Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

Berkeley Schools Excellence Program

and

Berkeley Educator Recruitment and Retention

Annual Report

FY 2021 – 2022

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Kathy Fleming, Director of Local Resources and Partnerships
DATE: April 26, 2023
SUBJECT: Annual Report of Revenue and Expenditures in FY 2021-22 of the *Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1) and the *Berkeley Educator Recruitment and Retention Act of 2020 (BERRA/Measure E)*

BACKGROUND INFORMATION

In compliance with *The Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1) and the *Berkeley Educator Recruitment and Retention Act of 2020 (BERRA/Measure E)* the District makes available to the Planning and Oversight Committee an Annual Report of the revenues generated by the BSEP Measure and the expenditures of the revenues for each Fiscal Year.

Revenue from *Measure E1 of 2016 and Measure E of 2020* are deposited, monitored and expended through the BUSD accounting system (QSS) in Fund 4 which is accounted for separately from the District's General Fund. BSEP Fund 4 revenue is allocated to each of the purposes delineated in the BSEP and BERRA Measures in separate and distinctly coded Resources in accordance with the percentages specified by the Measures[1,2].

BSEP and BERRA maintain a 3% reserve as required by the State. During the budgeting process, each Resource carries an unallocated reserve as a contingency to allow for variances in personnel expenditures (salary and benefits). The fund balances remaining from BSEP Measure A of 2006 and the current BSEP Measure E1 of 2016 and Measure E of 2020 revenues are held in separate Resources in Fund 4, and are managed in accordance with the specific terms of the Measure through which the revenues were obtained.

Annual Report

The attached Annual Report provides a description of the status of projects funded through BSEP and BERRA in FY 2021-22, and a comparison report of revenue and expenditures for each Resource. The Planning & Oversight Committee has reviewed and approved the reports at its regularly scheduled meetings on December 13, 2022, January 10, 2023, January 24, 2023, February 7, 2023 and February 21, 2023.

FISCAL IMPACT

None

STAFF RECOMMENDATION

Review and accept the Annual Report of Revenue and Expenditures in FY 2021-22 and of the *Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1) and *Berkeley Public Schools Educational Excellence Act of 2006* (Measure A)

POLICY/CODE

Berkeley Public Schools Educational Excellence Act of 2016 (Measure E1)
Berkeley Public Schools Educational Excellence Act of 2006 (Measure A)
Berkeley Educator Recruitment and Retention Act of 2020 (Measure E)

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[1] BSEP Measure E1, Section 3.
[2] BERRA Measure E, Section 2.

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

ANNUAL REPORT: FY 2021-22
UPDATE: FY 2022-23

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: Jill Hogendyk, Associate Superintendent for Educational Services

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BACKGROUND INFORMATION
According to Measure E1 of 2016, High Quality Instruction (HQI), "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."[2]

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

[1] BSEP Measure E1of 2016 Section 3.A
[2] BSEP Measure E1 of 2016, Section 3.A

inception of Measure A, and has been increased by a factor aligned with the costs of maintenance and utilities.

Further, in 2020-21, the general fund contribution ratio used to calculate paid for by General Fund (GF) resources was changed from 34:1 to 36:1. This resulted in an increase in the amount of the BSEP contribution to achieving class sizes goals.

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 2021-22
The HQI programs Professional Development, Program Evaluation, Expanded Course Offerings and Classroom Support are described in more detail in their respective reports in appendices.

In 2020-21, Measure A funds were not budgeted nor expended in 2021-22.

Below is the Revenue and Expenditure summary report for 2021-22 for expenditure of BSEP funds towards Class Size Reduction and additional purposes included in this resource.

2021-22 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 12, 2022.

The initial Teacher Template Calculations for the coming year are developed in the spring and are reviewed and approved by both the Planning and oversight Committee and the Board of Education. The approved Teacher Template is an estimate of anticipated costs to achieve the class size reduction targets for the coming year and are adjusted as necessary as financial information becomes known. The amount of the approved Teacher Template can change at budget adoption and also at closing of the fiscal year due to unanticipated increases to annual costs. See the Revenue and Expenditures Comparison Report FY 2021-22 in this report for further detail.

The following is a summary of the changes to the 2021-22 Teacher Template changes:

	P&O / Board of Ed. Approved March 10, 2021	Adopted Budget as of 7/01/21	Unaudited Actuals as of 6/30/22
BSEP Contribution	14,389,000	15,264,800	16,013,178
BSEP Direct Support	576,800	576,800	576,564
BSEP Substitute Contribution	259,100	275,800	382,284
Total	**15,224,900**	**16,117,400**	**16,972,026**

RESOURCE SUMMARY

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. The following table shows the Adopted Budgeted and Unaudited Actuals for each HQI program:

HQI Program	Adopted Budget as of 7/01/21	Unaudited Actuals as of 6/30/22
Professional Development	2,581,188	1,955,354
Program Evaluation	707,494	562,426
Expanded Course Offerings	880,172	987,851
Classroom Support	1,758,184	1,623,566

Expenditures from HQI Program were lower than initially budgeted primarily due to savings in employee benefits and the unused Unallocated Reserve. The program savings accrue to the overall HQI Fund Balance.

The fund balance for this resource at close of 2021-22, the fifth year of the eight year measure, is $5,407,651, which is a $975,057 decrease from the ending fund balance for 2020-21. The reduction of the ending fund balance was driven largely by the increase in the Teacher Transfer cost. 2021-22 Revenue was $866,165 more than projected and a $236,840 in revenue true-up was received for the prior year 2020-21. The following table shows the Adopted Budgeted and Unaudited Actuals for HQI:

2021-22	Adopted Budget as of 7/01/21	Unaudited Actuals as of 6/30/22	Adopted Budget vs. Unaudited Actuals 2021/22
Revenue	**21,221,046**	**22,324,051**	**1,103,005**
HQI Expenditures			
Teacher Transfer	16,117,400	16,972,026	854,626
HQI Programs (Includes Indirect Costs)	7,077,219	6,327,083	(750,136)
HQI Expenditures Total	**23,194,619**	**23,299,109**	**104,490**
Change to Fund Balance	**(1,973,573)**	**(975,057)**	**998,516**

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, particularly due to COVID related underspending in 2020-21 and increased revenues. 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 2022-23 for BSEP High Quality Instruction Budget

Plans for FY 2022-23 for this resource included one additional program-related cost over the prior year, which was an increase of 0.2 FTE in the Literacy Coach in the Professional Development budget to assist with the Literacy Action Plan. Other changes include increases in costs associated with staffing and professional development and training activities (e.g. hourly pay for workshops).

As noted in the First Interim Report for 2022-23, The cost of the Teacher Transfer for Class Size reduction increased over the adopted budget by $925,900. This increase is due to an increase in the average teacher cost resulting from the negotiated salary increase of 6%.

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
HQI (Measure E1/ Resource 0741)
Revenue and Expenditures
Comparison Report 10//31/22

Purpose: Sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings

Budget Manager: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Audited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE						
Parcel Tax Revenue	20,941,424	21,132,765	21,221,046	22,087,211	22,158,906	22,158,906
BSEP Contribution	(14,431,300)	(14,672,337)	(15,264,800)	(16,013,178)	(15,152,600)	(16,061,700)
BSEP Direct Support	(580,000)	(576,473)	(576,800)	(576,564)	(584,900)	(584,900)
BSEP Substitute Contribution	(260,500)	(258,870)	(275,800)	(382,284)	(279,600)	(296,400)
Parcel Tax Revenue-Prior Year		207,046	0	236,840		
Net Revenue	5,669,624	5,832,132	5,103,646	5,352,025	6,141,806	5,215,906
EXPENDITURES						
Professional Development	1,892,400	1,571,295	2,581,188	1,955,354	2,331,940	2,374,194
Program Evaluation	668,500	506,242	707,494	562,426	770,975	929,381
Expanded Course Offerings	843,675	801,689	880,172	987,851	920,374	920,374
Classroom Support	1,589,876	877,630	1,758,184	1,623,566	1,866,420	1,874,819
Unrestricted	1,516,220	916,992	1,150,181	1,197,886	1,427,424	1,410,627
TOTAL EXPENDITURES	6,510,671	4,673,848	7,077,219	6,327,083	7,317,133	7,509,395
NET INCREASE (DECREASE)	(841,047)	1,158,283	(1,973,573)	(975,057)	(1,175,327)	(2,293,489)
FUND BALANCE ANALYSIS						
Beginning Fund Balance	4,528,733	5,224,425	3,206,148	6,382,708	6,382,708	5,407,649
Net Increase (Decrease) in Fund Balance	(841,047)	1,158,283	(1,973,573)	(975,057)	(1,175,327)	(2,293,489)
Ending Fund Balance	3,687,686	**6,382,708**	1,232,575	**5,407,651**	5,207,381	**3,114,160**

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Class Size Reduction (Measure A/ Resource 0841)

Revenue and Expenditures

Comparison Report 10/31/22

Purpose: Sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings

Budget Manager: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE						
Parcel Tax Revenue						
Parcel Tax Revenue-Prior Year						
Net Revenue	0	0	0	0	0	0
EXPENDITURES						
Certificated Salaries	0	0	0	0	0	0
Classified Salaries	0	0	0	0	0	0
Employee Benefits	0	0	0	0	0	0
Books & Supplies	0	0	0	0	0	0
Unallocated Reserve and Carryover	0	0	0	0	0	0
Contracted Services	0	0	0	0	0	0
Indirect Costs	0	0	0	0	0	0
TOTAL EXPENDITURES	0	0	0	0	0	0
NET INCREASE (DECREASE)	0	0	0	0	0	0
FUND BALANCE ANALYSIS						
Beginning Fund Balance	67,459	171,144	171,144	171,144	171,144	171,144
Net Increase (Decrease) in Fund Balance	0	0	0	0	0	0
Ending Fund Balance	67,459	171,144	171,144	171,144	171,144	171,144

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

ANNUAL REPORT: FY 2021-22
UPDATE: FY 2022-23

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: **Jill Hoogendyk, 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.

Professional Development Staffing

- 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

Program Expenditures

- $70,000 *K-8 Curriculum Teacher Leaders - Stipends*
- $40,000 Culturally Responsive Teaching Workshops
- $40,000 *BHS Math Support*
- $50,000 *Teacher-Initiated Professional Development (TIP)*

Professional Development Initiatives

- $75,000 *Math Training*

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

- $70,000 *Integrated ELD Training and Support - Constructing Meaning*
- $50,000 *Social-Emotional Learning K-12*
- $35,000 *Ethnic Studies Program Development*

K-8 Programming

Program Expenditures 2021-22

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.

Stipends for K-8 Curriculum Teacher Leaders

The BSEP funding for 2021-22 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. Two of the Math Lead stipends and one 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 continues to engage in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad. This school year alignment of this work to the seven tenets of Ethnic Studies was added. The district also implemented a Culturally Responsive Committee made up of teachers and administrators. The committee met four times and explored notions of race; specifically with regards to Tier I instruction and intervention versus remediation.

Professional Development Initiatives

Districtwide Professional Development Days TK-8 (August and October)

All Pre-K-8th grade staff (certificated and classified) engaged in district-wide professional development and collaboration on the following: alignment of the seven tenets of Ethnic Studies to Gholdy Muhammad's Five Pursuits, Mathematical Reasoning, the Science of Reading, and Universal Design for Learning. The goal for the Ethnic Studies session was to introduce staff to Ethnic Studies pedagogy, principles, resources, and concrete ways to begin to weave ethnic studies into their teaching/educational practice. The goal of the Universal Design for Learning training was to analyze a lesson/unit and start to plan a lesson through the lens of standards aligned inclusive and intentional planning (Universal Design for Learning). The goal for the afternoon elementary math session was to deepen our understanding of what meaning making looks like in the area of mathematical fluency through the lenses of: content standards/ Standards for Math Practice, our adopted curriculum (A Story of Units) and Anti-Racist/Abolitionist Teaching- with a focus on the pursuits of Identity, Skills, and Joy. 88% (296 responses) of certificated staff strongly agreed/agreed that the: The morning session gave me an opportunity to reflect on my practice. 77% of certificated staff (K-5) strongly agreed/agreed: The afternoon session helped me develop skills and strategies to support my practice. Middle school engaged in site based professional development in the afternoon.

Math Training

Grading for Equity (6-8): The district formed a team of six piloting teachers who engaged in a book study of Grading for Equity. The goal of the pilot team was to design, refine, and present consistent and effective grading practices and philosophy to be implemented in more math classrooms and adopted in other departments (humanities, science, etc) and/or K-5 math. The measurable outcomes for the work were: to see a higher percentage of students meeting and/or exceeding expectations in math, students developing an understanding of grading practices that put them in control of working toward the grades they want, and students developing a growth mindset in mathematics. The team would pick focal students to focus on and gather data based on the outcomes.

Silicon Valley Math Initiative: BUSD continued its work with SVMI to support math professional development. Many sites are implementing the MARS tasks as formative assessment for student learning. Classroom teachers also attend their summer institute and after school training. 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. Additionally, the district implemented a collaboration with the Special Education department. A team (12 participants) made up of math coaches, Special Education TSAs, classroom Special Education teachers, and RTI teachers attended the Silicon Valley Math Initiative professional development meetings with follow up coaching.

Site focused: One site engaged in deepening understanding on Fluency/Number Sense Building Routines with follow up coaching. Another site focused on selecting and administering MAC/MARS math assessments with two full days for grade level teams to score, analyze, and plan. Additionally, all elementary sites engaged in site specific training led by district staff on Tools for Preparing for CAASPP in mathematics.. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

Literacy

In addition to the science of reading districtwide (K-5) training in August, we also implemented district wide K-2 training on the implementation of DIBELS, our newly adopted universal screener. Teachers unpacked the skills assessed on each subtest of DIBELS and received training in how they could use the data to inform instructional next steps. Additionally, we engaged site Literacy Coaches and RTI Leads in a book study on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.

DIBELS usage data: 100% of K-2 classrooms were given DIBELS (which includes 3-5 subtests) used for benchmarks- In 2022-23 we're also training interventionists on the progress monitoring component of DIBELS.

Additionally, all elementary sites engaged in site specific training led by district staff on Tools for Preparing for CAASPP in ELA. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

Ethnic Studies

This was the first year of the implementation of an Ethnic Studies district TSA. The goal of this year was to receive input from all stakeholders about the vision for Ethnic Studies in BUSD and to use that information to begin the development of a 3-5 year implementation plan for Ethnic Studies. This work included but was not limited to: Ethnic Studies listening Sessions with various organizations including; Berkeley Latinos Unidos, spanish/bilingual families, Families of LatinE heritage students; co-hosted one with African Descent Advisory Committee (ADAC) of Rosa Parks and Parents and Children of African Descent (PCAD) of Sylvia Mendez for families of Black and African American students; co-hosted an English and Arabic bilingual session with BUSD AAPIs (district parent/staff group) for families of students of AAPI and Arab American heritage. We also had several student listening sessions with middle and high school student affinity groups.

