Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

Berkeley Schools Excellence Program

and

Berkeley Educator Recruitment and Retention

Annual Report

FY 2022 – 2023

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Kathy Fleming, Director of Local Resources and Partnerships
DATE: May 1, 2024
SUBJECT: Annual Report of Revenue and Expenditures in FY 2022-23 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 and BERRA Measures 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 in Fund 4 which is accounted for separately from the District's General Fund. BSEP and BERRA 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 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 2022-23, 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 12, 2023, January 9, 2024, January 30, 2024, February 13, 2024, February 27, 2023, March 12, 2024 and March 26, 2024.

FISCAL IMPACT

None

STAFF RECOMMENDATION

Review and accept the Annual Report of Revenue and Expenditures in FY 2022-23 of the 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)*

POLICY/CODE

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

[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

ANNUAL REPORT: FY 2022-23
UPDATE: FY 2023-24

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."

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 2022-23

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

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

Below is the Revenue and Expenditure summary report for 2022-23 for expenditure of BSEP funds towards Class Size Reduction and additional purposes included in this resource.

2022-23 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 4, 2023.

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 between budget adoption and the closing of the fiscal year due to unanticipated changes in annual costs. See the Revenue and Expenditures Comparison Report FY 2022-23 at the end of this report for further detail.

RESOURCE SUMMARY
Plans for FY 2022-23 for this resource included additional program-related costs that were intended to draw down upon the fund balance. The following table shows the Adopted Budgeted and Unaudited Actuals for each HQI program:

HQI Program	Adopted Budget as of 7/01/22	Unaudited Actuals as of 6/30/23
Professional Development	2,331,940	1,810,214
Program Evaluation	770975	874,719
Expanded Course Offerings	920,374	886,806
Classroom Support	1,863,763	1,584,683

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

3/12/24: The fund balance for this resource at close of 2022-23, the sixth year of the eight year measure, is $2,597,551, which is a $2.8M decrease from the ending fund balance for 2021-22.

3-22-24 Update : The fund balance for this resource at close of 2022-23, the sixth year of the eight year measure, is $2,947,551, which is a $2.45M decrease from the ending fund balance for 2021-22.

The reduction of the ending fund balance was driven largely by the increase in the Teacher Transfer actual cost over the adopted budget. The increase was due to a 1st Interim adjustment for the 6% raises in 2022-23 and a final adjustment at closing due to actual staffing costs exceeding projections.

3/22/24 Update :
Subsequent to 3-12-22, an analysis was conducted to examine the source of the final adjustment to the BSEP Teacher Transfer costs at the closing of 2022-23. The analysis resulted in a reduction adjustment to the final figure for the BSEP Teacher Transfer costs as included in the table below. The +$350,000 adjustment will be made to the BSEP Teacher Transfer at the closing of 2023–24.

The following table shows the Adopted Budgeted, Unaudited Actuals and an adjustment for HQI, as of 3/22/24:

2022-23	Adopted Budget as of 7/01/22	Unaudited Actuals as of 6/30/23	Adjustment 3-22-24	Adopted Budget vs. Unaudited Actuals 2022/23	Adopted Budget vs. Unaudited Actuals 2022/23 Adjustment 3-22-24	Increase to Ending Fund Balance per Adjustment 3-22-24
Revenue	**22,158,906**	**22,158,906**	**22,158,906**			
HQI Expenditures						
Teacher Transfer	16,017,100	18,397,956	18,047,956	2,380,856	2,030,856	
HQI Programs (Includes Indirect Costs)	7,297,679	6,571,048	6,571,048	(730,629)	(730,629)	
HQI Expenditures Total	**23,314,779**	**24,969,004**	**24,619,004**	**1,650,227**	**1,300,227**	**350,000**
Change to Fund Balance	(1,159,871)	(2,810,098)	(2,460,098)			
Beginning Fund Balance	4,409,134	5,407,649	5,407,649			
Net Increase (Decrease) in Fund balance	(1,155,873)	(2,810,098)	(2,460,098)			
Ending Fund Balance	**3,253,261**	**2,597,551**	**2,947,551**			

Update FY 2023-24 for BSEP High Quality Instruction Budget
3-12-24: As noted in the First Interim Report for 2023-24, The cost of the Teacher Transfer for Class Size Reduction remained consistent with the 2023-24 Adopted Budget at $17,463,100. The updated projected Ending Fund Balance for the HQI program area for 2023-24 is $1,072,865.

3-22-24 Update: The updated projected Ending Fund Balance for the HQI program area for 2023-24 is $1,422,865.

HQI Revenue and Expenditures Comparison Report FY 2022-23

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures
0741 High Quality Instruction
Comparison Report 12/4/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	$ 22,158,906.00	$ 22,158,906.00	$ 23,622,430.00	$ 23,622,430.00
Parcel Tax Revenue-Prior Year	$ -	$ -	$ -	$ -
Interest	$ -	$ -	$ -	$ -
Interest-Prior Year	$ -	$ -	$ -	$ -
NET REVENUE	$ 22,158,906.00	$ 22,158,906.00	$ 23,622,430.00	$ 23,622,430.00
EXPENDITURES				
Certificated Salaries	$ 3,788,236.00	$ 3,567,213.64	$ 4,393,878.00	$ 4,484,648.00
Classified Salaries	$ 104,511.00	$ 121,880.32	$ 138,696.00	$ 138,696.00
Employee Benefits	$ 1,233,645.00	$ 1,156,512.20	$ 1,454,564.00	$ 1,476,794.00
Books & Supplies	$ 12,000.00	$ 10,874.60	$ 12,000.00	$ 65,289.00
Unallocated Reserve	$ 317,160.00	$ -	$ (161,335.00)	$ (161,335.00)
Contracted Services	$ 431,500.00	$ 299,941.94	$ 391,500.00	$ 225,211.00
Capital Outlay	$ -	$ -	$ -	$ -
Indirect Costs	$ 1,410,627.00	$ 1,414,625.38	$ 1,454,713.00	$ 1,454,713.00
TOTAL EXPENDITURES	$ 7,297,679.00	$ 6,571,048.08	$ 7,684,016.00	$ 7,684,016.00
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ 14,861,227.00	$ 15,587,857.92	$ 15,938,414.00	$ 15,938,414.00
OTHER FINANCING SOURCES AND USES				
BSEP Contribution	$ (15,152,600.00)	$ (17,511,267.81)	$ (16,587,200.00)	$ (16,587,200.00)
BSEP Direct Support	$ (584,900.00)	$ (593,566.00)	$ (569,900.00)	$ (569,900.00)
BSEP Substitute Compensation	$ (279,600.00)	$ (293,122.00)	$ (306,000.00)	$ (306,000.00)
Total Interfund Transfers Out	$ (16,017,100.00)	$ (18,397,955.81)	$ (17,463,100.00)	$ (17,463,100.00)
NET INCREASE (DECREASE)	$ (1,155,873.00)	$ (2,810,097.89)	$ (1,524,686.00)	$ (1,524,686.00)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	$ 4,409,134.00	$ 5,407,649.06	$ 3,114,160.00	$ 2,597,551.00
Net Increase (Decrease) in Fund Balance	$ (1,155,873.00)	$ (2,810,097.89)	$ (1,524,686.00)	$ (1,524,686.00)
Ending Fund Balance	$ 3,253,261.00	$ 2,597,551.17	$ 1,589,474.00	$ 1,072,865.00

