza-Tobias, Assistant Superintendent for Human Resources

	Description	Adopted Budget 2020-21 As of 6/24/20	First Interim Budget 2020-21 As of 10/31/20	Second Interim Budget 2020-21 As of 01/31/21	Unaudited Actuals 2020-21 as of 06/30/21	Second Interim Budget 2020/21 vs. First Interim Budget 2020/21
REVENUE						
	Parcel Taxes	$9,956,135	$9,956,135	$9,956,135	$10,129,224	$173,089
	Parcel Tax Prior Year	$0	$0	$0	$0	$0
	Interest	$0	$0	$0	$0	$0
	Total Revenue	**$9,956,135**	**$9,956,135**	**$9,956,135**	**$10,129,224**	**$173,089**
EXPENDITURES						
	Resource 0600 Unrestricted	$202,480	$202,480	$202,480	$183,060	($19,420)
	Resource 0610 Oversight	$90,400	$90,400	$90,400	$86,724	($3,676)
	Resource 0615 Recruitment	$438,420	$438,420	$438,420	$170,998	($267,422)
	Resource 0620 Educator Compensation	$8,882,098	$8,882,098	$8,882,098	$8,727,529	($154,569)
TOTAL EXPENDITURES		**$9,613,398**	**$9,613,398**	**$9,613,398**	**$9,168,311**	**($445,087)**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		**$342,737**	**$342,737**	**$342,737**	**$960,913**	$618,176
BEGINNING FUND BALANCE		**$0**	**$0**	**$0**	**$0**	**$0**
ENDING FUND BALANCE		**$342,737**	**$342,737**	**$342,737**	**$960,913**	**$618,176**
	Restricted to BERRA	$54,335	$54,335	$54,335	$685,864	$631,528
	Economic Uncertainties 3.0%	$288,402	$288,402	$288,402	$275,049	($13,353)
UNALLOCATED ENDING FUND BALANCE		**$0**	**$0**	**$0**	**$0**	**$0**

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY EDUCATOR RECRUITMENT AND RETENTION ACT (BERRA)
Resource 0620 Educator Compensation
Revenue and Expenditures
Comparison Report FY 2020-21

Purpose:
The revenues raised by the Measure are to be used to recruit and retain qualified teachers and staff for the Berkeley Unified School District ("District") by providing funding, as specified in the Measure, to improve Berkeley public school educator salaries and address hard-to-staff positions….ninety-five percent (95%) of the Available Revenues shall be dedicated to supplementing the salaries of District Educators

Budget Manager: Samantha Espinoza-Tobias, Assistant Superintendent for Human Resources

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	0	8,890,404	8,890,404	9,066,574	176,170
EXPENDITURES					
Certificated Salaries	0	4,747,974	4,747,974	4,621,739	(126,235)
Classified Salaries	0	2,128,059	2,128,059	2,137,552	9,493
Employee Benefits	0	1,602,487	1,602,487	1,571,683	(30,804)
Books & Supplies	0	0	0	0	0
Unallocated Reserve and Carryover	0	0	0	0	0
Contracted Services	0	0	0	0	0
Indirect Costs	0	403,578	403,578	396,554	(7,024)
TOTAL EXPENDITURES	0	8,882,098	8,882,098	8,727,529	(154,569)
NET INCREASE (DECREASE)	0	8,306	8,306	339,045	330,739
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	0
Net Increase (Decrease) in Fund Balance	0	8,306	8,306	339,045	330,739
Ending Fund Balance	0	8,306	8,306	339,045	330,739

BERKELEY UNIFIED SCHOOL DISTRICT

FUND 04 - BERKELEY EDUCATOR RECRUITMENT AND RETENTION ACT (BERRA)

Resource - 0600 Restricted

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:
The revenues raised by the Measure are to be used to recruit and retain qualified teachers and staff for the Berkeley Unified School District ("District") by providing funding, as specified in the Measure, to improve Berkeley public school educator salaries and address hard-to-staff positions….ninety-five percent (95%) of the Available Revenues shall be dedicated to supplementing the salaries of District Educators