The attendee data was as follows: 12 attendees for the ADAC/PCAD co-hosted listening session for families with children of Black and African descent, 15 attendees for the Spanish bilingual Latinxs Unidos de Berkeley co-hosted listening session for families of children of Latinx heritage, 40 attendees for the Arabic bilingual BUSD AAPIs co-hosted listening session for families with children of AAPI and Arab American heritage, 12 attendees for the Teachers of Color Network co-hosted listening session for teachers of color and 72 students participated in listening circles at the middle and high school levels. The following affinity groups participated:

- Black Girls United
- Raza Youth Concilio
- Umoja
- Black Student Union
- Latinxs Unidos de BHS
- Multicultural Club
- Asian Pacific Islander Club

Also, districtwide professional development was offered to TK-8th grade teachers om: Applying an Ethnic Studies Lens, Ethnic Studies and Math, and Ethnic Studies and Read-Alouds. A total of about 102 teachers attended. On average about 80% expressed that- *I feel more equipped to apply an Ethnic Studies lens to my work with students and/or my role in our schools.*

Additionally, we developed a 3rd grade integrated Ethnic Studies unit and a set of integrated Ethnic Studies read aloud lessons for 2nd grade, to be piloted in 2022-2023 and we launched an Ethnic Studies Peer Mentor Program in the spring of 2022 to bring high school students to elementary classrooms via zoom and in–person to share ethnic studies related presentations and “read alouds”.

Finally, We also co-organized a districtwide AAPI webinar event in May celebrating AAPI authors and stories. Heritage and History Month TK-8 Teaching Resource Guides and Ethnic Studies Newsletters have been created and shared with teaching staff on a regular and monthly basis and are housed on our ethnic studies website

K-8 PROGRAM HIGHLIGHTS 2021-22

- All Pre-K-8th grade staff (certificated and classified) engaged in district-wide professional development and collaboration on the following: alignment of the seven tenets of Ethnic Studies to Gholdy Muhammad's Five Pursuits, Mathematical Reasoning, and Universal Design for Learning.
- We implemented a universal screener (DIBELS) for ELA and provided district wide training for teachers which also included: (K-5) the Science of Reading, (K-2) understanding the foundational skills and how to use them to inform instruction (DIBELS subtests) , and (3-5) understanding the components of the SBA .
- We engaged site Literacy Coaches and RTI Leads in a book study on the six shifts *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.
- We implemented a districtwide Ethnic Studies Committee made up of all stakeholders in order to begin the development of a 3-5 year Ethnic Studies plan.
- We developed a 3rd grade integrated Ethnic Studies unit and a set of integrated Ethnic Studies read aloud lessons for 2nd grade, to be piloted in 2022-2023
- We launched an Ethnic Studies Peer Mentor Program in the spring of 2022 to bring high school students to elementary classrooms via zoom and in−person to share ethnic studies related presentations and read alouds.
- We continued to support educators in deepening their understanding about effective instruction through the work with site Math Leads, Equity Leads, RTI Leads, Literacy Coaches, Culturally Responsive Committee, and ongoing districtwide collaborations
- 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 the Standards for Math Practice, increasing student to student discourse, and math talks. They engaged in Lesson Study on ways to increase student to student discourse. 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.
- Math Middle School Teacher Leaders met twice a month and led collaboration days around increasing student voice in the mathematics classroom. They supported the implementation of our supplemental curriculum (Desmos).
- 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 the various Board resolutions including but not limited to Black Lives Matter Week, AAPI, and LatinE/X.

Budget Summary

The year closed with savings in this budget of $157,345, primarily due to unused friends for consultants and services. Approximately 92% of the approved budget was expended.

K-8 Update 2022-23
This year, Professional Development has included:

August 8th and 9th, 2022, 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.

Year-Long (7-8 Wednesday at ALL K-5 Elementary School sites) Shifts 1, 3, 4, 5, 6 on the Science of Reading:
All staff engaged by Literacy Coach in Book study and professional development inquiry work around the shifts in literacy instruction based on the Science of Reading; Topics include:

- Shift 1: Rethinking how reading comprehension begins
- Shift 2: Recommitting to Phonemic Awareness Instruction
- Shift 3: Reimagining the way we teach phonics
- Shift 4: Revising high-frequency word instruction
- Shift 5: Reinventing the ways we use MSV (3 cueing systems)
- Shift 6: Reconsidering texts for beginning readers

DIBELS professional development for 2022-23 is also focused on training interventionists on the progress monitoring component of DIBELS.

October 10, 2022 Staff Development Day
All TK-5 classroom teachers, specialists, and interventionists engaged in professional development focused on Shifts in literacy instruction based on the Science of Reading. On October 10th, staff specifically trained and read about Phonological/Phonemic Awareness. They learned high leverage strategies to build phonological awareness with students that they could bring back to their classrooms.

October Districtwide PD Measurable Outcomes:
(K-5) on Phonemic Awareness: approx. Overall 84.5% Response Rate: 91.4 % agreed or strongly agreed that they learned what Phonemic Awareness was and understood how it supports reading development. 87.6% agreed or strongly agreed that they were walking away with new understandings and quick instructional routines to try out right away.

Middle School Choice Sessions around the theme of neurodiversity with some of the topics being: Incorporating SEL, Accommodations for Executive Function, Dyslexia and Inclusion, Executive Functioning and the Brain, Culturally Responsive PBIS Practices, Neurodiversity Affirming Practices in the classroom, Maximizing Partnerships with IAs in Middle School

73% strongly agreed/agreed that: The professional development supported me in reflecting on my practice 79% strongly agreed/agreed that The session was an effective use of time

Ongoing districtwide PD (K-5) at sites Year-Long (7-8 Wednesday at ALL K-5 Elementary School sites) Shifts 1, 3, 4, 5, 6 on the Science of Reading: 86% of teachers agreed or strongly agreed that

they understood how oral language, phonemic awareness, phonics, and orthographic mapping supports reading development and walked away with new instructional strategies to try out right away.

Middle School Collaborations: Middle School District Wide Collaboration: September 28th, 2022, November 9th 2022, January 25th, 2022, February 22nd, 2023, and March 15th, 2023.
All 6-8th grade teachers are engaging in deepening understanding of the implementation of Universal Design for Learning, specifically on increasing student voice in the classroom with an emphasis on focal students. The feedback has been overwhelmingly positive with: 92% stating that- *The collaboration time helped me reflect on my practice* and 89% stating that- *The collaboration was an effective use of time.*

Ethnic Studies

- Ethnic Studies Committee has met (4x): starting to craft set of recommendations for a path forward of rolling out ES districtwide with a 1st draft ready to present in the spring to our district leaders
- Peer mentor program ongoing- districtwide heritage events

Rolling out of our Ethnic Studies work: piloting 3rd grade units, committee work, opt-in collaborations: 12 2nd grade teachers and 12 3rd grade teachers (6 schools - partnered with mayor's office to visit several piloting schools (with most piloting teachers) as part of the pilot experience

Berkeley High School Staff and Programming

BHS Professional Development Leaders - A total of 4.4 FTE, which includes a 0.2 FTE for each small learning community and department (release for one period) to plan professional development offerings for both their small and school-wide professional learning communities. In 2021-22, all PD Leader positions were filled.

In 2022-23, the focus of the PD Leaders is around Anti Racism Education and Gender Expansive Learning.

BHS Instructional Technology TSA - A 1.00 FTE position was filled by two people (each with a partial FTE) who supported both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues. They supported more than 100 classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

In 2022-23, These two positions continue to be filled and currently support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues.

BHS Math Suppor*t* - In 2021-22, $40,000 to support an additional and much-needed section of EL Newcomer Math 1. This is a population of students who have recently arrived in the United States; many have had interrupted education in their home country, are refugees, and have experienced trauma. This funding allowed BHS to maintain optimal class sizes with a very low student-to-teacher ratio of about 10:1 for newcomer English learners in Math. The use of funding in 2022-23 remained consistent.

Social-Emotional Learning K-12 - $50,000 was used for a consultant to provide professional development for teachers on consent education. Over 250 staff participated and more than 3100 students participated in workshops.

In 2022-23, the funds are being used to support additional consent education targeted to 9th graders who were not at BHS to receive consent education last year.

Additional Staffing and Programming

District Instructional Technology TSA **0.50 FTE**

The District Instructional Technology TSA is co-funded by BSEP Technology and BSEP Professional Development. The TSA continued to coach teachers on best practices for technology integration including Universal Design for Learning (UDL) to ensure equitable access to the curriculum. The TSA worked with the District Instructional Technology Leadership, Technology staff, Library staff to focus on integrating technology into the regular school day.

Integrated ELD Training and Support - Constructing Meaning **$70,000**

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 will be used for up to 30 teachers for Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2021-2022, training and support for Integrated English Language Development strategies would extend to K-5 classroom teachers by developing specific pedagogical strategies for use in the Tier 1 classroom that provide access for English Language Learners. The funding was not used in 2021-22. These funds were allocated again in 2022-23 and will be used to support similar efforts.

Professional Development Program Measures

As of January 24th 2023	2022-23 FALL
Access and Participation	
Number of PD department staff supporting TK-8 Schools	2
Number of Literacy Coaches supporting TK-8 Schools	17
Number Of Equity Leads supporting TK-8 Schools	13
Number Of Math Leads supporting TK-8 Schools	13
K-8 Response Rate for Feedback on Professional Development TK-8 Schools	approx. 84.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)	approx. 93%
Professional Capacity	
Number of T K-8 Professional Development Sessions Offered	61
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)	68
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff	15
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)	100%
Diversity, Equity and Inclusion	
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes Data is from Q1 (as of 12/13/2022)	Math: 289 ELA: 162
Literacy Coaches and RTI teachers direct services to students in Elementary Q1 (as of 12/13/2022)	588 students

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
HQI Professional Development (Measure E1/ Resource 0741)
Revenue and Expenditures
Comparison Report 10/31/23

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.

Budget Manager: Jill Hoogendyk, Associate Superintendent for Educational Services
Adelita Martinez, Coordinator of Professional Development

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
EXPENDITURES							
Certificated Salaries	1,237,021	1,224,729	1,215,339	1,444,223	(228,884)	1,434,260	1,539,808
Classified Salaries	0	0	0	0	0	0	0
Employee Benefits	345,379	319,231	387,231	376,891	10,340	450,436	476,811
Books & Supplies		3,420	5,150	33,994	(28,844)	0	5,000
Unallocated Reserve and Carryover	85,000	0	80,129	0	80,129	87,244	20,575
Contracted Services	225,000	23,916	424,850	100,246	324,604	360,000	332,000
Indirect Costs	0		0	0	0	0	0
TOTAL EXPENDITURES	1,892,400	1,571,295	2,112,699	1,955,354	157,345	2,331,940	2,374,194

PROGRAM EVALUATION

BSEP Measure E1, Resource 0741-066

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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: ***Ruth Steele Brown, Director, Berkeley Research Evaluation and Assessment (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.

Core Program Evaluation Program

- 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

2021-22 Highlights

- 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;

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

- Development and analysis of attendance and student progress monitoring metrics in the LCP (Learning Continuity Plan);
- Design and conduct surveys with various stakeholder groups.
- 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 RTI data, attendance and behavioral referrals.
- 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;
- Direct assessment support for all online and state assessments.
- Monitor and respond to shifting state requirements for testing and reporting;
- Provide information and data analysis to school and district leaders to inform SIP/SPSA learning decisions;
- Provide data on the Significant Disproportionality of Black/African American Students in Special Education for the CCEIS Plan.

2021-22 Challenges

- The transition at the start of the 2021-2022 school year from Illuminate as the SIS (Student Information System) to IC (Infinite Campus) has led to some significant challenges with data gathering and data entry.
- The usability of IC has caused issues at school sites with data access.
- The limited capacity of IC to hold various data points has meant that there are a number of data points that cannot be accessed by parents, especially around student performance on assessments.

- Post-covid data analysis has proved challenging as there were significant gaps in data entry for both internal assessments and other metrics such as attendance.
- State policies and shifting internal practices around covid quarantine and other safety measures impacted the accuracy of attendance reporting and resulted in shifts in other politics around High School Graduation etc.

Budget Summary

The 2021-22 Revenue and Expenditure Report shows savings primarily due to actual salaries and benefits being lower than projected and unused Unallocated Reserve for Salary Variance.

2022-23 Program Update

For the 2022-2023 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: was completed by June 2022.
- Redesign of the Elementary Report Card is planned for for SY 2022-2023
- Currently in progress: Review of our existing Data Collection systems.
- Currently in progress: Review of our existing Data Reporting systems and processes 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: supported the design of 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 completely operational by June 2023

- Provide comprehensive data presentations to each school site and the superintendent for the entire district;
- Continue to train staff on workflows for data entry: This includes data reports around behavior, attendance and interventions.
- Continue to present data at several community stakeholder meetings, notably Board of Directors, and Advisory Committees;
- 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;
- Analyze and share data with sites, the district, school board and community from the newly updated 2022-2023 CDE Dashboard.
- Analyze and share the 2021-2022 SBA data with sites, the district, school board and community.
- Creation of a new internal data dashboard - EduClimber
- Increased direct collaboration with district and site leaders for formative assessment planning and data review using EduClimber
- Direct assessment support for all online and state assessments.
- Monitor and respond to shifting state requirements for testing and reporting;
- Implementation of Initial ELPAC, Summative ELPAC, and Alternative ELPAC.
- Provide information and data analysis to school and district leaders to inform SIP/SPSA learning decisions;
- Provide data on the Significant Disproportionality of Black/African American Students in Special Education for the CCEIS plan.

Equity Initiatives

- Data support in identifying achievement gaps, relationship gaps and opportunity gaps for the CCEIS plan. This plan highlights data patterns and trends that reveal disproportionality in a number of areas - academic, behavioral and relational.
- Data support and DIBELS administration in relation to the Literacy Action Plan in order to assess levels of literacy in K-2 students. Development of a K-12 literacy plan to ensure that reading levels are assessed for students across all grade levels.
- Development of Data Analysis tools to help sites to identify areas where student progress is being made, and where opportunities for growth in both classroom instruction and intervention exist for all students.
- Focus on providing comprehensive and holistic data that shows all facets of each student so that sites can effectively identify the unique needs of each child.