PROFESSIONAL DEVELOPMENT
BSEP Measure E1, Resource 0741
ANNUAL REPORT: FY 2022-23
UPDATE: FY 2023-24

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: Chris Albeck, Director of Curriculum and InstructionDevelopment
Juan Raygoza, Principal Berkeley High School

2022-23 Professional Development Plan

In effort to realize Berkeley Unified's Mission and to ensure all of our students achieve academic excellence, we as a district recognize the importance of supporting, training, and developing our educators in their ability to increase student academic achievement. To do so, BUSD invests in professional development that is aligned with our district's instructional priorities as stated in our LCAP goals and district strategic plan.

Professional Development Staffing

- K-5 Lead Literacy Coach 0.70 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

- $87,600 *K-8 Curriculum Teacher Leaders - Stipends*

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

- $40,000 Culturally Responsive Teaching Workshops
- $40,000 *BHS Math Support*
- $50,000 *Teacher-Initiated Professional Development*

Professional Development Initiatives

- $75,000 *Math Training*
- $70,000 *Integrated ELD Training and Support - Constructing Meaning*
- $50,000 *Social-Emotional Learning K-12*
- $35,000 *Ethnic Studies Program Development*

2022-23 K-8 Programming Report

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. The use of these funds is a collaborative process between educators and administrators. The use of these funds are in alignment with site and district goals.

Stipends for K-8 Curriculum Teacher Leaders

The BSEP funding for 2022-23 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 our educators in adult learning opportunities that create more equitable outcomes in their given learning spaces. This school year alignment of this work to the seven tenets of Ethnic Studies was added.

Integrated ELD Training and Support - Construction Meaning

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.

2022-23 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 around the foundational “shifts” from a balanced literacy program to one that embraces the basic tenets of the “science of reading” and that of structured literacy. A district wide book study based on the book, “Shifting the Balance” took place in which each elementary school site looked to address the ongoing disagreements about how to teach reading as a critical opportunity to look closely at the research, reevaluate current practices, and embrace new possibilities research supported literacy practices.

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. 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.

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".

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

2022-23 K-8 Program Highlights

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

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

2023-24 K-8 Fall Update

Literacy

- BUSD continues to invest in supporting the teaching and learning around literacy. Starting in the summer of 2023, K-8 teachers began the 5 day CORE (Consortium on Reading Excellence) reading academy. This reading academy is designed for K-8 teachers, literacy coaches, reading specialists, and reading intervention teachers. It offers educators fundamental knowledge in effective, standards-aligned and evidence-based reading practices for all learners. The reading academy applies this knowledge to the curriculum teachers are using (TCRWP).
- On August 14th, August 23rd, and September 20th BUSD's teachers engaged in Day 1 of

the CORE reading academy which was focused on an overview of the scientific research on teaching reading, including basic linguistics, phonic elements and print awareness and letter knowledge.

- On October 9th, BUSD hosted our annual Fall Professional Development Day. On this Day, K-8 teachers engaged in Day 2 of the CORE reading academy which was focused on how to develop phonemic awareness as well as explicit, systematic phonics instruction, including effective corrective feedback and various forms of blending, and the application to decodable text. At the end of this day, 356 teachers completed a reflection form. On this form, 87.4% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 42 educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.

- On November 29th and December 6th BUSD's teachers engaged in Day 3 of the CORE reading academy which was focused on helping students transition from reading single-syllable words to reading multisyllabic words. In addition, BUSD teachers learned effective techniques to foster reading fluency: accuracy, appropriate rate and expression.

- On January 29th, BUSD hosted our annual Winter Professional Development Day. On this Day, K-8 teachers engaged in Day 4 of the CORE reading academy which was focused on vocabulary development. BUSD teachers studied word-learning strategies and specific word instruction, and experienced active ways to promote "word consciousness." The needs of Multilingual learners are addressed.

Integrated English Language Development

- BUSD continues to invest in supporting the teaching and learning as it relates to BUSD's multilingual learners. Starting in the summer of 2023, 32 secondary BUSD educators began the 5 day "Constructing Meaning" learning institute. The Constructing Meaning institute is an instructional approach that supports grade-level content learning in English for Multilingual Learners that also benefits all students. Analysis of the language demands becomes part of lesson planning so that both language and content goals are considered. It occurs throughout the day, across all subject areas. Subject-specific language is differentiated by students' English proficiency levels so each student is equipped to think, discuss, read, and write to the lesson goals. At the end of this institute, 30 teachers completed a reflection form. On this form, 92.8% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 59% of reporting educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.

3rd grade Science Curriculum Implementation

- In the Spring of 2023, BUSD's board of education adopted a new K-3 science curriculum named FOSS pathways. FOSS Pathways is a new product that is actively being developed at the Lawrence Hall of Science. It retains the same core methodology and approach to science instruction as the more extensive FOSS Next Generation curriculum, but it "lends flexibility to teach in the class time allotted for science". As curriculum units become available BUSD will be training and implementing the newly adopted curriculum. For the purposes of the 23-24 school year, BUSD has focused solely on the 3rd grade implementation. As with all curriculum adoptions, proper training and support is crucial in ensuring that curriculum is taught and intended in its design.