Budget Manager: Samantha Espinoza-Tobias, Assistant Superintendent for Human Resources

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	0	503,287	503,287	489,061	(14,226)
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
Unallocated Reserve and Carryover	0	0	0	0	0
Contracted Services	0	202,480	202,480	183,060	(19,420)
Indirect Costs	0	0	0	0	0
TOTAL EXPENDITURES	0	202,480	202,480	183,060	(19,420)
NET INCREASE (DECREASE)	0	300,807	300,807	306,001	5,194
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	0
Net Increase (Decrease) in Fund Balance	0	300,807	300,807	306,001	5,194
Ending Fund Balance	0	300,807	300,807	306,001	5,194

BERRA RECRUITMENT, RETENTION and DEVELOPMENT
BERRA Measure E, Resource 0615

ANNUAL REPORT: FY 2020-21
PROGRAM UPDATE: FY 2021-22

Measure E Purpose:
In accordance with the Measure, five percent (5%) of the Available Revenues are dedicated to providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions. This sub-section of the Measure is intended to provide funding for strategic programs and mechanisms to address needs in key positions that directly serve students in District-operated schools. These strategies may include, but are not limited to: salary differentials and/or recruitment pipelines for hard-to-staff positions, classified staff professional development and pathways for paraprofessionals, educator career pathways for high school students, and enhanced induction programs for new teachers[1]

Budget Manager: **Samantha Tobias-Espinosa, Assistant Superintendent for Human Resources**

BACKGROUND INFORMATION

Measure E of 2020, the Berkeley Public Schools Educator Recruitment and Retention Act (BERRA), provides local tax revenues to recruit and retain qualified teachers and staff for the Berkeley Unified School District, providing funding to improve Berkeley public school educator salaries and address hard-to-staff positions.

Funds from the BERRA Measure will become available in Fiscal Year 2020-21. Ninety-five percent (95%) of the Available Revenues will be dedicated to supplementing the salaries of District Educators through a salary increase applied to the 2019-20 salary schedule. The schedule will be available for Committee review by the end of April.

In accordance with the Measure, five percent (5%) of the Available Revenues are dedicated to providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions. This sub-section of the Measure is intended to provide funding for strategic programs and mechanisms to address needs in key positions that directly serve students in District-operated schools. These strategies may include, but are not limited to: salary differentials and/or recruitment pipelines for hard-to-staff positions, classified staff professional development and pathways for paraprofessionals, educator career pathways for high school students, and enhanced induction programs for new teachers[2]

[1] BERRA Measure E of 2020, Section 2.C
[2] BERRA Measure E of 2020, Section 2.C

PROGRAM BUDGET AND EXPENDITURES

Staffing

The following staffing was approved for 2020-21:

- 1.0 FTE Classified Professional Development Support
- 1.0 FTE Individualized Education Plan (IEP) Coach
- 0.4 FTE District Teacher Induction Program Coordinator (previously funded by the general fund)
- 0.2 FTE Peer Assistance and Review Coach (previously funded by the general fund)
- 0.2 FTE Classified Employee Teacher Pathway Coordinator (previously funded by LCAP)

Positions were filled in 2020-21 except for 1.2 FTE due to hiring challenges associated with COVID and distance learning: 1.0 FTE Special Education IEP Coach and the 0.2 Peer Assistance and Review Coach. Both of these positions are filled in 2021-22.

The following positions were filled in 2020-21:

- 1.0 FTE Classified Professional Development Support (filled in November)
- 0.4 FTE District Teacher Induction ProgramCoordinator
- 0.2 FTE Classified Employee Teacher Pathway Coordinator

Program Activities

The following Program Activities were approved for 2020-21:

● Recruitment Support	$25,000
● Attract & Retain Teachers of Color	$60,000
● Teachers of Color Network Support	$30,000
● Stipends (Mentors for BPAR and BPACT)	$20,000

Due to the COVID pandemic, the program activities were hindered and associated funds remained largely unspent.