Program Evaluation Program Measures:

	2021-22
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*	
Number of a percent of student assessments completed through Dibels	93-96%
Number of a percent of student assessments completed through STAR	93-95%
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*	
All Principals have been trained how to use EduClimber to collate and analyze achievement data through a number of demographic filters. They have also set goals to improve academic performance and outcomes at their school sites.	Yes
All Principals have been trained on how to use data protocols to analyze their own DIBELS and STAR data in order to assess group and individual progress. They have also been shown how to assess the impact of student intervention programs	Yes
All Principals, RTI Coaches and Literacy Coaches have been provided with data that shows all students, with all demographic indicators at their sites and have been trained how to use that data to review patterns and trends that show inequities or persistent performance gaps.	Yes
Diversity, Equity and Inclusion *Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.*	
The Data provided to various stakeholder groups and the training on the use of EduClimber and other data analysis tools is designed to ensure that sites and district level teams are paying close attention to achievement gaps, relationship gaps and opportunity gaps across BUSD. The data that BREA provides and highlights is intentionally organized in a way that spotlights areas of success and areas for growth. The BREA team is planning to function more as a coaching and facilitating team as the use of EduClimber enables sites to review their own data more quickly and efficiently. The overarching goal of the BREA team is to become a data analysis and support team rather than focusing on data provision. In realizing this goal, sites will be able to make more focused, data driven decisions and ensure that resources are allocated where they are most needed in order to improve student outcomes.	

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HQI Program Evaluation (Measure E1/ Resource 0741 DDF 066)

Revenue and Expenditures

Comparison Report 01/04/2023

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.

Budget Manager: Ruth Steele Brown, Director, Berkeley Research Evaluation and Assessment (BREA)

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
EXPENDITURES							
Certificated Salaries	248,334	225,363	380,966	330,834	50,132	360,451	360,451
Classified Salaries	130,112	118,075	47,635	41,986	5,649	110,781	110,781
Employee Benefits	113,554	103,050	142,822	130,170	12,652	173,055	173,055
Books & Supplies	10,000	0	12,000	1,329	10,671	12,000	12,000
Unallocated Reserve	40,000	0	40,571	0	40,571	43,188	43,188
Contracted Services	126,500	59,753	83,500	58,108	25,392	71,500	229,906
Indirect Costs	0	0	0	0	0	0	0
TOTAL EXPENDITURES	668,500	506,242	707,494	562,426	145,068	770,975	929,381

EXPANDED COURSE OFFERINGS

BSEP Measure E1, Resource 0741 DDF 067

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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: *Jill Hoogendyk, Associate Superintendent of Educational Services*

Background

Sixty-six percent (66%) of the Available Revenues are dedicated annually to reducing class sizes at all District-operated K-12 schools. 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.

Core Program

Expanded Course Offering (ECO) funding provides Middle and High School students with a wide variety of options for before-school and after-school elective and enrichment classes that are not available within the master schedule. The courses cover a wide array of offerings that enhance student learning and engagement, including music, performing arts, science labs, and yearbook.

Expanded Course Offerings: 7.8 FTE were approved for teachers to provide before and after-school classes in the middle schools and at Berkeley High school:

0.4 FTE Longfellow Middle School

0.4 FTE Willard Middle School

0.8 FTE King Middle School

6.2 FTE Berkeley High School

The total actual for 2021-22 was 7.8 FTE

The courses offered through ECO impacts student access to courses and expands opportunities for students to fit these courses into their schedules. This allows students to free up a period during the regular school day to make up credits and/or take additional electives.

In 2021-22, the ECO Courses at Willard included an after-school drama course. The drama program allows all abilities to express themselves in ways that the traditional school day currently

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

does not allow. In 2021-22, approximately eighty students participated in this program (not all on the same day) but were instead broken into teams of set design, play writing, acting, camera and lighting etc. An annual show is produced that is student written, performed, and managed. Further, this year, Willard 6th graders put on an improv show in the Fall.

Also provided by ECO in 2022-23 at Willard is the after-school Jazz Band program. The Willard MS Jazz Band is composed of a large number of students of color. Willard targets students who have musical interest, but cannot make it to the 0 period music classes. The Willard MS Jazz Band puts on an annual concert at Yoshi's each year.

The ECO funds allow King to add classes that students wouldn't otherwise have access to. For example, a student who is more academic and takes Spanish couldn't work on the Yearbook. Likewise, a student in math support couldn't have that class either. By offering it after school it opens the access for all students. With the ECO allocation, King provides Math Intervention, Drama, (play production), and Yearbook/Journalism courses.

Longfellow offered Guitar and Advanced Spanish with their ECO allocations. Guitar gives access to an elective during the school day that is very popular with students. By offering guitar during the day rather than before or after school, more students are able to access the curriculum. Also offered at Longfellow is Advanced Spanish. This course puts students on track to take AP Spanish in high school for credit. By offering this in middle school, students are able to prepare for the advanced coursework they will take in high school.

The ECO courses at Berkeley High School provide additional academic support or enrichment opportunities that would not be possible for students to receive within their 6-period school day. By offering these courses outside of the formal school day, we are able to augment students' learning experience with academic support while allowing students to access a full range of academic and elective courses.

- Numerous CTE courses
- Credit Recovery
- CAS, AMPS, & AHA AP Literature Augmentation class
- BIHS Academic Support class
- Multilingual Program Tutorial class
- AVID
- Team Sports
- Science Labs
- Chorus
- Orchestra
- Jazz Band
- Concert Band
- Yearbook
- Newspaper

2022-23 Program Update

The plan for 2022-23 includes a continuation of BSEP ECO allocations to provide 7.8 FTE, as follows:

- 0.4 FTE Longfellow Middle School - Guitar and Advanced Spanish
- 0.4 FTE Willard Middle School - Drama and Jazz Band
- 0.8 FTE King Middle School - Math intervention, yearbook/journalism, drama/play production
- 6.2 FTE Berkeley High School - offerings include Science Lab courses and enrichment such as arts and music, credit recovery, yearbook and newspaper

Expanded Course Offerings Program Measures

	2021-22
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*	
Number of student enrolled in ECO (measure under development)	TBD
Student survey on benefits of participation (measure under development)	TBD
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*	
Program is not focused on building staff capacity	TBD
Diversity, Equity and Inclusion *Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.*	
Enrollment data by subgroups as compared with overall school enrollment. To include data on ethnicity/race, English Learners, Special Education, and Socio Economic Disadvantaged (measure under development)	TBD
Qualitative data on ECO contribution to improving school culture and climate	TBD

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HQI ECO (Measure E1/ Resource 0741 DDF 067)

Revenue and Expenditures

Comparison Report 01/04/2023

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

Budget Manager: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
EXPENDITURES							
Certificated Salaries	595,422	623,859	640,656	760,426	(119,770)	676,001	697,263
Classified Salaries	0	0	0	0	0	0	0
Employee Benefits	196,234	177,830	197,603	227,425	(29,822)	200,546	210,275
Books & Supplies	0	0	0	0	0	0	0
Unallocated Reserve and Carryover	52,019	0	41,913	0	41,913	43,827	12,836
Contracted Services	0	0	0	0	0	0	0
Indirect Costs	0	0	0	0	0	0	0
TOTAL EXPENDITURES	843,675	801,689	880,172	987,851	(107,679)	920,374	920,374

CLASSROOM SUPPORT
BSEP Measure E1, Resource 0741 DDF 067

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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: Jill Hoogendyk, Associate Superintendent, Educational Services

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Background

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. The Classroom Support resource may provide additional FTE for special programs in need of support beyond that provided through the Teacher Template calculation. Many of the positions in Classroom Support are co-funded by GF or LCAP, or were previously funded through those sources, or through one-time funds. In 2021-22, the approved staffing totaled 15.2 FTE:

- 5.0 FTE BHS U9 Support (Teachers)
- 1.0 FTE BHS Student Activities Director
- 1.0 FTE BHS Dean of Attendance
- 1.0 FTE BHS 504 Program Supervisor
- 0.4 FTE BHS International Baccalaureate Support
- 0.6 FTE Sylvia Mendez Two-Way Immersion Program Support
- 1.0 FTE Sylvia Mendez, Thousand Oaks, Longfellow Two-Way Immersion Math Support
- 0.2 FTE Willard Math Support
- 5.0 FTE Support for Students with Disabilities

Of the 15.2 FTE positions, 14.7 were filled. Unfilled was 0.5 FTE of the Support for Students with Disabilities (5.0 Positions)

2021-22 Activities

BHS U9 Support - BSEP funded 5.0 FTE of the total 5.6 FTE for the Universal 9th Grade program. additional FTE was needed to provide more individualized attention as the students transition into

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

high school. In 2018-19, BSEP took on 2.0 FTE of the needed 5.6 FTE, with the remainder provided by LCAP and the General Fund.

BHS Student Activities Director - 1.0 FTE supported Students in their engagement in a wide range of extracurricular activities which provide opportunities for student leadership, volunteerism, activism, social support, athletics, arts, and more. The Director of Student Activities (DOSA) oversees more than 75 registered student clubs and their staff sponsors who provide options for peer engagement activities during lunch and after school, collaborates with athletics, arts, academics departments, students and administrators to offer a variety of educational and social programs. In addition, the DOSA teaches the elective course "Leadership Study and Practice" to six whole-school leadership teams, working directly with over 80 Associated Student Body (ASB) leadership students who earn elective credit for their participation at weekly meetings to plan activities for their classmates, guiding student leaders and providing input to administrators in shaping the culture and values of the BHS community towards the goals of the school wide action plan. The DOSA also works with over 130 junior and senior high school student Link Leaders who serve as ambassadors for the incoming 9th grade students at orientation and beyond during monthly training sessions.

BHS Dean of Attendance - 1.0 FTE monitored and supported school-wide attendance, and made direct interventions with students by meeting with families and students who are chronically absent from school. This position is responsible for the formal processes of the School Attendance Review Team (SART) which gathers teachers, counselors, student support staff, students, and families to create a plan to improve both the student's attendance and their academic success. The Dean also refers students who do not show progress after the SART to the School Attendance Review Board (SARB), which includes collaboration with the District's Student Services department. At the SARB, the Dean represents the school site and interventions implemented with the student and family in order to aid Student Services in creating a contract with the student to improve their attendance.

BHS 504 Program Supervisor - 1.0 FTE supported the over 400 students with 504 plans in their and the teachers who are responsible for the implementation of accommodations.

BHS International Baccalaureate Support - 0.4 FTE (of a 1.0 FTE) to provide for alignment of the International Baccalaureate (IB) curriculum and pedagogy, staff training and support, IB assessment, components of the IB program, including the Extended Essay and the *Creativity, Action, Service* project. The Coordinator ensures compliance with all programmatic requirements of the International Baccalaureate Organization, and also facilitates family and student engagement for the 360 students enrolled in IB courses.

Support for Students with Disabilities - 5.0 FTE provided additional support for students with disabilities. Special Education teachers were assigned from the Special Education department to provide case management and Specialized Academic Instruction (SAI) for students with IEPs in the schools with the highest average caseloads. The reductions of caseload size and providing support

with Special Education assessments allows the Special Education teachers to better progress monitor each student's individualized IEP goals, as well as, support the general education classroom with accommodations and modifications needed to ensure students are served in the Least Restrictive Environment. In the 2021-22 year, 4.5 positions were filled and support was allocated as follows:

- 1.0 FTE - Assessments support and Coaching Across BUSD
- 1.0 FTE - Virtual Academy/ Assessment Support Across BUSD
- 1.0 FTE - Supporting Malcolm X with case load and assessments
- 0.5 FTE - Supporting Rosa Parks with case load and assessments
- 0.5 FTE - Supporting Longfellow with case load and assessments
- 0.5 FTE - Supporting Sylvia Mendez with case load and assessments

This year, 2022-23, of the 5.0 FTE allocated for Support for Students with Disabilities, 3.2 FTE are assigned and 1.8 FTE are unassigned. This is due to lack of applicants and general recruitment challenges. The 3.2 FTE are assigned as follows:

- 1.0 FTE - supports across BUSD for assessment
- 1.0 FTE - supporting malcolm X with case load and assessments
- 0.5 FTE - supporting Longfellow with caseload and assessments
- 0.2FTE - supporting Washington with caseload and assessments
- 0.5FTE - supporting Ruth Acty with caseloads and assessments

Sylvia Mendez Two Way Immersion Program Support - An additional 0.6 FTE was allocated for a teacher who provided small group support to help manage a gap in proficiency in a student's home language while growing their skills in a second language. The small group intensive reading and writing groups help support students and families in dual language instruction, providing support for students who are struggling academically in general and who did not have the advantage of bilingual preschools or other preparation. This position was filled in 2021-22 and is also filled in 2022-23.

TWI/Math support: Sylvia Mendez, Thousand Oaks, Longfellow - 1.0 FTE
Longfellow Middle School, Sylvia Mendez Elementary, and Thousand Oaks Elementary each receive funding for math support for their Two Way Immersion (TWI), or bilingual programs. The support pays for a percentage of a certificated staff position with Longfellow receiving 0.6 FTE, and Sylvia Mendez and Thousand Oaks receiving 0.2 FTE each.

Willard Math Support - 0.2 FTE was allocated to a class for students who are below grade level in math to provide extra support.

Classroom Support Program Measures	2021-22
Program/Activity	**Potential Performance Measures**
U9 Support	U9 LEAP data by cohort for student academic and social-emotional growth.
International Baccalaureate Support	Enrollment and earned diploma rates by subgroups
BHS 504 Coordinator (@ BHS)	Percentage of students with 504 plans who's plans are completed and implemented
BHS Student Activities Director	School connectedness indicators
BHS Dean of Attendance	Attendance rates, family surveys
Support for Students with Disabilities	Comparison of case size load, anecdotal evidence from Special Education Teachers
Sylvia Mendez TWI Support.	Student to teacher ratio and annual CAASPP progress
TWI/Math support	Student to teacher ratio and annual CAASPP progress
Willard Math Support	Student to teacher ratio and annual CAASPP progress

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

HQI Classroom Support (Measure E1/ Resource 0741 DDF 068)

Revenue and Expenditures

Comparison Report 10/31/23

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.