- On September 7th, BUSD hosted 16 3rd grade teachers of whom 8 were SRTs (Science Release Teachers) and 8 were general education teachers at school sites who do not have 3rd grade SRT programming. The focus of this training was on the 3rd grade Motion unit. At the end of this training, 16 teachers completed a reflection form. On this form, 100% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 62% of reporting educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.

- On November 2nd, BUSD hosted 24 general education and special education 3rd grade teachers for the second FOSS implementation training. The focus of this training was on the 3rd grade Motion unit. At the end of this training, 20 teachers completed a reflection form. On this form, 90% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 40% of reporting educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.

2022-23 Berkeley High School Programming Report

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.

BHS Instructional Technology TSA - A 1.0 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 Support - In 2022-23, $40,000 was budgeted to support an additional section of EL Newcomer Math 1. This purpose was funded by an alternate funding source.

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.

2023-24 Berkeley High School Programming Fall Update

BHS Professional Development Leaders - A total of 4.4 FTE, which includes a 0.4 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 2023-24, the focus of the PD Leaders is around Anti Racism Education, Constructing Meaning (Explicit Language Instruction), and Street Data. During the spring semester, data will be collected on teachers' efforts to utilize instructional strategies in the classroom.

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. The Tech Teams sends out newsletters to staff to provide info on tech resources. Additionally the Tech Team responds to and fulfills tickets submitted for support, and services chromebook carts and promethean board.

In 2023-24, 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.

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

students will participate in workshops. In 2023-24, 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.

Professional Development Program Measures

Professional Development	2022-23 Annual	2023-24 Fall
Access and Participation		
Number of PD department staff supporting TK-8 Schools	2	2
Number of Literacy Coaches supporting TK-8 Schools	18	14
Number Of Equity Leads supporting TK-8 Schools	11	14
Number Of Math Leads supporting TK-8 Schools	13	13
K-8 Response Rate for Feedback on Professional Development TK-8 Schools	approx. 81.5%	approx. 87.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)	approx. 92.5%	approx. 91.5%
Professional Capacity		
Number of T K-8 Professional Development Sessions Offered	42	84
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)	approx 60	81
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff	4	8
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%	100%
Diversity, Equity and Inclusion		
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support	Math: 261 ELA: 188	Math: 189 ELA: 241

Professional Development	2022-23 Annual	2023-24 Fall
classes		
Literacy Coaches and RTI teachers direct services to students in Elementary	528 students	548 students

Additional Information

Moving into the 2023-24 School Year, Professional Development will pivot to be aligned with the goals and priorities of the newly formed Department of Curriculum and Instruction as identified below.

BUSD's C&I Department's Purpose

The purpose of BUSD's Curriculum and Instruction department is to improve the academic achievement outcomes for all students while working to disrupt patterns of predictability for communities who have been historically underserved.

To do so, BUSD's C&I department has a **C.A.U.S.E**:

- **C**urriculum - Selects, creates, and implements curriculums that are guaranteed, rigorous, and relevant which uplifts the brilliance of BUSD students and educators.
- **A**dult Learning - Provides meaningful and proven adult learning opportunities that when implemented, reduce educational disparities and produce equitable learning environments.
- **U**niversal Instruction - Leads the creation and implementation of BUSD instructional priorities, frameworks, and trajectories with a focus on ensuring students have access to a learning experience that affirms student identity while holding all students to high expectations.
- **S**tudents - Collaborates with students, families, educators, and the greater BUSD community in effort to build trusting relationships and inform decision making.
- **E**ducational Leadership - Works with site and program leaders to develop curricula expertise, ensure adopted curricula, and analyze school site and district wide pedagogical practice.

Through these actions, and in collaboration across departments, BUSD will be able to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to the world.

Professional Development Budget Summary

The year closed with unexpended funds in Contracted Services, primarily due to unused funds for consultants and services.

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
High Quality Instruction-Professional Development
Comparison Report as of 12/4/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
EXPENDITURES				
Certificated Salaries	1,434,260	1,342,026	1,687,065	1,777,835
Classified Salaries	0	2,018	0	0
Employee Benefits	450,436	420,158	516,535	538,765
Books & Supplies	0	6,685	0	53,289
Unallocated Reserve	87,244	0	(183,572)	(183,572)
Contracted Services	360,000	39,327	320,000	153,711
Capital Outlay	0	0	0	0
Indirect Costs				
TOTAL EXPENDITURES	2,331,940	1,810,214	2,340,028	2,340,028

PROGRAM EVALUATION

BSEP Measure E1, Resource 0741-066

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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
- Director 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

2022-23 Highlights

- Redesign of the Assessment Calendar: was completed by June 2022.

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

- 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 data 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.

2022-23 Challenges

- Building eduCLIMBER was a major undertaking during the first semester of 2022-23. It was a huge task without a lot of support from illuminate (the company that owns eduCLIMBER). The goal was to launch the eduCLIMBER platform in January 2023, which was achieved, but there were multiple tech challenges that had to be overcome.
- The BREA team for the 2022-23 school year looks different as one team member went out on maternity leave from November 2022 until August 2023. This left the team short a team member. Additionally, BREA had to onboarding the new Assessment Analyst. Because there was also a new Supt. and Asst. Supt. starting in the fall of 2022 saw a lot of juggling and transition that didn't really settle down until the Spring.
- 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.
- This is the second year post covid so we are still working with only one year of comprehensive academic data when we look at student progress.
- High School alignment articulation with the middle schools is a challenge as they do not have any screening assessments.

Budget Summary

The 2022-23 Revenue and Expenditure Comparison Report shows an increase in expenditures for Contracted Services of $158,406 above the budgeted amount due to a plan change on 9/13/23 for one time costs for databases including Illuminate, DIBELS, and STAR Assessments. These costs for 2023-24 have been paid for by the General Fund.

2023-24 Program Update

For the 2023-2024 School Year, BREA is staffed with a Director, four TSA's (one full time and three part time) and two classified staff. The Evaluation and Assessment Analyst position was filled at the start of the 2022-23 school year after being vacant for the 2021-22 school year. The other classified position of Student Assessment Specialist remains filled.

The mission and vision of the BREA team has been reviewed and refined each year to reflect current needs and new leadership since the summer of 2021 when the new Director was hired.

With the change in the Superintendency, there is a much clearer and broader focus on the use of data which happily coincides with improved access to data through eduCLIMBER.