2020-21 PROGRAM HIGHLIGHTS

Recruitment and Support for Teacher of Color and Hard to Fill Positions

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. Early outreach and consistent support for teachers of color makes the difference in recruitment and retention. Recruitment activities were hindered by the pandemic to some extent.

Successes 2020-21

- Established and maintained a working relations with the Teachers of Color (TOC) Network
- Involved the TOC Network in district recruitment activities to inform our recruitment best practices
- Audited the HR practices by creating a hiring rubric for equity

- Created an Equity and inclusion Statement to help in recruitment of BIPOC teachers and staff
- Participated in virtual national hiring fair for diversity
- Began data collection and reporting on new hires and retention of teachers of color
- Collaboration between Special Education and Human Resources to strengthen cross-departmental hiring strategies
- Collaborated with Title IX Coordinator to understand climate and culture and its role in recruitment of teachers of color

Challenges 2020-21
The COVID pandemic hindered the ability to conduct regular teacher recruitment activities and the ability to convene district and stakeholder groups around recruitment planning and events

Teacher Induction Program
In 2020-21, BERRA funded a 0.4 FTE Teacher on Special Assignment to coordinate and support new teachers who are working toward clearing their credential. Teacher Induction is a two-year job embedded program where participating teachers meet weekly with an experienced mentor to create an Individualized Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. Senate Bill 2042 (1998) requires completion of an induction program for any teacher with a Preliminary Credential in order to earn a Professional Clear Credential. BUSD contracts with the Contra Costa County Office of Education's induction program, accredited by the California Commission on Teacher Credentialing.

The induction coordinator is the main point of contact between BUSD, CCCOE, new teachers and mentors. The coordinator recruits and pairs mentors with new teachers and ensures all are meeting induction requirements throughout the school year. Mentors are more experienced teachers who meet with the new teachers every week, for at least one hour. Mentors observe the participating teachers at least three times during the school year, and provide feedback both before and after the observations. Mentors receive a stipend for this work and training through the Contra Costa County Office of Education.

Successes 2020-21
- 23 new teachers participated in the induction program

Challenges 2020-21
- Due to the shift in virtual learning, most meetings and observations occurred virtually

Berkeley Peer Assistance and Review (BPAR)
Coaching can support and improve instructional practice and support teachers through challenging stages of their profession. When teachers begin their career with BUSD, a District Induction Coach welcomes teachers to the Berkeley Schools and assists new teachers in navigating their first year with the District as they work to clear their credential. Later, if teachers hit a bumpy patch and need support in their instructional practice, a Peer Assistance and Review Coach helps work through the issues that could be addressed through coaching and mentoring. In 2020-21, due to COVID, the 0.2 FTE BPAR Coach position was unfilled and teachers were not

referred to the program for coaching.

Classified Professional Development
A new Coordinator of Classified Professional Development was hired in November of 2020 to coordinate learning opportunities for classified staff. In 2020-2, the following trainings and workshops were held:

- Ongoing - New Hire Mandated & Compliance Training - Classified, Certificated and Administrative Staff
- Nov 19th - Cal/Osha COVID Training - Keenan Safe Schools (Cleaning & Disinfecting, Managing Stress,
- Jan 21st - Paraeducators - Behavior Supports in the Classroom (BHS Paras)
- Jan 21st - Remote Work Tools - Keenan SafeSchools Training (Chair Comfort, Time Management, Home Office Electrical Safety, etc.)
- Jan 21st - Distance Learning Boundaries & School Violence

Classified Employee Teacher Pathway - Berkeley Pathway to Achieve Credentialed Teachers (BPACT)
In August 2018, Berkeley Unified was awarded a program grant from the California Commission on Teacher Credentialing to develop a pathway for BUSD classified staff to earn a Bachelor's Degree and/or teaching credential. We were awarded funding to support 12 classified staff annually for a total of $48,000. Each participant may receive up to $4,000 annually toward tuition support. Each year, there are openings based upon program completion for current staff enrolled. Participants aim to teach in a hard to staff subject areas such as Special Education, Science, Math, or Bilingual Multiple Subject classrooms. This grant sunsets June 30, 2022. The 0.2 FTE coordinator is the main point of contact among the participants and the district. The coordinator also reports participant data to the California Commission on Teacher Credentialing. The coordinator maintains contact with participants to ensure academic progress is met. The coordinator is also responsible for disseminating information about the program to BUSD employees, develops the application and chairs the selection committee, composed of members from the Teachers of Color Network.