Budget Manager: Budget Manager: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
EXPENDITURES							
Certificated Salaries	1,224,951	699,533	1,303,027	1,280,850	22,177	1,360,363	1,437,503
Classified Salaries	0	0	0	0	0	0	0
Employee Benefits	318,618	178,097	375,890	342,716	33,174	417,180	437,316
Books & Supplies	0	0	0	0	0	0	0
Unallocated Reserve and Carryover	46,307	0	79,267	0	79,267	88,877	0
Contracted Services	0	0	0	0	0	0	0
Indirect Costs	0	0	0	0	0	0	0
TOTAL EXPENDITURES	1,589,876	877,630	1,758,184	1,623,566	134,618	1,866,420	1,874,819

SCHOOL SITE PROGRAMS

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

ANNUAL REPORT: FY 2021-22
UPDATE: FY 2022-23

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**

Background

The budgeted revenue allocated to the BSEP Site Program funds in FY 2021-22 was $3,295,693. This allowed for allocations to the sites of $325 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 2021-22.

The expenditure budget for each site for FY 2021-22 was based on this revenue allocation, while spending actuals also include use of carryover budgets generated by unspent prior year 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 2021-22, the BSEP Site Program allocation of $325 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 baseline funding at the level of 150 students for Berkeley Technology Academy (BTA) and Berkeley Independent Study (BIS). These baseline allocations are provided to ensure funding remains consistent regardless of the naturally fluctuating enrollment, so that established programs and services can continue to serve students. The Early Childhood Education (Preschool)

[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.

allocation was 300 students, based on the number of full and partial day students across three sites.

The $325 per pupil allocation was an increase of 6.56% 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 (80.278% of total actual expenditures)

Budget: $2,727,264 *Actual: $2,383,999* *Variance: ($343,265)*

- Certificated Staffing $ 1,429,487
- Classified Staffing $ 421,086
- Employee Benefits $ 533,426

2. Contracted Services (7.564% of total actual expenditures)

Budget: $222,523 *Actual: $224,615* *Variance: $2,092*

3. Books, Supplies and Equipment (7.017% of total actual expenditures)

Budget: $148,429 *Actual: $208,393* *Variance: $59,964*

4. Indirect Costs (5.141% of total expenditures)

Budget: $238,108 *Actual: $152,682* *Variance* (*$85,426*)

All unspent BSEP Measure E1 Site Program dollars from 2021-22 were carried over to 2022-23 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

The 2021-22 school year saw the full return of in-person instruction in BUSD after pandemic school closures in 2020-21. The percentage of site BSEP spending on materials and supplies increased from 3.13% in ‘19-20 (when most of the school year was conducted remotely) to 7.02% in ‘21-22. The percentage spent on contracted services also increased from 5.7% in ‘19-20 to 7.56% in ‘21-22, even though field trips were largely still on hold for most of the ‘21-22 school year.

Sites also received “Restorative Restart” funds in 2021-22, which Principals and SSCs used to address site needs as students returned to campus. Site leaders prioritized utilizing as much of the finite Restorative Restart funding as possible, even if it meant spending less from BSEP site resources, knowing that any unused BSEP site funds would remain with the school as carryover in coming years.

Indirect costs are a set percentage paid of all actual spending from each fiscal year, and as such would represent 5.141% of total expenditures regardless of how much had been spent in 2021-22. The variance in this category is due to sites not expending all budgeted 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 $497,304. Carryover funds cannot be used for regular personnel salary and can be used for one-time costs such as materials and supplies, contracts, etc.. District staff will continue to work with Principals through future budgeting cycles to maximize appropriate use of carryover BSEP site funds.

Fund Balances

Measure E1, Resource 0752
Beginning: $1,736,906 *Ending: $2,234,210* *Increase: $497,304*

Measure A, Resource 0852
Beginning: $187,500 *Ending: $187,500* *Change: $0*

2021-22 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 2021-22 SSCs made the following changes to their Site Plans and BSEP budgets:

- Longfellow Middle School reallocated $2,000 from the materials and supplies budget to pay for classified hourly work for the school Registrar to support students and families with administrative tasks.
- Longfellow Middle School reallocated $2,000 from the materials and supplies budget to pay for certificated hourly work to provide extended learning opportunities to students through afterschool clubs.
- The Early Childhood Education program (Preschools) allocated $7,500 from carryover funds to purchase outdoor equipment.
- The Early Childhood Education program allocated $7,245 from carryover funds to extend a music and movement contract for an additional 7 weeks to 18 classrooms.
- The Early Childhood Education program allocated $2,500 from carryover funds to to purchase classroom materials.
- The Early Childhood Education program allocated $2,000 from carryover funds to pay music and movement contractors to provide interactive workshops to students and families.
- Rosa Parks Elementary allocated $10,500 from carryover funds to pay for a certificated employee on voluntary leave to work an additional .20 FTE in ‘21-22 to support reading and writing intervention.

- Thousand Oaks Elementary allocated $1,000 from carryover funds to increase the materials and supplies budget.
- Ruth Acty Elementary allocated $20,000 from carryover funds to pay for certificated hourly intervention work with students.
- Ruth Acty Elementary allocated $16,000 from carryover funds to increase the materials and supplies budget.

Update FY 2022-23

Site fund allocations increased from $325 per pupil in 2021-22 to $345 per pupil in 2021-22, due to increased BSEP revenues. 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, which are currently in their final year to be spent.

Additionally, as was presented to the P&O Committee at the January 10, 2023 meeting, a final allocation of BSEP Measure A site funds will be disbursed to each school's budgets this fiscal year. This will result in proportional savings to each site's budget in current Measure E1 funds, which SSCs and Principals may take action to use in the current year through a site plan addendum, or which will carry over for use in future years.

The 2022-23 Site Plans and budgets are published as the Consolidated School Plans document. Between August of 2022 and January of 2023, those current BSEP site budgets have been amended through site plan addenda in the following ways:

- Berkeley Technology Academy allocated $6,000 from carryover funds to pay for a contractor to provide financial literacy training to students.
- Berkeley Technology Academy reallocated $11,900 from Teacher Leader salary pay (other funds were available from the general fund) to open a Dance IS position at 2 hours per week.
- Longfellow Middle School reallocated $28,000 from a building sub position, $21,000 from the materials budget, and $6,000 from the teacher hourly budget to pay .40 FTE (of a full-time position, co-funded from other resources) for a new RtI ELD position. The $21,000 for materials and $6,000 for teacher hourly were shifted so that they would be paid from unallocated carryover funds.
- The Early Childhood Education program allocated $6,210 from carryover funds to extend a music and movement contract for an additional 6 weeks.
- The Early Childhood Education program allocated $3,000 from carryover funds to pay music and movement contractors to provide interactive workshops to students and families.
- Rosa Parks Elementary allocated $7,000 from carryover funds to increase the materials and supplies budget.

- Emerson Elementary allocated carryover funds for the following amounts and purposes: $1,500 for certificated hourly work for PD/curriculum development/extra duty; $1,500 for certificated hourly intervention work with students; $1,500 for classified hourly office support work; $1,500 for classified hourly tutoring work with students; and $7,000 to increase the materials and supplies budget.

Additional site plan addenda will likely also be enacted between February and June of 2023 as the year continues to unfold, and will be reported in full in the 2022-23 Annual Report.

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Site Funds (Measure E1, Resource 0752)
Revenue and Expenditures
Comparison Report

Purpose:

The School Site Council shall develop recommendations to allocate these revenues for 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 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 Manager: Kathy Fleming

		Adopted Budget 2020/21 as of 07/01/20	Audited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE								
	Parcel Tax Revenue	3,252,267	3,281,983	3,295,693	3,430,211	134,518	3,441,345	3,441,345
	Parcel Tax Revenue Prior Year		32,155	0	36,782	36,782		
	Net Revenue	3,252,267	3,314,138	3,295,693	3,466,993	171,300	3,441,345	3,441,345
EXPENDITURES								
	Certificated Salaries	1,472,918	1,458,531	1,548,577	1,429,487	(119,090)	1,510,967	1,704,406
	Classified Salaries	530,055	525,804	518,659	421,086	(97,573)	634,319	708,253
	Employee Benefits	613,652	561,759	660,028	533,426	(126,602)	708,406	787,034
	Books & Supplies	183,445	91,839	148,429	208,393	59,964	99,511	215,362
	Unallocated Reserve	154,549	0	123,509	0	(123,509)	191,438	1,106,566
	Contracted Services	201,521	167,405	222,523	224,615	2,092	222,559	421,969
	Equipment		0	0	0	0		
	Indirect Costs	150,232	133,534	238,108	152,682	(85,426)	216,848	318,368
TOTAL EXPENDITURES		3,306,372	2,938,871	3,459,833	2,969,689	(490,144)	3,584,048	5,261,958
NET INCREASE (DECREASE)		(54,105)	375,266	(164,140)	497,304	661,444	(142,703)	(1,820,613)
FUND BALANCE ANALYSIS								
	Beginning Fund Balance	350,476	1,361,640	454,683	1,736,906	1,282,223	401,343	2,234,210
	Net Increase (Decrease) in Fund Balanc	(54,105)	375,266	(164,140)	497,304	661,444	(142,703)	(1,820,613)
	Ending Fund Balance	296,371	1,736,906	290,543	2,234,210	1,943,667	258,640	413,597

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Site Funds (Measure A, Resource 0852)
Revenue and Expenditures
Comparison Report

Purpose:

The School Governance Council shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective activities leading to improved student performance.[...] Revenues may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as arts and sciences instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.

Budget Manager: Kathy Fleming

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE	0	0	0	0	0	0
EXPENDITURES						
Certificated Salaries						
Classified Salaries						
Employee Benefits						
Books & Supplies						
Unallocated Reserve						
Contracted Services						
Indirect Costs						
TOTAL EXPENDITURES	0	0	0	0	0	0
NET INCREASE (DECREASE)	0	0	0	0	0	0
FUND BALANCE ANALYSIS						
Beginning Fund Balance	187,500	187,500	187,500	187,500	187,500	187,501
Net Increase (Decrease) in Fund Balanc	0	0	0	0	0	0
Ending Fund Balance	187,500	187,500	187,500	187,500	187,500	187,501

SCHOOL LIBRARIES

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

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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.
- Ongoing collaboration with classroom teachers, literacy coaches and administration at every school.

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

2021-22 Highlights

- This school year saw a return to the core library program with in-person class visits at the start of the school year.
- Over 280,000 items were circulated in the TK-12 schools in 2021-22, a return to our circulation rates prior to the closure of the schools with a slight increase.
- Expanded library staffing to include a .2 staff member at BTA/BIS supporting those small programs.
- Virtual evening programs: Mock Newbery Nights with authors Cynthia Leitich Smith, Kyle Lukoff, Shing Yin Khor, and Nic Stone - a diverse case of authors!
- Virtual author visits during the school day included Saadia Faruqi at 6 elementary schools and Gene Luen Yang at Berkeley High in collaboration with Berkeley Public Library.
- A massive purchase of over $150,000 in books at the start of the school year, paid from COVID Relief funds, replaced all books that had been lost during school closures.
- Book recommendation lists were generated and posted for Arab American, Asian-American and Pacific Islander, Indigenous Peoples, Jewish-American, and Latine/x Heritage. Additionally book recommendation lists were updated celebrating the themes Black Lives Matter, Climate Literacy, LGBTQI+ Pride, and Transgender, Non-Binary and Gender Fluid, and Summer Reading Lists by grade level.
- To support diversity in collections, new books supporting each heritage month or thematic book list were ordered for every school when the book recommendation list was publicly shared.
- Book clubs were held at every school including the Mock Newbery Club at every elementary school, the Battle of the Books at the middle schools and various clubs at BHS.
- Each school library's signage was analyzed and a plan developed to install new signs and navigation aids to improve students' ability to access books independently.

2021-22 Challenges

- Lunchtime and club activities were limited such as restricted numbers of students, maintaining a log of all who enter the library, restrictions about mixing classes in elementary schools etc.
- Health guidelines prevented in-person author visits, special events and evening family programs.
- Staffing shortages across the district pulled library staff into filling emergency openings, impacting some library programs.
- All district office library staff were reassigned to schools throughout the month of January due to the Omicron surge.

- Constantly shifting health-related guidelines caused anxiety and the need for frequent revisions of policies increased the workload and made planning meetings and clubs particularly challenging.

Fund Balance Management

The Fund Balance grew due to increased revenue over the projected amount in the adopted budget and the salary variance reserve was not needed. A potion of the Fund balance is budgeted in 2022-23 to support:

- Upgraded library technology including circulation computers at every school except BHS and new student catalog computers in every school library.

- Facilities improvements including new shelving, signage and furniture, in collaboration with the Facilities Department and PTAs.

2022-23 Program Update

- Staff position at Sylvia Mendez was modified to be bilingual, and a new bilingual library specialist was hired.

- Middle school libraries all now see every English and reading support class on a regular schedule.

Equity Initiatives within BUSD Libraries

- Book circulation policies ensure that every student has access to the library and is able to borrow books regardless of past lost books.

- Programming audit, collecting data for elementary library read-alouds and booktalks.

- Professional development focuses on diversity and equity.

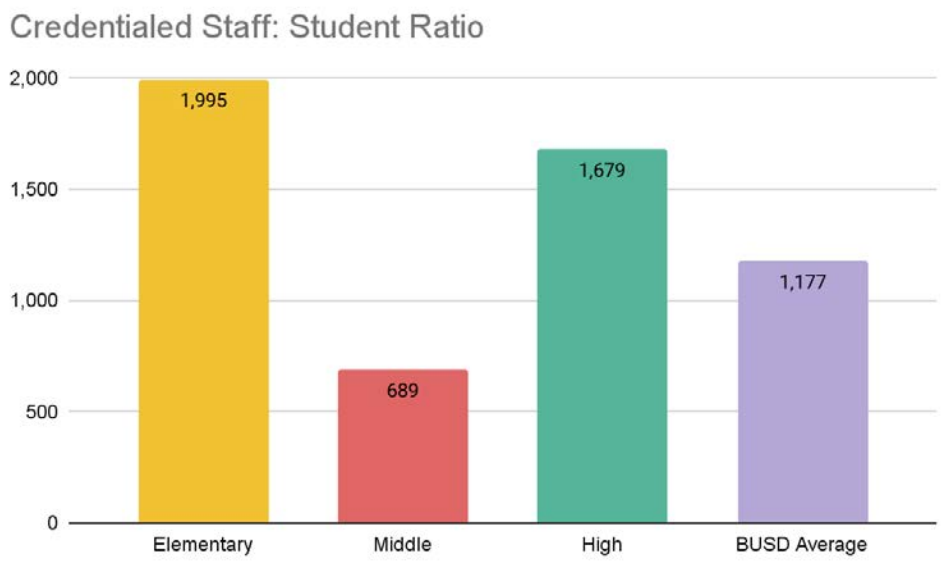
- All author visits and special programs are developed with an eye toward diversity.