BREA has performed many crucial functions since the start of school in August 2023 which includes, but are not limited to the items listed below:

- Fall 2023 was the first time that BUSD started the school year with eduCLIMBER in place. This necessitated a lot of forward planning and training in order to support school sites in being able to review their previous year data as they made decisions about student placement and teachers were able to review their new rosters and look at academic, behavior and attendance patterns for the previous year for their new students.
- Launch of eduCLIMBER to teachers. While eduCLIMBER was rolled out to Principals and RTI/Lit Coaches and VP's in the Spring of 2023, it was not really shared extensively with teachers until the Fall of 2023. BREA has been working with each school site doing data coaching and training to ensure that all schools and their staff understand what eduCLIMBER is and how it can help staff to see students and track the supports being provided to each student.
- High School Assessment. 2023 was the first year that BHS, BTech and BIS have used a Literacy assessment. NWEA was piloted in the Spring by a small group of teachers, and in the Fall of 2023, the entire 9th grade class was assessed for both Math and ELA using NWEA. They will be assessed again in the Spring. This is the first time that the High School has used a common screening tool to gather data about reading and math levels for all students. They will also be piloting STAR to determine which assessment they will be using moving forward.
- BREA continues to manage the implementation of local and State assessments across all grade levels, and three times a year, at the end of each internal assessment cycle, BREA works with Principals and site teams to ensure that schools are reviewing their data and making decisions about instructional next steps. This work is a partnership with the new Office of Curriculum and Instruction.
- Expansion of the use of eduCLIMBER tools such as group building for intervention monitoring, Smart Forms for tracking services and Thresholds for identifying "at risk" populations in terms of attendance, academics etc. These tools form the foundation of an MTSS system and are gradually being adopted by the site RTI Teams, SpEd teams and Counseling teams. The groups are already being used to track interventions for students at the K-5 sites.

Equity Initiatives

- Data support in identifying achievement gaps, relationship gaps and opportunity gaps for the CCEIS plan and for school sites in general. 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	2022-23
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*		
Number of a percent of student assessments completed through Dibels	93-96%	94-98%
Number of a percent of student assessments completed through STAR	93-95%	90-92%
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	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	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	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.		

Program Evaluation Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures 04-066 Program Evaluation
Comparison Report 12-15-23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
EXPENDITURES				
Certificated Salaries	340,048	334,091	398,991	398,991
Classified Salaries	104,511	119,863	138,696	138,696
Employee Benefits	165,483	155,960	189,349	189,349
Books & Supplies	12,000	4,190	12,000	12,000
Unallocated Reserve	77,433	0	30,090	30,090
Contracted Services	71,500	260,615	71,500	71,500
Capital Outlay	0	0	0	0
Indirect Costs	0	0	0	0
TOTAL EXPENDITURES	770,975	874,719	840,626	840,626

EXPANDED COURSE OFFERINGS

BSEP Measure E1, Resource 0741 DDF 067

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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 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 2022-23, 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 does not allow. In 2022-23, 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

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

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 2023-24 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

Potential Measures
Access and Participation *Staffing Allocations, Offerings and Activities, Participation Rates*
Number of student enrolled in ECO
Student survey on benefits of participation
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*
Program is not focused on building staff capacity
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.
Qualitative data on ECO contribution to improving school culture and climate

Expanded Course Offerings Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures 0763 - Expanded Course Offerings
Comparison Report 12/15/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
EXPENDITURES				
Certificated Salaries	657,795	666,667	771,500	771,500
Classified Salaries	0	0	0	0
Employee Benefits	200,546	220,139	275,548	275,548
Books & Supplies	0	0	0	0
Unallocated Reserve	62,033	0	(66,488)	(66,488)
Contracted Services	0	0	0	0
Capital Outlay	0	0	0	0
Indirect Costs	0	0	0	0
TOTAL EXPENDITURES	920,374	886,806	980,560	980,560

CLASSROOM SUPPORT
BSEP Measure E1, Resource 0741 DDF 067

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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: Chris Albeck, Director of Curriculum and InstructionDevelopment
Juan Raygoza, Principal, Berkeley High School
Shawn Mansager, Executive Director of Special Education

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.

2022-23 Activities

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

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 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 2022-23 year, 4.5 positions were filled and support was allocated as follows:

- 1.0 FTE - Assessments Support and Coaching Across BUSD Schools
- 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
- 0.5 FTE was open for the year and we were unable to fill

This year, 2023-24, 4.5 FTE are currently allocated with anticipation to a fill the 0.5 by second week to allocated as follows:

- 1.0 FTE - Supporting Malcolm X with case load and assessments
- 1.5 FTE - Supporting Ruth Acty caseload and assessments
- 0.5 FTE - supporting Washington with caseload and assessments (will be filled)
- 1.0 FTE - supporting Washington, Sylvia Mendez, Emerson, Thousand Oaks with Assessments and Coaching
- 1.0 FTE supporting with Assessments John Muir, BAM, Cragmont, Oxford

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 2022-23 and is also filled in 2023-24.

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 Potential Program Measures

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 overall and 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, California Healthy Kids Survey (CHKS)
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

Classroom Support Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
High Quality Instruction-Classroom Support
Comparison Report as of 12/4/24

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
EXPENDITURES				
Certificated Salaries	1,356,133	1,224,429	1,536,322	1,536,322
Classified Salaries	0	0	0	0
Employee Benefits	417,180	360,255	473,132	473,132
Books & Supplies	0	0	0	0
Unallocated Reserve	90,450	0	58,635	58,635
Contracted Services	0	0	0	0
Capital Outlay	0	0	0	0
Indirect Costs	0	0	0	0
TOTAL EXPENDITURES	1,863,763	1,584,683	2,068,089	2,068,089

SCHOOL SITE PROGRAMS

BSEP Measure E1, Resource 0752

ANNUAL REPORT: FY 2022-23
UPDATE: FY 2023-24

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 BSEP Measure E1 language directs each School Site Council (SSC) to develop recommendations for the school's use of the BSEP Site Program funds. In the spring of 2022, each SSC developed a 2022-23 School Plan based on district goals as well as the articulated needs of each school, which included these uses of BSEP Site Program funds for the coming year.

This is a summary of how BSEP Site Program funds were utilized across the district in Fiscal Year 2022-23. The available revenue allocated to the BSEP Site Program resource was $3,441,345. This allowed for site allocations of $345 per pupil, totaling $3,367,200, as well as an allocation of $74,145 to the centralized 0752 budget from which resource 0752 indirect costs are paid.