Successes 2020-21

- 4 participants earned their preliminary teaching credential and are now full-time teachers of record in our district and enrolled in our induction program: 2 are general education teachers and 2 are special education teachers.
- 3 of the 4 participants who earned their credential identify as Black/African-American; 1 participant identifies as multiracial.
- 50% of our program participants identify as African-American, 30% are Hispanic/Latino and 25% identify as multiracial.

Challenges 2020-21

- Due to the pandemic, some participants are not making sufficient academic progress and will not earn their credential by June 2022.
- Some participants struggle with balancing working full time, taking classes and meeting the needs of their families

BUDGET AND EXPENDITURES SUMMARY

The program activity funding remained largely unspent due to the COVID pandemic and the need for staff to shift priorities to meet the demands of providing distance learning opportunities to students and supporting teachers and staff at school sites. This, and the unfilled 1.2 FTE, led to an increase in the ending fund balance.

Program Update 2021-22 School Year

Staffing

- All budgeted BERRA positions in this program have been staffed
- New position in 2021-22 include a 0.6 TSA for Recruitment and Retention with a focus on Teachers of Color and hard to fill subset areas e.g., Special Ed
- The 1.0 Special Education IEP Coach position is filled this year and provides district-wide support to help new and veteran Special Education teachers better navigate the IEP process, improve compliance with legal mandates, and meet each student's needs.

Recruitment and Support for Teacher of Color and Hard to Fill Positions
This fall, the TSA for Recruit and Retention has been collaborating with external partners and working internally with HR and the Teachers of Color Network to recruit teachers of color and hardot fill areas.

Successes

- Established working relationship with several Bay Area teacher prep programs, namely those with 80+ percentage of candidates of color
- Established pipelines between university and schools for student teacher placements
- Teacher Residency Partnership with Alameda County Office of Education/Alder Graduate School (Pending Board of Ed. approval)
- Working relationship with BUSD Teachers of Color Network to inform and engage work
- Participated in Hiring & Sustaining Black Teachers conference
- Created a TOCN@berkeley.net email for our Teachers of Color Network to build community with prospective employees of color
- Finalizing a BUSD employment flier
- Planning and outreach to recruit special education teachers
- Secured a contract with UCB to Provide leadership coaching and support for BUSD's Certificated and Classified Leaders of Color Network
- Collaborate with Berkeley Public Schools Fund to seek professional growth opportunities for our existing teachers of color

Challenges
Due to various COVID surges and the implications on safety and staffing, it has been difficult to plan and follow through with creating a convening of educators of color.

Classified Professional Development
The following classified professional development and training opportunities were held in the fall of 2021:

- Ongoing - New Hire Mandated & Compliance Training - Classified, Certificated and Administrative Staff
- June - September - Infinite Campus Training (New Student Information System) - School Admin Assistants, Records Clerks
- Oct 11th - Ethnic Studies - School Support Staff (District Wide Training)
- Oct 11th - Wellness & Resilience Strategies for Sustaining Work Life Balance - Office Support Staff
- Oct 11th - Title IX Training (District Wide Training) Ongoing for current and new hires
- Oct 11th - Building Intentional Communities - LEARNS & BEARS Staff (ongoing thru the end of year)
- Oct 11th School Violence Identifying & Addressing - Keenan Safe Schools Training
- Oct 28th - Introduction to the CA Dyslexia Guidelines - Classified Classroom Support Staff
- Oct 29th G-Suite E-Learning - Kiker eLearning (Docs, Drive, Slides & Drawing, Calendar, Meet, Forms & Quizzes)
- ESCAPE - (New Business System)

Berkeley Peer Assistance and Review (BPAR)
The 0.2 FTE BPAR coach position has been filled and there is currently one teacher participating in the program.