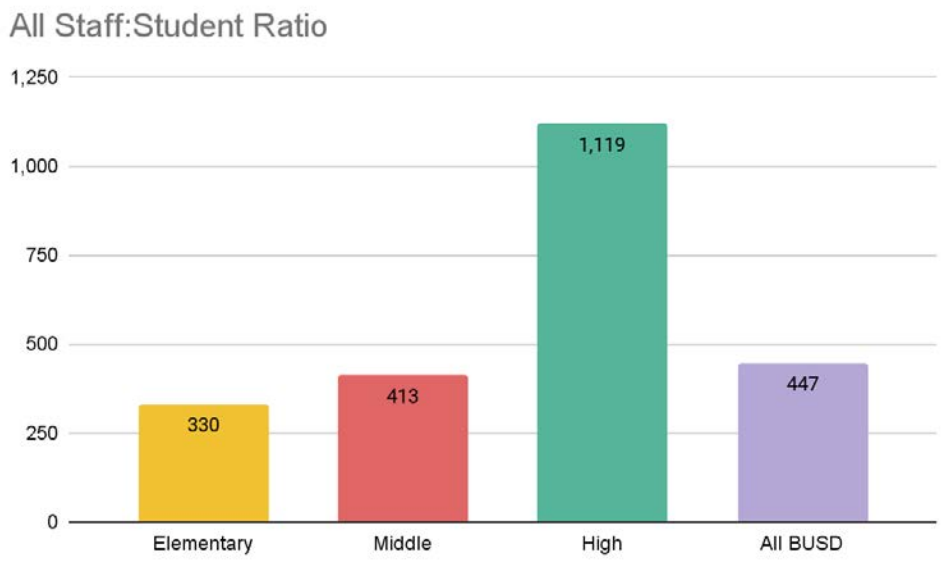
- Book lists and recommendations are developed to showcase a wide range of writers. Every list is reviewed with an eye toward diversity and intersectionality. Books are purchased from the central office for every school to support the various focus lists.

- Collections of books in Spanish and in Arabic can be found at every library. Additional languages are available at the Central Media Library.

- Chromebooks for students in need were distributed through all the school libraries.

Library Program Measures

		2021-22
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*		
Schools with fully staffed library with resources and materials		100%
TK-12 Circulation numbers per level - Databases	elementary	228,545
	middle schools	35,766
	high schools	12,841
	BHS database usage	37,809
Library usage data (measure under development)		TBD
Ratios of staffing to student 		**State Average 1:7,187 credentialed staff:student**

	No state-wide data tracked for combined staffing of school libraries.
Number of new books purchased	18,951
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*	
Number of staff vacancies	0/24
TSA/Coordinator support for library staff consultations and coaching sessions (avg. per week)	13
Number of professional development offerings for library staff	29
Diversity, Equity and Inclusion *Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.*	
Number of diversity reading lists offered	8
Amount spent on centrally-selected, diversity-focused book purchases (site book orders also include diverse books)	$18,500
Number of visiting authors from diverse background with diversity content coordinated central office	11

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
SCHOOL LIBRARY (Measure E1, Resource 0761)
Revenue and Expenditures
Comparison Report 12/12/22

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.

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 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	2,300,384	2,344,146	2,331,100	2,426,247	95,147	2,434,122	2,434,122
Parcel Tax Revenue-Prior Year	0	0	0	26,017	26,017	0	0
	2,300,384	2,344,146	2,331,100	2,452,263	121,163	2,434,122	2,434,122
EXPENDITURES							
Certificated Salaries	720,861	696,110	684,592	717,812	(33,220)	723,473	771,122
Classified Salaries	663,483	648,231	677,531	709,135	(31,604)	683,870	724,905
Employee Benefits	536,211	491,685	593,332	527,263	66,069	577,284	603,974
Books & Supplies	164,357	136,891	157,068	141,207	15,861	237,914	237,914
Unallocated Reserve	42,791	0	62,318	0	62,318	92,686	0
Contracted Services	76,025	73,723	75,625	40,495	35,130	96,938	109,162
Equipment	0	0	0	0	0	25,000	25,000
Indirect Costs	104,897	97,420	121,975	115,766	6,209	156,954	156,954
TOTAL EXPENDITURES	2,308,625	2,144,060	2,372,441	2,251,679	120,762	2,594,119	2,629,031
NET INCREASE (DECREASE)	(8,241)	200,087	(41,341)	200,584	241,925	(159,997)	(194,909)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	316,464	546,534	495,770	746,621	250,851	615,330	947,205
Net Increase (Decrease) in Fund Balance	(8,241)	200,087	(41,341)	200,584	241,925	(159,997)	(194,909)
Ending Fund Balance	308,223	746,621	454,429	947,205	492,776	455,333	752,296

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
SCHOOL LIBRARY (Measure A, Resource 0860)
Revenue and Expenditures
Comparison Report 12/12/22

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.

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 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE	0	0	0	0	0	0
EXPENDITURES						
Certificated Salaries	0	0	0	0	0	0
Classified Salaries	0	0	0	0	0	0
Employee Benefits	0	0	0	0	0	0
Books & Supplies	75,410	1,434	0	69,184	0	0
Unallocated Reserve	0	0	0	0	0	0
Contracted Services	0	0	0	0	0	0
Indirect Costs	3,590	69	0	3,750	0	0
TOTAL EXPENDITURES	79,000	1,503	0	72,934	0	0
NET INCREASE (DECREASE)	(79,000)	(1,503)	0	(72,934)	0	0
FUND BALANCE ANALYSIS						
Beginning Fund Balance	164,115	164,115	162,613	162,613	89,679	89,679
Net Increase (Decrease) in Fund Balance	(79,000)	(1,503)	0	(72,934)	0	0
Ending Fund Balance	85,115	162,612	162,613	89,679	89,679	89,679

MUSIC, VISUAL AND PERFORMING ARTS
BSEP Measure E1, Resource 0753
BSEP Measure A, Resource 0853

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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

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.

Highlights of the 2021-22 Music and VAPA Program

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

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

- Staffing and materials for the grades 4-8 Music Program, including music classes for all fourth and fifth graders;
- Staffing support for afterschool arts classes at the middle schools;
- Drama materials for grades 6-8;
- Support for the Berkeley Symphony Orchestra Music in the Schools Program (MITS) at eleven elementary schools;
- Professional development for classroom teachers in arts integration at ten elementary schools (Arts Anchor Allocations);
- Professional development for music teachers; year five of Mills Scholars inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Berkeley Arts Education Steering Committee (BAESC), Cazadero Music Camp, The Music Connection (TMC), the Performing Arts Showcase, and Schools Fund grants for things like arts provider residencies and music lesson scholarships for students in need.
- Staffing support for partnerships with community arts organizations such as Cal Performances, Berkeley Art Museum and Pacific Film Archive (BAMPFA), Berkeley Repertory Theatre, MOCHA, Freight & Salvage, KALA, The Kennedy Center (DC), and the Alonzo King LINES Ballet.
- 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:

  <u>0.6 FTE funding Middle School Arts electives</u>:

  - King- Ceramics
  - Willard- Drama

- Longfellow- Digital Arts

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

2021-22 Achievements

- All music classes were up and running on the first day of school in the exactly the same format, structure and quantity as our program pre COVID.
- The Music department pivoted in a major way in regards to materials to provide instrument masks and bell covers for all non-string instruments. We shifted away from offering the flute where possible and recorders completely as there was no way or insufficient ways to limit spray from these instruments.
- Our first VAPA Family Engagement and Equity Specialist, Jay Whittington, cme on full time and in-person for the first time.
- Our inquiry/equity work focused on curriculum for students and found high points in the symposiums offered to all middle school musicians, the Golden State of Song we piloted with Washington 4th graders, and professional development sessions- all of the above created and delivered by Jay Whittington in partnership with the Freight and Salvage.
- BHS sheet music library digitization project finally completed!

2021-22 Challenges

- Learning loss from 4th and 5th graders who did not participate during virtual year.
- Covid restrictions / contracts
- Many Partnerships/contractors were not able to continue their work.
- School-day and after-school Arts Anchor funding was largely unused.
- Many instruments not returned / unaccounted for.

Fund Balance Management

Underspending in the area of contracts largely due to prohibitive Covid restrictions preventing or bottlenecking the ability for contractors and groups to come on campus and fulfill contracts.

The intended uses of fund balance in 2022-23 and in subsequent years:

- 2022-23 fund balance is already being used for salaries impacted by the raises that went into effect with new bargaining unit contracts.

- Measure A fund balance has a spending plan in effect to be used for the purchase of large instruments.

2022-23 Program Update

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.

Orientations for all families and smaller orientations for BIPOC families were held via Loom and Zoom for 3rd and 5th grade parents.

Symposium and Golden State of Song initiative successfully delivered by Jay Whittington and Freight and Salvage.

VAPA/Music Program Measures

	2021-22
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*	
Number of percent of fourth and fifth graders participating in instrumental music program	721/100%
Middle School enrollment in arts and music classes, disaggregated and compared to district enrollment	TBD
High School enrollment in arts and music classes, disaggregated and compared to district enrollment	TBD
Number and percent of third grade students receiving general music classes	623/100%
Number and percent of TK-2 grade classrooms receiving instruction in arts and music (credentialed teacher or consultant)	40/42% music TBD other arts
Number of MS and HS Music/VAPA courses offered 0 and 7 period	23
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*	
Recruitment and Retention Data, number and % of vacancies, retention rates	1 vacant out of 19
TSA supports for staff, consultations, coaching sessions,	N/A
Number of pd offerings for music and VAPA staff, participation rates	PD every Wed
Number and percent of staff who identify as person of color	47%
Diversity, Equity and Inclusion *Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.*	
Special Education measure	TBD
English learners Measure	TBD
Homeless and Foster Youth measure	TBD
Socio economic status measure	TBD

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
MUSIC/VAPA (Measure E1, Resource 0753)
Revenue and Expenditures
Comparison Report 12/12/22

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

Budget Manager: Pete Gidlund, VAPA Program Supervisor

	Adopted Budget 2020/21 as of 07/01/20	Audited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	1,983,089	2,001,208	2,009,569	2,091,592	82,023	2,098,381	2,098,381
Parcel Tax Revenue Prior Year	0	19,607	0	22,428	22,428	0	
VAPA Contribution to General Fund	(238,500)	(254,279)	(258,028)	(209,573)	48,455	(253,547)	(253,547)
Net Revenue	1,744,589	1,766,536	1,751,541	1,904,447	152,906	1,844,834	1,844,834
EXPENDITURES							
Certificated Salaries	853,134	866,876	932,938	803,401	129,537	829,935	879,729
Classified Salaries	70,842	61,293	106,245	165,755	(59,510)	174,243	184,698
Employee Benefits	311,203	284,569	360,410	312,164	48,246	375,491	391,292
Books & Supplies	182,500	161,155	230,582	197,708	32,874	207,000	234,303
Unallocated Reserve	39,284	0	54,833	0	54,833	77,816	0
Contracted Services	294,200	79,862	323,300	102,067	221,233	382,075	382,075
Equipment	0	0	0	0	0	90,000	190,000
Indirect Costs	94,708	81,302	108,851	97,054	11,797	137,594	137,594
TOTAL EXPENDITURES	1,845,871	1,535,057	2,117,159	1,678,148	439,011	2,274,154	2,399,691
NET INCREASE (DECREASE)	(101,282)	231,479	(365,618)	226,299	591,917	(429,320)	(554,857)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	486,441	842,936	672,466	1,074,415	401,949	708,797	1,300,714
Net Increase (Decrease) in Fund Balance	(101,282)	231,479	(365,618)	226,299	591,917	(429,320)	(554,857)
Ending Fund Balance	385,159	1,074,415	306,848	1,300,714	993,866	279,477	745,857

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
MUSIC/VAPA (Measure A, Resource 0853)
Revenue and Expenditures
Comparison Report 12/12/22

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

Budget 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 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE	0	0	0	0	0	0
EXPENDITURES						
Certificated Salaries	0	0	0	0	0	0
Classified Salaries	0	0	0	0	0	0
Employee Benefits	0	0	0	0	0	0
Books & Supplies	190,913	47,503	190,000	74,386	0	0
Unallocated Reserve	0	0	0	0	0	0
Contracted Services	0	25,999	0	0	0	0
Indirect Costs	9,087	3,499	10,298	4,032	0	0
TOTAL EXPENDITURES	200,000	77,001	200,298	78,418	0	0
NET INCREASE (DECREASE)	(200,000)	(77,001)	(200,298)	(78,418)	0	0
FUND BALANCE ANALYSIS						
Beginning Fund Balance	241,917	293,686	404,628	216,686	16,388	138,268
Net Increase (Decrease) in Fund Balance	(200,000)	(77,001)	(200,298)	(78,418)	0	0
Ending Fund Balance	41,917	216,685	204,330	138,268	16,388	138,268

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

ANNUAL REPORT: FY 2021-22
UPDATE: FY 2022-23

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 Infinite Campus, and to help technology committees and School Site Councils make decisions about technology needs and purchases.

The passage of Measure G provided funds for the district to update infrastructure with the first bond issuance in November of 2020. In 2021-22, these funds allowed the district to replace 1,020 classroom Chromebooks which had reached their end-of-life and to continue implementing classroom displays. In 2021-22 the district expanded the adoption of touch-screen flat panel technology in place of short-throw projectors, with 43 new promethean boards installed. The district also replaced projectors in 13 classrooms. Additionally, the district established new "lending libraries" of iPads at each school for Special Education use with the Measure G funds. Schools leveraged their per-pupil BSEP instructionally technology allocations to expand technology use in their classroom, with 72 additional chromebooks and 13 additional printers placed in classrooms.

Core Instructional Technology Program

- School Computer Technicians 6.40 FTE
- Technology Supervisor 0.75 FTE
- Instructional Technology TSA 1.00 FTE

The District Instructional Technology Leadership (ITL) working group 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.

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

In addition to Tech Department staff, the BSEP Technology budget also funds stipends for Tech Teacher Leaders (TTLs) at each school. 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 return to in-person instruction in the 2021-22 school year, this support was critical in helping students and staff successfully transition back to the conventional classroom model.

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 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 providing Chromebooks in BHS at a ratio of 1 cart for every two 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.
- The district has begun installing interactive flat panel displays in classrooms throughout the district.

Instructional Technology Program Challenges and Achievements

- The district converted to a new HR and Financial System: Escape. This conversion touched every school and department in the district, and consumed a significant portion of the technology department's time for conversion tasks, software upgrades, support and training.

- The district closed its Oregon Street facility and opened two new facilities, requiring extensive network and phone systems work from the small technology support team.