The 2022-23 adopted budget as of July 1, 2022 was based on the allocated 2022-23 revenue, while spending actuals as of June 30, 2023 also include the use of carryover budgets generated by unspent prior year balances at each site. While BSEP Site Program funds work in concert with other resources such as Title IA, PTA, and grant monies to fund the complete picture of site-directed programs at each school, this report only summarizes BSEP Site Program budgets and expenditures.

Resource Summary

In FY 2022-23, the BSEP Site Program allocation of $345 per pupil was based, as is standard policy, on 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 at these locations, so that established programs and services can continue to serve students. The Early Childhood Education (ECE) allocation was based on an average of 300 students, as the ECE program has varying numbers of full and partial day students across three separate sites.

[1] BSEP Measure E1 Section 3.B.iii

The $345 per pupil allocation was an increase of $20 from the previous year. Increases in the annual per pupil allocation are driven by overall increases in available BSEP revenue. The five categories of expenditure from BSEP Site Program Funds in this year were:

1. Staffing (78.22% of total actual expenditures)

Budget: $2,853,692 *Actual: $2,791,958* *Variance: ($61,734)*

- Certificated Staffing $ 1,539,297
- Classified Staffing $ 578,588
- Employee Benefits $ 674,073

2. Contracted Services (10.07% of total actual expenditures)

Budget: $222,559 *Actual: $359,350* *Variance: $136,791*

3. Indirect Costs (6.04% of total actual expenditures)

Budget: $216,848 *Actual: $215,526* *Variance* (*$1,322*)

Indirect costs are paid from a centralized 0752 budget rather than charging each site individually.

4. Books, Supplies and Equipment (5.49% of total actual expenditures)

Budget: $290,949 *Actual: $196,031* *Variance: ($94,918)*

5. Capital Outlay (0.18% of total actual expenditures)

Budget: $0 *Actual: $6,521* *Variance: $6,521*

Capital outlay costs result from purchasing items that are valued at $500 or more each.

All unspent BSEP Site Program balances at the end of FY 2022-23 were carried over to each school's 2023-24 budgets in the fall of 2023. Sites will draw upon carryover BSEP Site Program funds until they are completely expended.

Fund Balance Management

BSEP Measure E1 Resource 0752

Beginning: $2,234,210 *Ending: $2,106,168* *Change: ($128,042)*

In this academic year, the overall fund balance of Resource 0752, containing all unused funds across the BSEP Site Program budgets, decreased by $128,042. Carryover funds can be used for one-time costs such as materials, supplies, equipment, contracts, etc., but cannot be used for regular personnel salary. District staff will continue to work with principals through future budgeting cycles to maximize appropriate use of each site's carryover BSEP site funds. Almost one quarter of the current fund balance from 2022-23 is in the administrative budget, and will continue to be used to pay annual indirect costs for the resource through the remaining years of Measure E1, while the other three quarters of the fund balance remains within the school sites' discrete budgets.

2022-23 Published Site Budgets and Site Plan Addenda Summary

The SSC-approved 2022-23 individual site budget summaries as of May 2022 are available in this linked packet.

Over the course of a school year, principals and SSCs may also 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 2022-23 SSCs made the following changes to their BSEP Site Program fund budgets:

- 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.
- Martin Luther King, Jr. Middle School allocated $10,000 from carryover funds to increase the materials and supplies budget.
- Sylvia Mendez Elementary allocated $3,000 from carryover funds certificated hourly intervention work with students.
- Washington Elementary allocated $7,000 from carryover funds to increase the materials and supplies budget.
- John Muir Elementary allocated carryover funds to purchase software subscriptions for $2,500 and to increase the materials and supplies budget by $15,000.

- Berkeley Technology Academy allocated carryover funds to purchase supplies for $1,575 and to fund a field trip for $2,560.

Update FY 2023-24

Site fund allocations increased from $345 per pupil in 2022-23 to $365 in 2023-24, due to increased BSEP revenues.

The 2023-24 Site Plans and budgets are published as the Consolidated School Plans document. Each fall, when the previous years' accounts have been completely closed, the available carryover for each site is communicated to each principal in a fall budget meeting. In those meetings, BSEP and Fiscal Services staff help principals strategize use of available carryover funds. As the end of Measure E1 nears, there has been extra emphasis on drawing down site fund balances by identifying and approving one-time expenses to be paid from available BSEP Site Program fund carryover.

Between October of 2023 and January of 2024, BSEP Site Program budgets have been amended through site plan addenda in the following ways:

- Berkeley Technology Academy allocated carryover funds for the following amounts and purposes: $1,582 for field trip transportation; $1,500 to pay for a contractor to provide writing workshop for students; and $3,775 to pay a contractor to facilitate student groups developing life and employment skills.
- John Muir Elementary reallocated $2,000 of teacher hourly for curriculum development funds to instead fund teacher hourly student intervention.
- John Muir Elementary reallocated $6,000 from a Dance I.S. salary position to fund teacher hourly math intervention (PTA funds were used instead to fund the Dance expense).
- Rosa Parks Elementary School allocated carryover funds for the following amounts and purposes: $25,200 for materials and supplies; $7,000 for a contractor to facilitate student groups; $2,000 for teacher hourly work in intervention and collaboration; $250 for field trip transportation through BUSD; $4,350 for field trip admissions; and $1,200 for staff professional development.
- Emerson Elementary reallocated $2,315 from teacher hourly intervention to increase the materials and supplies budget.
- Berkeley High School allocated carryover funds in the following amounts and purposes: $50,000 for contractor-provided therapeutic groups for students; $8,400 for athletic supplies; $42,850 for athletic equipment; $4,000 for coaching stipends; $12,000 for tennis court rentals; $32,750 for athletic trainer contracted services; $40,000 for math materials; $78,500 for staff for curriculum development, training, peer observation, and collaboration; $40,000 in staff hourly pay for a mental health and wellness program; and $2,000 for mental health program supplies.

- Berkeley Technology Academy allocated carryover funds to pay $4,150 for contractors to provide a CPR training course to students and $6,500 for contractors to provide a financial literacy course to students.

Additional site plan addenda will continue to be enacted by SSCs between February and June of 2024 as the academic year continues to unfold, and will be reported in full in the 2023-24 Annual Report.