Teacher Induction Program

Successes 2021-22
- 39 new teachers are participating in the induction program. None were turned away for lack of a mentor.
- 29% of mentors are teachers of color and/or multiracial
- Recruited 2 new mentors; both are male, African-American and/or multiracial

Challenges 2021-22
- Difficulty recruiting experienced, trained mentors. Some did not agree to mentor due to the amount of work involved and small stipend ($1600. Other districts pay well above this amount.)
- New coordinator hired late in the school year (mid-September 2021) meant a fast-paced rush to pair new teachers with a mentor, well after the school year had begun.
- Due to temporary changes in teacher credentialing, many of the new participating teachers have not yet completed the Teacher Performance Assessment (TPA) or the Reading Instruction Competence Assessment (RICA). Before COVID, teachers needed to fulfill these requirements before being placed in a classroom. Completing the TPA can be very challenging and some new teachers have much difficulty passing the RICA.

Classified Employee Teacher Pathway - Berkeley Pathway to Achieve Credentialed Teachers (BPACT)

Successes 2021-22

- Coordinator held individual meetings with every participant to track academic progress and build relationships
- Participants repeatedly expressed gratitude for the program, helping make education more affordable and attainable
- Selection committee convened on December 16, 2021 to review and score 5 completed applications.
- 3 applicants were approved for the program and all desire to teach in hard-to-staff areas of education (special education and bilingual). All 3 newly accepted participants represent traditionally underrepresented communities in education.

Challenges 2021-22

- Some participants previously admitted to the program did not meet the minimum 48 college level semester unit requirement. Thus, they have not yet earned AA degrees and will not earn a credential before the grant sunsets in June 2022.
- New coordinator was hired mid-September 2021 and had to develop the application, a scoring rubric and convene the selection committee late in the school year.
- Some participants incur tuition fees beyond the allotted $4,000, others much less because they are only taking one or two classes at community college.
- Some participants struggle with balancing working full time, taking classes and meeting the needs of their families
- CTC does not provide a handbook of best practices on how to best support participants.

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY EDUCATOR RECRUITMENT AND RETENTION ACT (BERRA)

RECRUITMENT, RETENTION AND DEVELOPMENT (Measure E, Resource 0615)

Revenue and Expenditures

Comparison Report FY 2020-21

Purpose:

In accordance with the Measure, five percent (5%) of the Available Revenues are dedicated to providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions. This sub-section of the Measure is intended to provide funding for strategic programs and mechanisms to address needs in key positions that directly serve students in District-operated schools. These strategies may include, but are not limited to: salary differentials and/or recruitment pipelines for hard-to-staff positions, classified staff professional development and pathways for paraprofessionals, educator career pathways for high school students, and enhanced induction programs for new teachers

Budget Managers: Samantha Tobias-Espinosa, Assistant Superintendent for Human Resources

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	0	467,916	467,916	477,188	9,272
EXPENDITURES					
Certificated Salaries	0	136,681	150,806	53,592	(97,214)
Classified Salaries	0	82,218	82,218	72,329	(9,889)
Employee Benefits	0	85,580	88,509	37,307	(51,202)
Books & Supplies	0	0	0	0	0
Unallocated Reserve and Carryover	0	13,500	13,500	0	(13,500)
Contracted Services	0	100,521	83,467	0	(83,467)
Indirect Costs	0	19,920	19,920	7,770	(12,150)
TOTAL EXPENDITURES	0	438,420	438,420	170,998	(267,422)
NET INCREASE (DECREASE)	0	29,496	29,496	306,190	276,694
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	0
Net Increase (Decrease) in Fund Balance	0	29,496	29,496	306,190	276,694
Ending Fund Balance	0	29,496	29,496	306,190	276,694