- Retirements and transitions by technology department personnel resulted in the turnover of four positions during the year, with requisite training and onboarding.

- Technology procured and installed 43 new flat-panel interactive displays in classrooms.

- Technology applied for and received federal funding through the federal ECF program to purchase over 2,200 Chromebooks for student home use, which were configured and deployed through all schools.

- Technology purchased, configured and installed 1,020 new Chromebooks to replace obsolete classroom Chromebooks using Measure G funds.

- As the EdHub was phased out, Technology worked with the Library team to set up a checkout system for hotspots and Chromebooks for students directly from their home school library.
- 150 Chromebooks were checked out to families for home use through the libraries in the first year of the checkout program. This number is significantly increasing in the second year.
- Technology department technicians responded to more than 4,000 helpdesk requests from school sites.
- The district put out a request for proposals for high speed Internet connectivity between all sites and awarded a contract to provide dark fiber to Sonic.
- The district continued deploying updated network equipment including switches, routers and wireless access points at all schools.
- The district created and implemented a process for review and approval of instructional software resources to insure compliance with student data privacy requirements, ADA requirements, and curricular standards.
- The district began drafting standards for all facilities technologies including cameras, phones, alarm systems, classroom displays, keyless entry systems, etc.
- The district audited emergency lines, including elevator lines throughout the district, correcting dozens of problems with the existing system and converting to a newer technology which realized a cost savings of approximately $250,000/year from the general fund.

Fund Balance Management

The fund balance growth was primarily due to revenue increase, unused salary due to unfilled positions, and the unused reserve for salary variance.

The intended uses of fund balance in 2022-23 and/or in subsequent years:

- One-time expenses including repairs, new computers, and other technology upgrades
- Multi-year software subscription cycles
- Funding of student hotspots for socioeconomically disadvantaged students
- The potential implementation of a new Esports program, beginning at the high school level

Program Update FY 2022-23

- The district has formed a Technology Advisory Committee comprised of classroom teachers, parents, students, school administrators and district technology leaders. This committee will advise on the future direction and spending priorities for instructional technology.

- Funding for student hotspots has not been continued by the federal government, so the district is considering leveraging BSEP fund balance to continue this service.
- Technology is continuing the partnership with Library Services to issue Chromebooks through the student's home school library. These devices are available for any student who needs them, regardless of socioeconomic status.
- The district is continuing the deployment of dark fiber Internet connections to all schools, with an anticipated completion in December, 2022. This will increase speed and reliability of these connections while decreasing overall costs.
- The district plans to complete the network switch refresh to accommodate higher bandwidth district-wide (equipment paid for by Measure G.)
- The technology department is partnering with the admissions department to move the enrollment process to a fully online, secure system within Infinite Campus.
- The district is conducting a comprehensive cybersecurity audit with accompanying updates to policies, procedures and systems.
- The district is continuing to upgrade audiovisual systems in multiple schools.

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 continue providing Chromebooks to any student who lacks access for digital homework and research.
- Technology will continue to ensure that Free/Reduced Lunch eligible and Homeless students are prioritized in Internet access via hotspots or alternative means.
- 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).

Instructional Technology Program Measures

	2021-22
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*	
Number and percent of schools receiving per-pupil allocations for technology	16 schools, 100%
Average technology support FTE per school - Elementary	0.2 FTE
Average technology support FTE per school - Middle	0.66 FTE
Average technology support FTE per school - High	2 FTE
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*	
Number of instructional technology professional development offerings	183
Number of instructional technology training / coaching sessions - Elementary	598
Number of instructional technology training / coaching sessions - Middle	295
Number of instructional technology training / coaching sessions - High	198
Number of support tickets closed - Elementary	1,633
Number of support tickets closed - Middle	1,133
Number of support tickets closed - High	1,286
Diversity, Equity and Inclusion *Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.*	
Home-use chromebooks checked out by students who don't have sufficient access at home: Total Districtwide	152
Home-use chromebooks checked out by students who don't have sufficient access at home: Special Education*	25
Home-use chromebooks checked out by students who don't have sufficient access at home: English learners*	25
Home-use chromebooks checked out by students who don't have sufficient access at home: Homeless and Foster Youth*	8
Home-use chromebooks checked out by students who don't have sufficient access at home: Socio-economic status*	75

***Students may be listed in more than one subgroup.**

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Instructional Technology (Measure E1, Resource 0762)

Revenue and Expenditures

Comparison Report 12/12/22

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 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	1,031,206	1,040,628	1,044,976	1,087,628	42,652	1,091,158	1,091,158
Parcel Tax Revenue-Prior Year		10,195	0	11,663	11,663	0	0
Net Revenue	1,031,206	1,050,824	1,044,976	1,099,290	54,314	1,091,158	1,091,158
EXPENDITURES							
Certificated Salaries	99,500	107,640	93,577	82,161	11,416	87,596	92,847
Classified Salaries	509,381	473,335	541,745	494,629	47,116	488,651	517,970
Employee Benefits	291,148	245,088	272,265	250,373	21,892	280,818	293,240
Books & Supplies	131,911	57,509	34,000	91,012	(57,012)	0	61,000
Unallocated Reserve	18,101	0	42,779	0	42,779	70,616	23,624
Contracted Services	24,000	44,650	0	6,935	(6,935)	148,104	87,104
Indirect Costs	51,124	44,183	53,353	50,141	3,212	69,280	69,280
TOTAL EXPENDITURES	1,125,165	972,405	1,037,719	975,250	62,469	1,145,065	1,145,065
NET INCREASE (DECREASE)	(93,959)	78,418	7,257	124,040	116,783	(53,907)	(53,907)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	202,081	202,081	108,122	280,499	172,377	252,101	404,539
Net Increase (Decrease) in Fund Balance	(93,959)	78,418	7,257	124,040	116,783	(53,907)	(53,907)
Ending Fund Balance	108,122	280,499	115,379	404,539	289,160	198,194	350,632

STUDENT ACHIEVEMENT STRATEGIES
BSEP Measure E1, Resource 0763

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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 Manager: Jill Hoogendyk, Associate Superintendent, Educational Services

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Background

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes. The 2021-22 Plan includes:

• RtI Elementary and Middle School Teachers	5.5 FTE
• K-5 Literacy Coaches	5.5 FTE
• Middle School Math Coach	0.6 FTE
• Black Studies Program Development	0.4 FTE
• African American Success Framework (AASF)	$60,000
• Puente	$40,000
• Be a Scientist	$20,000

2021-22 Activities - K-8 Literacy Coaches and RtI Teachers
Lit Coaches and RtI teachers work with students performing below grade level to do targeted interventions. RtI Teachers and Literacy Coaches provide additional supports for students identified through grade-level data, including teacher input, formative and summative assessments, and progress towards grade level standards. RtI Teachers and literacy Coach impact can focus on student performance in core classes as reported by the classroom teacher, and in the STAR test, and at SBAC scores when available. Both positions serve critical roles on the Coordination of Services (CoS) teams the District has been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific academic or behavioral outcomes, both positions play key direct service roles with our students.

[1] BSEP Measure E1 Section 3.A

The Response to Intervention (RtI) Teachers in elementary and middle schools, and elementary Literacy Coaches remain key in efforts to support struggling students. The plan provides 2.75 FTE RtI teachers for the 11 elementary schools (.25 FTE at each) and 2.75 FTE RtI teachers for middle schools (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King).

Literacy Coaches are allocated to each of the 11 BUSD elementary schools including 0.5 FTE from this funding source. 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 Achievement Strategies budget reflects the multiple roles fulfilled by this position. Each elementary school rounds out a full-time position at the site by providing funding for0 .25 FTE from site BSEP or Title I funds.

in 2021-22, the Literacy coaches and the RtI Teachers supported the following projects and activities as part of the Professional Development Department:

- **Silicon Valley Math Initiative -** BUSD continued its work with SVMI to support math professional development. Many sites are implementing the MARS tasks as formative assessment for student learning. Classroom teachers also attend their summer institute and after school training. 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. Additionally, the district implemented a collaboration with the Special Education department. A team (12 participants) made up of math coaches, Special Education TSAs, classroom Special Education teachers, and RtI teachers attended the Silicon Valley Math Initiative professional development meetings with follow up coaching.
- **District wide K-2 training on the implementation of DIBELS** -Site Literacy Coaches and RtI Leads assisted with implementation of a district wide K-2 training on the implementation of DIBELS, the newly adopted universal screener. Teachers unpacked the skills assessed on each subtest of DIBELS and received training in how they could use the data to inform instructional next steps. **DIBELS usage data** - 100% of K-2 classrooms were given DIBELS (which includes 3-5 subtests) used for benchmarks
- ***Shifting the Balance*** - Site Literacy Coaches and RtI Leads engaged in a book study on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.
- **CAASPP in ELA Training** - All elementary sites participated in site specific training led by district staff on Tools for Preparing for CAASPP in ELA. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

2022-23 Update - K-8 Literacy Coaches and RtI Teachers
This fall , the Literacy Coaches and the RtI Teachers supported the following projects and activities as part of the Professional Development Department:

- **October 10, 2022 Staff Development Day:** All TK-5 classroom teachers, specialists, and interventionists engaged in professional development focused on Shifts in literacy

instruction based on the Science of Reading. Staff was trained and read about Phonological/Phonemic Awareness and learned high leverage strategies to build phonological awareness with students that they could bring back to their classrooms.

- **Six Shifts on the Science of Reading**: Year-Long (7-8 Wednesdays for K-5 Elementary School sites). All staff engaged by Literacy Coach in Book study and professional development inquiry work around the shifts in literacy instruction based on the Science of Reading; Topics include:
    - Shift 1: Rethinking how reading comprehension begins
    - Shift 2: Recommitting to Phonemic Awareness Instruction
    - Shift 3: Reimagining the way we teach phonics
    - Shift 4: Revising high-frequency word instruction
    - Shift 5: Reinventing the ways we use MSV (3 cueing systems)
    - Shift 6: Reconsidering texts for beginning readers

- **DIBELS** professional development for 2022-23 is also focused on training interventionists on the progress monitoring component of DIBELS.

2021-22 Activities - African American Success Framework In 2021-22, the following activities took place:

- The African American American Success Framework (AASF) was developed further. It is a comprehensive plan to disrupt predictable patterns of student achievement. It takes into account all current District initiatives including: LCAP, BLM Resolution, CCEIS, LCP, etc. and provides a single framework to support achievement.
- The data dashboard was created, provided by an African American Success Framework provider to analyze district data provided by BREA with a focus on African American student outcomes. This multi-measure system includes academic, social-emotional and climate with the goal of making African American students visible and to effectively implement the AASF's Theory of Transformation which starts with a data rich needs assessment. Key aspects of the dashboard include:
    - Converts institutional data into meaning so that one can understand the impact of system decisions and take appropriate action for students and staff
    - Provides direct multi-measure feedback on African American student performance Identifies areas where things are going well and areas in need of support (e.g. evaluate performance against targets)
    - Does not give complete picture of what is happening but is intended to drive important questions
- The BSEP funded report ASSP - Umoja Program Report, was developed by Freedom Media Education Initiatives.

2022-23 Update - African American Success Framework
In 2022-23, staff will implement the AASF work plan (developed in Spring of 2022) . Funding will support programming and activities suggested in the AASF, specifically recommendations, and strategic actions created to ensure long term practices to sustain and scale best practices to achieve transformative results for Black/African American students. In the fall, the African

American Success Framework Progress Report (Fall 2022) was presented to the Board of Education.

2021-22 Activites - Puente

The Puente program addresses long term inequities for Latinx students that can limit their ability to attend college. Funding was used to support a contract with UC Regents to provide program support. Additional support for Puente was provided through the A-G State Grant. Pre and post data for cohorts will be gathered and analyzed for students enrolled in the Puente program to understand gains and areas of improvement moving forward. Summer 2022 activities included training for staff.

2022-23 Update - Puente

In 2022-23, cohorts have been launched including a 7th grade cohort at Longfellow and 10th grade cohort at Berkeley High School. This program is open to all students and aims to serve 1st Generation Latinx students and English Learners to become college ready. Outreach to students and families occurred in the fall of 2022.

2021-22 Activities - Black Studies 0.4 FTE

The intention of this funding is to expand course offerings at Berkeley High School by providing funding for two Teacher leaders in the African American Studies Department to have a planning period each to expand department activities and develop course offerings. In 21-22, the two 0.2 FTE positions were filled. In 2021-22, a total of six courses with 10 sections were provided in Black Studies with 296 students enrolled.

BHS African American Studies Dept. Course Offerings, 2021-22

2021-22 Course / Number of Sections	Number of Students Enrolled
African American Literature (2)	53
African American History (2)	62
African American Economics (1)	33
African American Psychology / Sociology (1)	30
African American Beginning Dance (2)	61
African American Advanced Dance (2)	57

In 2022-23, two new courses were introduced with 4 sections and 128 students enrolled

2022-22 New Courses / Number of Sections	Number of Students Enrolled
Patterns in Black Literature (3 sections)	98
Spanish I in the African Diaspora (1 section)	30

2021-22 Activities - Middle School Math Coach TSA 0.6 FTE

The Middle school math coach is co-funded by LCAP for a total 1.0 FTE and in 2021-22, supported the following projects and activities as part of the Professional Development Department:

- **Grading for Equity (6-8):** The district formed a team of six piloting teachers who engaged in a book study of Grading for Equity. The goal of the pilot team was to design, refine, and present consistent and effective grading practices and philosophy to be implemented in more math classrooms and adopted in other departments (humanities, science, etc) and/or K-5 math. The measurable outcomes for the work were: to see a higher percentage of students meeting and/or exceeding expectations in math, students developing an understanding of grading practices that put them in control of working toward the grades they want, and students developing a growth mindset in mathematics. The team would pick focal students to focus on and gather data based on the outcomes.

- **Site focused:** One site engaged in deepening understanding on Fluency/Number Sense Building Routines with follow up coaching. Another site focused on selecting and administering MAC/MARS math assessments with two full days for grade level teams to score, analyze, and plan.

- Math Middle School Teacher Leaders met twice a month and led collaboration days around increasing student voice in the mathematics classroom. They supported the implementation of our supplemental curriculum (Desmos).

- 2222-23 PD Report update: Middle School Collaborations:' Middle School District Wide Collaboration: September 28th, 2022, November 9th 2022, January 25th, 2022, February 22nd, 2023, and March 15th, 2023. All 6-8th grade teachers are engaging in deepening understanding of the implementation of Universal Design for Learning, specifically on increasing student voice in the classroom with an emphasis on focal students. The feedback has been overwhelmingly positive with: 92% stating that- The collaboration time helped me reflect on my practice and 89% stating that- The collaboration was an effective use of time.