Site Program Funds Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Resource 0752- Site Funds
Comparison Report

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	$ 3,441,345	$ 3,441,345	$ 3,668,635	$ 3,668,635
Parcel Tax Revenue-Prior Year	$ -	$ -	$ -	$ -
Interest	$ -	$ -	$ -	$ -
Interest-Prior Year	$ -	$ -	$ -	$ -
NET REVENUE	$ 3,441,345	$ 3,441,345	$ 3,668,635	$ 3,668,635
EXPENDITURES				
Certificated Salaries	$ 1,510,968	$ 1,539,297	$ 1,621,579	$ 1,702,415
Classified Salaries	$ 634,319	$ 578,588	$ 632,843	$ 687,438
Employee Benefits	$ 708,406	$ 674,073	$ 795,943	$ 837,090
Books & Supplies	$ 290,949	$ 196,031	$ 304,759	$ 522,713
Contracted Services	$ 222,559	$ 359,350	$ 126,583	$ 376,943
Capital Outlay	$ -	$ 6,521	$ -	$ -
Indirect Costs	$ 216,848	$ 215,526	$ 212,224	$ 212,724
TOTAL EXPENDITURES	$ 3,584,049	$ 3,569,387	$ 3,693,931	$ 4,339,323
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ (142,704)	$ (128,042)	$ (25,296)	$ (670,688)
NET INCREASE (DECREASE)	$ (142,704)	$ (128,042)	$ (25,296)	$ (670,688)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	$ -	$ 2,234,210	$ -	$ 2,106,168
Net Increase (Decrease) in Fund Balance	$ (142,704)	$ (128,042)	$ (25,296)	$ (670,688)
Ending Fund Balance	$ (142,704)	$ 2,106,168	$ (25,296)	$ 1,435,480

SCHOOL LIBRARIES

BSEP Measure E1, Resource 0761

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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 school libraries every school day. Exceptions include BTA and the preschools who have staffing weekly.
- Materials for all students TK-12th grade at $8 per pupil, for collection development by the school staff.
- 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 and library lessons.
- At secondary sites, English teachers have regularly scheduled visits, and 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 as well as the Technology Department and Educational Services.

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

2022-23 Highlights

- Over 275,000 items were circulated in the TK-12 schools in 2022-23, similar to the prior year.
- Staff position at Sylvia Mendez was modified to be bilingual, and a new bilingual library specialist was hired.
- Virtual evening programs: Mock Newbery Nights with authors Johnnie Christmas, and Tracy Badua!
- Virtual author visit during the school day with Kelly Yang for all 5th grade classes in the district.
- Live author visits: Judd Winick, Angela Dalton, and Annie Barrows at the elementary schools. Dan Santat visited two middle schools. At BHS, Jetta Grace Martin and Dr. Waldo E. Martin Jr., Javier Zamora (in collaboration with BPL), and Maggie Tokuda-Hall visited.
- An infusion of non-fiction books on animals and biographies, primarily focused on people of color, for research projects in the elementary schools.
- Book recommendation lists were updated celebrating the themes Black Lives Matter, Latine/x Heritage, Arab-American Heritage, Indigenous Heritage, LGBTQI+ Pride, AAPI Heritage, Climate Literacy 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.
- Continued our project to improve signage by installing new signs and navigation aids to improve students' ability to access books independently.
- Upgraded library technology including circulation computers at every school and new student catalog computers in every school library. Some school libraries received Promethean boards.
- Librarians from Berkeley High School presented a learning session on independent reading support at the California School Library Association Conference. Fifteen staff members attended the conference.

2022-23 Challenges

- Flooding and water damage in numerous libraries.
- A streaming audiobook service, Tales2Go, went out of business and left a gap in our access to audio support.

Fund Balance Management

The Fund Balance grew due to expended funds for capital improvements. The funds balance in 2023-24 is budgeted for:

- Upgraded instructional technology such as projectors or interactive boards.
- Facilities improvements including new shelving, signage and furniture, in collaboration with the Facilities Department and PTAs.

2023-24 Program Update

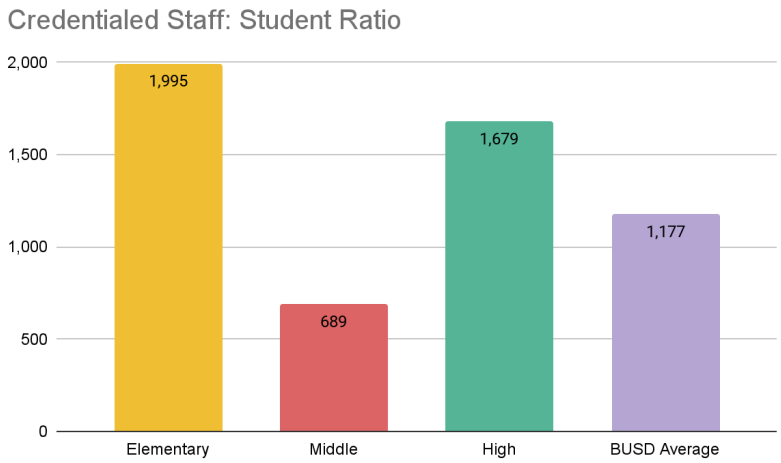
- Continue updating instructional technology in the libraries that weren't updated last year.
- $20,000 to replace books lost by students in the last two years, to encourage generous lending policies.

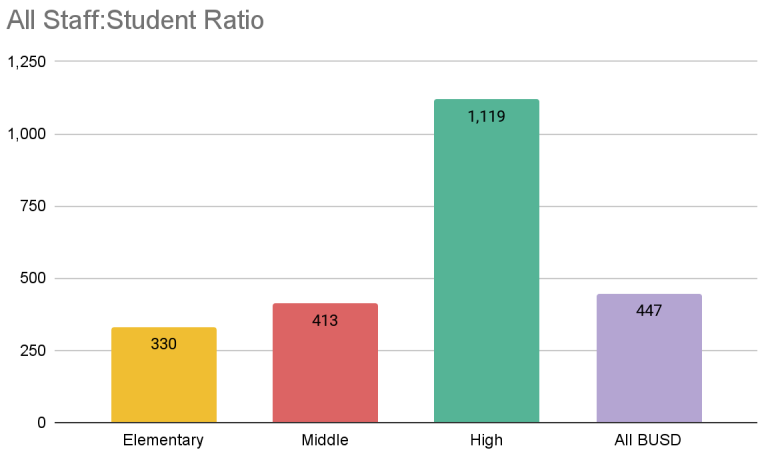
Equity Initiatives within BUSD Libraries

- 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 are distributed through all the school libraries.