Be A Scientist $20,000

The “Be A Scientist” program provides students with support to engage in authentic science and engineering practices. Previously, teachers lacked the time and resources to mentor students through individual science research projects, and the traditional “science fair project” was assigned as an out-of-school homework project, contributing to inequities in learning opportunities dependent on resources and support available outside of school. Scientists and engineers (mostly graduate students and post-doctoral researchers from UC Berkeley) mentor 7th grade students through the 6-week project of designing, conducting, and presenting independent research projects in science lab class.

In 2021-22, this program is in the fifth year of a successful partnership with Community Resources for Science, serving approximately 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors reaching every 7th grade science class. Other funding sources contribute to this contract each year.

Student Achievement Strategies Program Measures	2021-22
Access and Participation	
Number of courses/section offered in Black Studies	6/10
Number of students enrolled in Black Studies courses	296
Number of students participating in the Puente program	TBD
Number of Puente events/activities for families	TBD
Number and percent of 7th Grade students participating on the "Be a Scientist" program	~700/100%
Professional Capacity	2022-23 FALL
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)	68
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)	100%
Diversity, Equity and Inclusion	2022-23 FALL
Number of students receiving Literacy Coaches and/or RTI teachers direct services in Elementary School in Q1	588
Number of students receiving Literacy Coaches and/or RTI teachers direct services in Middle School for Math in Q1	289
Number of students receiving Literacy Coaches and/or RTI teachers direct services in Middle School for ELA in Q1	162

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Student Achievement (Measure E1/ Resource 0763)

Revenue and Expenditures

Comparison Report 10/31/22

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: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	1,538,877	1,552,938	1,559,425	1,623,075	63,650	1,628,344	1,628,344
Parcel Tax Revenue-Prior Year		15,215		17,404	17,404		
Net Revenue	1,538,877	1,568,153	1,559,425	1,640,480	81,055	1,628,344	1,628,344
EXPENDITURES							
Certificated Salaries	1,018,611	900,977	1,164,634	953,349	211,285	1,042,860	1,122,393
Classified Salaries	0	0	0	0	0	0	487
Employee Benefits	294,327	235,814	320,250	270,810	49,440	325,020	345,073
Books & Supplies	0	0	0	0	0	0	0
Unallocated Reserve and Carryover	105,332	0	68,700	0	68,700	76,525	0
Contracted Services	110,000	229,984	7,112	58,000	(50,888)	120,000	99,368
Indirect Costs	70,842	65,058	84,590	69,493	15,097	100,748	100,748
TOTAL EXPENDITURES	1,599,112	1,431,833	1,645,286	1,351,652	293,634	1,665,153	1,668,069
NET INCREASE (DECREASE)	(60,235)	136,320	(85,861)	288,828	374,689	(36,809)	(39,725)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	257,960	471,969	411,733	608,288	196,555	459,175	897,116
Net Increase (Decrease) in Fund Balance	(60,235)	136,320	(85,861)	288,828	374,689	(36,809)	(39,725)
Ending Fund Balance	197,725	608,288	325,872	897,116	571,244	422,366	857,391

COUNSELING AND BEHAVIORAL HEALTH

BSEP Measure E1, Resource 0764

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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 Manager: *Jill Hoogendyk, Associate Superintendent of Educational Services*

Background

Counselors support students, families, and staff with free school based services to enhance students' success in school and to promote healthy development. Supports can include: Academic support, personal/social development, transitions, grief and loss, voluntary individual, group and family counseling/therapy, professional development in the social/emotional needs of adolescents, conflict mediation, case management and referrals to community resources, and Restorative Practices.

Core Program

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. This additional allocation was continued in 2021-22.

Each of the middle schools also supplements the district-provided FTE with site-based funding to round out the FTE further. For 2021-22, 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

The actual BSEP Counseling and Behavioral health FTE for 2021-22 was 5.3. In 2021-22, Site Title I or Site BSEP Funds were used to increase the counseling positions to a total of (includes BSEP allocation):

[1] BSEP Measure E1 Section 3.A

- 2.0 FTE at Longfellow
- 3.0 FTE at King
- 2.0 FTE at Willard

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

The Counselors interacted with almost every student on campus, but spent the majority of their time with students who are the most disenfranchised and struggling. Counselors participated in grade level meetings, analyzed academic data, and engaged with the Coordination of Services (COS) Teams to discuss students with the RtI, Lit coach, and other team members.

Upon the return to school, counselors assisted students to reacclimate to school and addressed continuing social and emotional needs. Counselors designed and implemented school-wide advisory lessons to address social-emotional learning. There were district-wide collaborations once a month in addition to Professional Development days with teachers.

2022-23 Program Update

The plan for 2022-23 includes a continuation of BSEP Counseling and Behavioral Health of 5.3 FTE allocations:

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

Fund Balance Management

The actual ending fund balance for 2021-22 is $302,783 which is higher than projected due to increased revenue and actual salary and benefits costs being lower than projected.

Counseling and Behavioral Health Program Measures

	2021-22
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*	
Number of students receiving counseling services (measure under development)	TBD
Student survey on services received by counseling staff (measure under development)	TBD
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*	
Teacher survey on effectiveness of school-wide advisory lessons and district wide monthly collaboration sessions (measure under development)	TBD
Diversity, Equity and Inclusion *Policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.*	
Referral and suspension data by subgroups as compared with overall school enrollment. To include data on ethnicity/race, English Learners, Special Education, and Socio Economic Disadvantaged (measure under development)	TBD

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Counseling and Behaioral Health (Measure E1/ Resource 0764)

Revenue and Expenditures

Comparison Report

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: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	682,183	688,416	691,292	719,508	28,216	721,843	721,843
Parcel Tax Revenue-Prior Year		6,745	0	7,715	7,715	0	0
Net Revenue	682,183	695,161	691,292	727,223	35,931	721,843	721,843
EXPENDITURES							
Certificated Salaries	485,655	454,497	426,691	478,047	(51,356)	478,770	507,495
Classified Salaries	0	0	0	0	0	0	0
Employee Benefits	173,704	151,469	250,866	157,000	93,866	260,193	181,325
Books & Supplies	0	0	0	0	0	0	0
Unallocated Reserve	22,231	0	33,878	0	33,878	36,948	87,091
Contracted Services	50,000	0	0	0	0	0	0
Indirect Costs	34,823	28,844	38,560	34,420	4,140	49,969	49,969
TOTAL EXPENDITURES	766,413	634,810	749,995	669,467	80,528	825,880	825,880
NET INCREASE (DECREASE)	(84,230)	60,351	(58,703)	57,756	116,459	(104,037)	(104,037)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	161,994	184,677	150,447	245,027	94,580	186,324	302,783
Net Increase (Decrease) in Fund Balance	(84,230)	60,351	(58,703)	57,756	116,459	(104,037)	(104,037)
Ending Fund Balance	77,764	245,028	91,744	302,783	211,039	82,287	198,746

Oversight, Community Engagement & Communications
BSEP Measure E1, Resource 0754
BSEP Measure A, Resource 0854
BERRA Measure E, Resource 0610

Annual Report: FY 2021-22
Program Update: FY 2022-23

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]

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: Provide public information about district programs and events via the BUSD website, the A+ News–an email community newsletter, the BUSD Staff Bulletin–an email bulletin to all staff, an annual Community Report that is mailed to every Berkeley address and posted on the district website, district-wide emails and phone blasts, and social media. Provide advice, support and strategy for crisis communications, respond to public and media information requests, fulfill Public Information Act requests, secure student media releases and escort press on campus visits, act as district spokesperson, support public presentations, forums, heritage/history months and other special events, work with local and state public health departments to analyze, implement, and communicate COVID-19 risk mitigation protocols, and provide access to translation and interpretation services.

[1] BSEP Measure E1 Section 9A

Communication and Public Information Highlights 2021-22:

In FY 2021-22, the Communications Team was called upon to address a wide range of information needs and issues that affected our schools, students and families, including:

COVID-19:

- Communications about and operationalization of Cal/OSHA, CDPH, and COB guidance
- COVID-19 reopening Safety Plan & Cal/OSHA Required COVID Prevention Program (CPP)
- Confirmed COVID-19 on-site dashboard
- Communications to families enrolling in virtual learning and independent studies
- COVID-19 protocols presentations to management team and staff
- COVID-19 escalation desk, information, and Public Records Act Requests
- Promote and support BUSD-Based COVID-19 Vaccination Clinics & Testing Operations
- Work with youth leaders and City of Berkeley to address youth vaccine hesitancy
- Improve efficiency of COVID-19 contact tracing protocols
- Regular City, County, and State Health Department meetings
- Coordination of vaccination clinic access outreach with OFEE
- Emergency communications during Omicron surge
- Manage contract tracing team

Content and Communications for Heritage/History/Anti-Hate Weeks and Months

- Latinx Heritage Month
- Black History Month/Black Lives Matter at School Week/ BH Oratorical Fest
- Design of African American Success Framework webpage
- Launf of Arab American Heritage Month webpage
- AAPI Heritage Month - Launch of webpage and "Lifting Up BUSD Staff" Posters
- Jewish American Heritage Month webpage (Including staff posters)
- United Against Hate Week

Other Key Initiatives

- Superintendent search & selection of Superintendent Enikia Ford Morthel
- Budget: town hall and communications
- Appreciation of staff groups (Retirees, Bus Drivers, School Counselors, Nutrition Service Staff, IT, Principals, Vice Principals, Teachers, Classified Staff, and more)
- Russell St. facility relocation
- Middle School enrollment community engagement
- Board resolutions and policies
- Sustainability efforts
- Emergency communications

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 17 different languages at district meetings and events. The following chart highlights the top five languages requested for parent/caregiver-teacher meetings, IEPS, contact tracing, and other school-site meetings interpreted through the District's use of Language Line.

Language	**Language Line Percent**
Spanish	65.8%
Arabic	15.6%
Vietnamese	3.4%
Portuguese	3%
Mandarin	2.1%

BSEP and BERRA Oversight Highlights 2021-22:

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. Director Beery also assisted on the Communications Team on the Washington renaming project in the fall of 2021.

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

- Supported Principals 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 two reports for BERRA;
- Planned and co-facilitated P&O Committee meetings, providing documents, coordinating guest speakers, and preparing agendas and presentations;
- Consulted with site leaders, providing guidance and support to principals and committee members;
- 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.

2021-22 Expenditures Summary

At the close of 2021-22, the expenditures for this program were as follows:

- BSEP (Resource 0754) - Projected expenditures at Adopted Budget was $615,205 and unaudited actuals was $518,777. The fund balance at the close of 2021-22 was $519,645, which is an increase of $171,516.
- BSEP Measure A, Resource 0854 - A total of $175,731 was expended for BSEP Director transition support for new Director of Local Resources and the Associate Superintendent for Ed. Services and assistance for the Communications Team on the Washington renaming project in the fall of 2021. Additional costs include communications contracts and mandatory closing costs associated with retirement of the outgoing BSEP Director.
- BERRA (Resource 0610) - Projected expenditures at Budget Adoption was $83,365 and unaudited actuals was $65,799. The fund balance at the close of 2021-22 is $49,038.

Program Update FY 2022-23 - Office of Local Resources and Public Information Office

November of 2022 saw the successful hire of a Communications Specialist for the district, which allows for more school visits and increased site-related content development as well as the resumption of the regular distribution of the BUSD Staff Bulletin and a Monthly A+ News (in English and Spanish) as well as the ability to broaden communications support to other

departments, most notably the Office of Family Engagement and Equity (OFEE) for heritage month celebrations.

The Public Information and Communications Office:

- Introduced Superintendent Enikia Ford Morthel and the Superintendent's Listening & Learning Period
- Launched the "Berkeley Ready" back-to-school campaign
- Supported safety and emergency response and messaging
- Supported key initiatives, including Chromebooks to Homes, Attendance Awareness Month, and Free & Reduced Lunch applications
- Supported all COVID-19 operations and communications including ongoing participation in public health meetings, management of case response team and at-home testing program, operations of vaccine clinics at BUSD schools in partnership with COB, covid protocols presentation to management team, publishing and updating 2022-23 COVID-19 Safety Plan, the COVID-19 Prevention Program (CPP) and the 2022-23 confirmed on site case dashboard and the COVID-10 protocols video.
- Launched an LGBTQ+ history month resource wb page and supported LGBTQ+History Month communications and staff posters
- Updated affinity-based resources web pages in support of heritage/history month celebrations, including Latine/x Heritage Month, Indigenous Peoples Heritage Month, and Black History Month with district-wide communications and staff posters
- Supported Spanish language translation of all district-wide communications, as well as Arabic translation in some instances. .
- Supported the launch of an improved district-wide translation and interpretation request process

Measurable / Equity Outcomes:

During planning and budget development in 2021-22, the following measures were developed and will be explored for reporting in the 2023-24 Program Proposal

- Use of Language Line by site, language and purpose
- Open rates for English and Spanish communications
- A+ coverage of sites and topics
- Diversity of engagement feedback
- SSC visits - all sites

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Oversight & Communication (Measure E1/ Resource 0754)

Revenue and Expenditures

Comparison Report 10/31/23

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

Budget Manager: Kathy Fleming, Director of Local Resources

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE						
Parcel Tax Revenue	647,539	653,456	656,186	682,969	685,186	685,186
Parcel Tax Revenue-Prior Year		6,402		7,323		
Net Revenue	647,539	659,858	656,186	690,292	685,186	685,186
EXPENDITURES						
Certificated Salaries	0	17,674	130,446	124,301	119,743	126,928
Classified Salaries	351,819	351,580	248,499	239,795	276,908	275,023
Employee Benefits	138,894	141,055	128,599	115,550	154,654	162,497
Books & Supplies		0	12,000	4,124	12,000	12,000
Unallocated Reserve and Carryover	117,487	0	15,035	0	31,671	28
Contracted Services	24,000	17,351	80,626	35,007	84,000	102,000
Indirect Costs	0	0	0	0	0	0
TOTAL EXPENDITURES	632,200	527,660	615,205	518,777	678,976	678,476
NET INCREASE (DECREASE)	15,339	132,197	40,981	171,516	6,210	6,710
FUND BALANCE ANALYSIS						
Beginning Fund Balance	163,063	215,931	231,270	348,129	389,110	519,645
Net Increase (Decrease) in Fund Balance	15,339	132,197	40,981	171,516	6,210	6,710
Ending Fund Balance	178,402	348,129	272,251	519,645	395,320	526,355

BERKELEY UNIFIED SCHOOL DISTRICT

Berkeley Educator Recruitment and Retention Act (BERRA)

Oversight & Communication (Measure E1/ Resource 0610)

Revenue and Expenditures

Comparison Report 10/31/22

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.

Budget Manager: Kathy Fleming, Director of Local Resources

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE						
Parcel Tax Revenue	94,528	96,401	99,659	103,983	104,110	104,110
Parcel Tax Revenue-Prior Year	0	0	0	1,177	0	0
Interest	0	0	0	0	0	0
Net Revenue	94,528	96,401	99,659	105,160	104,110	104,110
EXPENDITURES						
Certificated Salaries	40,000	47,843	43,158	41,434	39,922	42,317
Classified Salaries	19,244	17,958	16,744	12,177	29,971	31,769
Employee Benefits	19,410	20,923	23,463	12,189	20,703	21,928
Books & Supplies	0	0	0	0	500	500
Unallocated Reserve and Carryover	11,746	0	0	0	5,603	185
Contracted Services	0	0	0	0	4,000	4,000
Indirect Costs	0	0	0	0	0	0
TOTAL EXPENDITURES	90,400	86,724	83,365	65,799	100,699	100,699
NET INCREASE (DECREASE)	4,128	9,677	16,294	39,361	3,411	3,411
FUND BALANCE ANALYSIS						
Beginning Fund Balance	0	0	4,128	9,677	25,971	49,038
Net Increase (Decrease) in Fund Balance	4,128	9,677	16,294	39,361	3,411	3,411
Ending Fund Balance	4,128	9,677	20,422	49,038	29,382	52,449

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Public Information (Measure A/ Resource 0854)

Revenue and Expenditures

Comparison Report 10/31/22

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

Budget Manager: Kathy Fleming, Director of Local Resources

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE						
Parcel Tax Revenue						
Parcel Tax Revenue-Prior Year						
Net Revenue	0	0	0	0	0	0
EXPENDITURES						
Certificated Salaries						
Classified Salaries	8,254	0	126,333	118,336	0	0
Employee Benefits	1,746	0	35,665	33,785	0	0
Books & Supplies	12,000	2,964	0	0	0	0
Unallocated Reserve and Carryover	0	0	1,200	0	0	0
Contracted Services	30,000	35,561	50,000	23,610	0	0
Indirect Costs	0	0	0	0	0	0
TOTAL EXPENDITURES	52,000	38,526	213,198	175,731	0	0
NET INCREASE (DECREASE)	(52,000)	(38,526)	(213,198)	(175,731)	0	0
FUND BALANCE ANALYSIS						
Beginning Fund Balance	237,690	258,277	206,277	219,751	6,553	44,020
Net Increase (Decrease) in Fund Balance	(52,000)	(38,526)	(213,198)	(175,731)	0	0
Ending Fund Balance	185,690	219,751	(6,921)	44,020	6,553	44,020

EDUCATOR COMPENSATION
BERRA Measure E, Resource 0620, 0600

ANNUAL REPORT: FY 2021-22
UPDATE: FY 2022-23

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 0620 Educator Compensation
This resource includes funds for educator salaries and benefits. The amount includes a fixed salary amount based on the 2019-20 salary schedule.

Below is the Revenue and Expenditure summary report for 2021-22 for expenditure of BERRA funds towards Educator Compensation and the additional purposes included in BERRA.

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

BERRA SUMMARY

Below show the funds budgeted at the time of budget adoption (6/26/21) and the actual expenditures per the Unaudited actuals report as of 6/30/22). Additionally, as shown on the detailed attached *BERRA (All Resources) Revenue and Expenditures Comparison Report FY 2021-22*, the 2021-22 Fund Balance for all BERRA resources combined at the close of 2021-22, the second year of the twelve year measure, was $1,521,718, which was which in line with the projected fund balance with a difference of -$13,594. However, the actual fund balance grew by an increase of $560,804 over 2020-21 due primarily to an increase of $456,321 in revenue over the projected amount.

Expenditures for BERRA Resources were inline with projections with the exception of Resource 0620 - Educator Compensation which was $1,273,294 higher than projected.

Program	Adopted Budget	Actual
0600 Unrestricted	211,007	195,525
0610 Oversight/Communications	83,365	65,799
0615 Recruitment	470,980	456,553
0620 Educator Compensation	8,218,973	9,492,267
BERRA - All Resources	**8,984,325**	**10,210,144**

Update FY 2022-23 for BERRA Educator Compensation

At First Interim of 20202-23, it is projected that revenue for Educator Compensation (Resource 0620) is $9,791,571 and projected expenditures are $10,174,594. Additionally, it is projected that for all BERRA resources, the aggregate revenue is $10,629,300 and projected aggregate expenditures are $11,112,254, with a projected fund balance of $1,038,764.

BERKELEY UNIFIED SCHOOL DISTRICT

Berkeley Educator Recruitment and Retention Act (BERRA)

Revenue and Expenditures

Comparison Report 10/31/22

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...(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...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.

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

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE						
Parcel Tax Revenue	9,956,119	10,129,224	10,156,900	10,613,221	10,609,300	10,609,300
Parcel Tax Revenue-Prior Year	0	0	0	117,728	0	0
Interest	0	0	20,000	40,000	20,000	20,000
Net Revenue	9,956,119	10,129,224	10,176,900	10,770,949	10,629,300	10,629,300
EXPENDITURES						
Unrestricted	202,480	183,060	211,007	195,525	8,000	218,273
Oversight & Communication	90,400	86,724	83,365	65,799	100,699	100,699
Retention & Recruitment	452,575	170,997	470,980	456,553	612,584	618,688
Educator Compensation	8,882,098	8,727,529	8,218,973	9,492,267	10,174,594	10,174,594
TOTAL EXPENDITURES	9,627,553	9,168,310	8,984,325	10,210,144	10,895,877	11,112,254
NET INCREASE (DECREASE)	328,566	960,914	1,192,575	560,805	(266,577)	(482,954)
FUND BALANCE ANALYSIS						
Beginning Fund Balance	0	0	342,737	960,913	2,178,488	1,521,718
Net Increase (Decrease) in Fund Balance	328,566	960,914	1,192,575	560,805	(266,577)	(482,954)
Ending Fund Balance	328,566	960,914	1,535,312	1,521,718	1,911,911	1,038,764
3% reserve	288,827	275,049	269,530	306,304	326,876	333,368
Unrestricted Amount	39,739	685,864	1,265,782	1,215,414	1,585,034	705,396

RECRUITMENT, RETENTION and DEVELOPMENT
BERRA Measure E, Resource 0615

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

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, Human Resources*

Background

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

Core Program

Staffing

- Classified Professional Development Coordinator 1.0 FTE
- Classified Employee Teacher Pathway Coordinator 0.2 FTE
- TSA for Recruitment, Retention and Support 0.6 FTE
- Special Education Development Coach/TSA 1.0 FTE
- District Teacher Induction Coordinator 0.4 FTE
- Peer Assistance and Review Coach 0.2 FTE

Program Activities
The following program activities were approved for 2021-22:

- Materials, Supplies, Contracts $30,000
- Recruitment and Retention Stipends $50,000

Program Update 2021-22 School Year

Staffing

- All budgeted BERRA positions in this program have been staffed
- New position in 2021-22 include a increase of 0.1 0 TSA for Recruitment and Retention with a focus on Teachers of Color and hard to fill subset areas e.g., Special Ed

Fund Balance
The fund balance at the close of 2021-22 was $370,180, which represents growth of $63,989 over the ending fund balance for 2020-21. This is due primarily to increased revenue and certificated salaries coming lower than projected. The fund balance has reserves which can be drawn upon for one time expenses in subsequent years.

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

2021-22 Highlights

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. During the 2021-2022 school year, the Recruitment and Retention Team:

- Solidified partnerships with several teacher preparatory programs to serve as a pipeline for potential teaching candidates
- Established and strengthened pipelines between university and BUSD schools to student teacher placements as well as build candidate pools
- Coordinated and facilitated BUSD Teacher Recruitment Fair, with Teachers of Color Network partnership
- Teacher Residency Partnership with Alameda County Office of Education/Alder Graduate School

- 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

2021-22 Challenges
The main challenge to recruitment and retention in 2021-22 was a shortage in staffing, which was the case state-wide.

Fall 2023 Update
This fall, the TSA for Recruitment and Retention has increased our collaboration with external partners and internally collaborated with Human Resources and the Teachers of Color Network to recruit teachers of color and hard to fill areas. Activities include:

Highlights
- Finalizing March 2023 BUSD Hiring Fair
- Formalized partnership with Alameda County Office of Education/Alder Graduate School to secure three resident teachers in mentorship program
- Planning and outreach to recruit special education teachers
- Collaborate with BUSD Teachers of Color Network on recruitment systems
- Collaborate with Berkeley Public Schools Fund to seek professional growth opportunities for our existing teachers of color
- Codified ongoing collaboration with Educational Services departments (Local Resources, State, Federal & Special Projects, and Equity, Achievement and Belonging) and Human Resources

Challenges
Filling hard to staff positions remains a challenge as there are shortages of special education candidates.

Teacher Induction Program

BERRA funds 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, using the California Standards for the Teaching Profession to align with district 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 complete induction assignments throughout the school year. Mentors are 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, providing feedback both before and after observations. BUSD pays mentors an annual $1696 stipend. Mentors attend required trainings through the Contra Costa County Office of Education.

2022-23 Highlights

- 43 teachers and 35 mentors participate in the induction program
- All mentors are BUSD teachers, saving the district $21,000 by not contracting out mentors
- 40% of mentors are new to induction mentoring
- 50% of newly recruited mentors are teachers of color

2022-23 Challenges

- Over the past 2 years, induction enrollment has increased 87%
- 35% of teachers who were enrolled in induction during 2021-22 left BUSD
- Difficulty recruiting experienced mentors. Many who are qualified did not agree to mentor due to the amount of work involved and small stipend ($1600). Other districts pay well above this amount.)
- Since the pandemic, mentors receive 75% less training hours
- Many of the new participating teachers have not yet completed the Teacher Performance Assessment (TPA), the Reading Instruction Competence Assessment (RICA), or met the English Learner requirement (CTEL).

Berkeley Peer Assistance and Review (BPAR)

2021-22 Highlights

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

In August 2022, Berkeley Unified was awarded a grant from the California Commission on Teacher Credentialing to recruit and encourage classified employees to complete their undergraduate education and/or teacher preparation program. BUSD was awarded funding to support 12 participants annually, for a total of $48,000. Each participant may be reimbursed up to $4,000 annually for tuition and related education expenses. The majority of participants aspire to teach in Special Education, while others are on pathways to a multiple subject or single subject teaching credential.

BERRA funds a 0.2 FTE Teacher on Special Assignment to coordinate all aspects of the BPACT program, offering academic guidance and support to participants with their unique teacher pathway. The coordinator maintains contact with each participant, tracking academic progress and assisting with reimbursements. The coordinator publicizes the BPACT program and handles

all inquiries related to the application and the program in general. Each fall, vacancies are determined and applications are reviewed by representatives from the Teachers of Color Network and the coordinator. The coordinator reports participant data to the California Commission on Teacher Credentialing. This grant sunsets June 30, 2026. Additionally, the Berkeley Public Schools Fund awarded the BPACT program a $30,000 Leading for Equity grant, recognizing its efforts and commitment to developing more teachers of color. Funds from the Leading for Equity grant supplement educational reimbursements to BPACT participants.

2022-23 Highlights

- 10 participants (59%) are SpEd IAs or interns, who directly work with SpEd students
- 67% of participants identify as African-American, 21% are Hispanic/Latino, 6% are Asian and 6% identify as multiracial.
- 1 participant completed a credential program
- 1 will earn a MA + credential in March 2023
- 1 will earn a MA + credential in Summer 2023
- 1 will earn a MA + credential in January 2024
- 5 are earning a BA with various expected completion dates
- 3 are transferring to four year universities in Fall 2023

2022-23 Challenges

- Some participants incur tuition fees and expenses well beyond the allotted $4,000
- Some struggle with balancing the demands of work and family while taking classes, and do not make sufficient academic progress.

Recruitment, Retention and Development Performance Measures

Recruitment and Retention Data *Updated February 2023	2020-21	2021-22	2022-23
Percentage of New Hires Who Identify as BiPOC	47.6%	48.3%	53.9%
Percentage of Overall Teachers Who Identify as BiPOC	NA	34.1%	41%
Number and Percentage of Special Education Provider Positions filled			84/96 87.5%

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data As of February 2023	2020-21	2021-22	2022-23
Number of Participants making academic progress	12	12	13
Number of New Participants	N/A	5	6
Number of Participants who self-identify as BIPoC	10	11	13
Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual).	7	9	9
Number of Participants who earned a preliminary credential	3	0	0
Number of Past Participants who are teachers of record in BUSD with preliminary and/or clear credential	3	6	6
Number of Participants who teach SpEd with an intern credential	N/A	1	3

BERKELEY UNIFIED SCHOOL DISTRICT

BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)

Retention & Recruitment (Measure E1/ Resource 0615)

Revenue and Expenditures

Comparison Report 10/31/22

Purpose: ...(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

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

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	467,900	477,188	493,312	514,715	21,403	515,346	515,346
Parcel Tax Revenue-Prior Year	0	0	0	5,828	5,828	0	0
Interest	0	0	0	0	0	0	0
Net Revenue	467,900	477,188	493,312	520,543	27,231	515,346	515,346
EXPENDITURES							
Certificated Salaries	154,000	53,592	226,362	199,735	26,627	319,406	322,671
Classified Salaries	116,000	72,328	84,427	115,510	(31,083)	91,698	97,200
Employee Benefits		37,307	92,276	97,232	(4,956)	111,610	116,753
Books & Supplies	0	0	1,000	99	901	0	9,710
Unallocated Reserve and Carryover	25,000	0	11,388	0	11,388	22,806	0
Contracted Services	135,000	0	30,000	20,504	9,496	30,000	35,290
Indirect Costs	22,575	7,770	25,527	23,472	2,055	37,064	37,064
TOTAL EXPENDITURES	452,575	170,997	470,980	456,553	14,427	612,584	618,688
NET INCREASE (DECREASE)	15,325	306,191	22,332	63,990	41,658	(97,238)	(103,342)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	0	0	29,496	306,190	276,694	328,522	370,180
Net Increase (Decrease) in Fund Balance	15,325	306,191	22,332	63,990	41,658	(97,238)	(103,342)
Ending Fund Balance	15,325	306,191	51,828	370,180	318,352	231,284	266,838