Library Services 2022-23 BSEP Program Measures

Updated : December 2023

Library Services		2021-22	2022-23
Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*			
Schools with fully staffed library with resources and materials		100%	100%
TK-12 Circulation numbers per level - Databases	elementary	228,545	231,267
	middle schools	35,766	27,596
	high schools	12,841	12,489
	BHS database usage	37,809	39,622
Library usage: class visits per week on average		TBD	216
Ratios of staffing to student 		**State Average 1:7,187 credentialed staff:student**	

Library Services	2021-22	2022-23
	No state-wide data tracked for combined staffing of school libraries.	
Number of new books purchased	18,951	13,060
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*		
Number of staff vacancies	0/24	0/24
TSA/Coordinator support for library staff consultations and coaching sessions (avg. per week)	13	14
Number of professional development offerings for library staff	29	39
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	8
Amount spent on centrally-selected, diversity-focused book purchases (site book orders also include diverse books)	$18,500	$24,897
Number of visiting authors from diverse background with diversity content coordinated central office	11	15

Library Services Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures 04-0761 Library
Comparison Report 12/4/23

	Adopted Budget 2022/23	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 06/30/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	2,434,122	2,434,122	2,594,888	2,594,888
Parcel Tax Revenue-Prior Year	0	0	0	0
Interest	0	0	0	0
Interest-Prior Year	0	0	0	0
NET REVENUE	2,434,122	2,434,122	2,594,888	2,594,888
EXPENDITURES				
Certificated Salaries	723,473	773,846	836,004	837,854
Classified Salaries	683,870	722,219	754,975	753,315
Employee Benefits	577,284	628,592	692,566	692,376
Books & Supplies	237,914	141,862	224,340	216,540
Unallocated Reserve	92,686	0	41,369	41,369
Contracted Services	96,938	67,624	69,000	76,800
Capital Outlay	25,000	0	40,000	40,000
Indirect Costs	156,954	150,319	163,217	163,217
TOTAL EXPENDITURES	2,594,119	2,484,461	2,821,471	2,821,471
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(159,997)	(50,339)	(226,583)	(226,583)
NET INCREASE (DECREASE)	(159,997)	(50,339)	(226,583)	(226,583)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	615,330	947,205	752,296	896,865
Net Increase (Decrease) in Fund Balance	(159,997)	(50,339)	(226,583)	(226,583)
Ending Fund Balance	455,333	896,865	525,713	670,282

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

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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 2022-23 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:

- Staffing and materials for the grades 4-8 Music Program, including music classes for all fourth and fifth graders;

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

- 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) and Elevate Program at eleven elementary schools;
- Funding for non-music Arts programing at ten elementary schools (Arts Anchor Allocations);
- Professional development for music teachers; year 11 of Lead by Learning inquiry work;
- Staffing support for outreach programs and partnerships such as Arts on The Run, Cazadero Music Camp, The Music Connection (TMC), and other community organizations.
- 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. 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
- Due to strategic hiring and scheduling, we continued to offer a wider selection of instruments, including ukulele, guitar, drumline, mariachi, and singing where appropriate and feasible, while maintaining similar FTE.
- Music teachers continued "in house" cultural responsiveness training. As well, our teacher-leader run LEad by Learning/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.
- 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.
- VAPA continues to offer additional Arts Anchor funding after school as well as funding 0.2 FTE at each middle school for non-music Arts instruction.

2022-23 Achievements

- In 2023-23 middle school music in BUSD reached representative enrollment of BIPOC students in music. A first and a milestone. 57% of BUSD 6th graders identified as a BIPOC sub-group and 54% of zero period and 7th period music students in BUSD were BIPOC.
- By the 2022-23 school year the percentage of BIPOC Music staff had been raised from 4% to **47%**.
- During the first in-person instruction year post pandemic (2021-22), African American enrollment in middle school music classes had taken a huge hit and African American

students made up 6% of our music program. However, by 2022-23 **African American participation had more than doubled to 14%**.

2022-23 Challenges

- One of our music teacher positions remained vacant for the entire year with no viable applicants.
- Though we reached major milestones in access and engagement improvements for students of color, we have exceeded target rates for each racial sub group (higher than 37% of a given group), Black/African American students are still only enrolled at a rate of 27%. This is still a huge growth for that group, but shows that our main goal should be increasing access and engagement for Black students.

Fund Balance Management

Underspending in the area of staffing can be attributed to an unfilled teacher vacancy.

Not all projected contractor funds were spent.

Overall deficit spending can be attributed to large instrument purchases and the recent addition of BHS Clinicians (music coaches) being added to the VAPA budget (from the BHS budget).

Equity Initiatives in Music/VAPA

Please see our full EQUITY PLAN to learn more about our 9-years of strategic equity measures and full status reports on each one.

2022-23 Music/VAPA Program Measures

	2021-22	2022-23
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%	100%
Middle School enrollment in arts and music classes, disaggregated and compared to district enrollment	TBD	37%
High School enrollment in arts and music classes, disaggregated and compared to district enrollment	TBD	TBD
Number and percent of third grade students receiving general music classes	623/100%	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	40/42%
Number of MS and HS Music/VAPA courses offered 0 and 7 period	23	23
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*		
Recruitment and Retention Data, number and % of vacancies, retention rates	N/A	1 vacant out of 19
TSA supports for staff, consultations, coaching sessions,	N/A	N/A
Number of pd offerings for music and VAPA staff, participation rates	PD every Wed	PD every Wed
Number and percent of staff who identify as person of color	N/A	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	7%

	2021-22	2022-23
English learners Measure	TBD	TBD
Homeless and Foster Youth measure	TBD	TBD
Socio economic status measure	TBD	TBD
BIPOC Students Enrolled in middle school (6th grade) compared to BIPOC middle school music students	N/A	57% / 54%

Music/VAPA Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures 04-0753 Music/VAPA
Comparison Report 12/4/23

	Adopted Budget 2022/23	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 06/30/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	2,098,381	2,098,381	2,236,973	2,236,973
Parcel Tax Revenue-Prior Year	0	0	0	0
Interest	0	0	0	0
Interest-Prior Year	0	0	0	0
NET REVENUE	2,098,381	2,098,381	2,236,973	2,236,973
EXPENDITURES				
Certificated Salaries	829,935	785,828	964,609	971,034
Classified Salaries	174,243	195,199	191,098	202,628
Employee Benefits	375,491	347,526	426,166	432,211
Books & Supplies	207,000	263,531	162,000	162,000
Unallocated Reserve	77,816	0	65,435	65,435
Contracted Services	382,075	195,150	332,075	339,075
Capital Outlay	90,000	50,727	40,000	40,000
Indirect Costs	137,594	134,418	129,405	129,405
TOTAL EXPENDITURES	2,274,154	1,972,378	2,310,788	2,341,788
EXCESS (DEFICIENCY) OF REVENUES	(175,773)	126,003	(73,815)	(104,815)
OTHER FINANCING SOURCES AND USES				
BSEP Contribution	(253,547)	(251,371)	(253,547)	(253,547)
BSEP Direct Support	0	0	0	0
BSEP Substitute Compensation	0	0	0	0
Total Interfund Transfers Out	(253,547)	(251,371)	(253,547)	(253,547)
NET INCREASE (DECREASE)	(429,320)	(125,368)	(327,362)	(358,362)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	708,797	1,300,714	745,857	1,175,346
Net Increase (Decrease) in Fund Balance	(429,320)	(125,368)	(327,362)	(358,362)
Ending Fund Balance	279,477	1,175,346	418,495	816,984

INSTRUCTIONAL TECHNOLOGY
BSEP Measure E1, Resource 0762
ANNUAL REPORT: FY 2022-23
UPDATE: FY 2023-24

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

Instructional Technology plays a pivotal role in a modern teaching and learning environment. BSEP funds are a crucial resource for providing schools with the training and support to use technology effectively. Computer technicians funded by BSEP support students, teachers, and staff. They ensure computers and other systems are kept up-to-date, and they repair them as needed. Technology teacher leaders and teachers-on-special-assignment help integrate technology with the curriculum, support teachers in using technology tools, and help technology committees and School Site Councils make decisions about technology needs and purchases.

The district provides a significant amount of technology hardware and software for schools and classrooms using a variety of resources, including bond funds, state and federal grants, partners such as the Berkeley Schools Fund, and general funds. In 2022-23, these funds allowed the district to ensure that our fleet of classroom Chromebooks was refreshed with over 1,300 new Chromebooks being deployed to replace aging systems. Over 30 software systems were deployed or renewed. The district expanded the adoption of touch-screen flat panel technology with 24 new Promethean boards installed while replacing 15 failing projectors. Schools leveraged their per-pupil BSEP instructional technology allocations to expand technology use in their classroom, purchasing iPads, calculators, printers, and headphones in addition to routine supplies such as toner cartridges and printer paper.

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 Technology Teacher on Special Assignment (ToSA) to focus on integrating technology into the learning environment.

[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.

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, with many of these lessons being delivered directly by BSEP-funded Teachers on Special Assignment (ToSAs.)
- The use of online assessment and reporting tools to guide instruction has increased significantly throughout the district.
- The district has continued to provide Chromebook carts in all schools: one per classroom in 4th - 8th grade, and one for every two classrooms in grades 3 and 9-12.
- The district continues to replace 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 continued to install interactive flat panel displays in classrooms throughout the district.

Instructional Technology Program Challenges and Achievements

- The district formed a Technology Advisory Committee which met monthly to discuss issues and trends, with the culmination of their efforts producing the BUSD TAC Findings and Recommendations report.

- In collaboration with BREA, the technology department built the data integrations necessary for the EduClimber dashboard which is being used throughout the district to guide instruction and interventions. BSEP-funded technology teacher leaders were trained on this system to support use in the classroom.

- Technology issued 1,252 additional Chromebooks to students for home use. These Chromebooks were 100% funded by a federal grant applied for by the technology department.

- Technology purchased, configured, and installed 1,362 new Chromebooks to replace obsolete classroom Chromebooks using Measure G and other funds.

- Technology department technicians responded to more than 4,280 helpdesk requests from school sites.

- The district completed a roll-out of a new high-speed dark-fiber network increasing the Internet access speed and capacity in every classroom districtwide.

- The district continued deploying updated network equipment including switches, routers, and wireless access points at all schools.

- The district continued to review and approve instructional software resources to ensure compliance with student data privacy requirements, ADA requirements, and curricular standards. Over 60 applications were put through this process in 2022-2023.
- The facilities and technology department jointly finalized updated standards for school and classroom technology, including projection systems, communication systems, etc.
- The district increased the security of all student and family data by implementing strong passwords and two-step authentication requirements for all staff.
- The district completed a cybersecurity audit with an outside expert and has begun deploying its recommendations.

Fund Balance Management

The fund balance growth was primarily due to revenue increase, unused funds for contracted services, position vacancies, and the unused reserve for salary variance.

The intended uses of fund balance in 2023-24 and/or in subsequent years:

- One-time increase to school site discretionary technology supplies allocation (with spending recommendations by the technology department.)
- One-time expenses including repairs, new computers, and other technology upgrades
- Multi-year software subscription cycles
- Parent workshops
- Professional Development opportunities for technology support staff and technology teacher leaders

Program Update FY 2023-24

- BSEP funds continue to provide essential instructional technology software tools for the classrooms such as Google Workspace Education Plus accounts, the GoGuardian classroom management tools, and the Follett Resource Manager used to check out and track musical instruments and technology equipment for students and teachers.
- The Findings and Recommendations of the Technology Advisory Committee have been used to guide and revise the BSEP instructional technology plan for 2023-2024, as well as the policies and practices of the technology services department.
- The district has begun implementing after-school workshops for families on the safe and effective use of the district technologies available to parents/guardians and students.
- The district secured grant funding from the Berkeley Schools Fund for student hotspot subscriptions, freeing up BSEP funding for other priorities while maintaining this important equity measure for socioeconomically disadvantaged students.

- 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.
- Professional development opportunities for technology teacher leaders have been expanded.
- The district will begin providing paid, after-school instructional technology professional development offerings to classroom teachers.
- The district is continuing to upgrade audiovisual systems in multiple schools.
- The district continues to implement the recommendations from the cybersecurity audit.
- The district continues to advance several operational projects necessary for the safe and efficient operations of the classroom, such as replacing obsolete phone systems and implementing uninterruptable power systems to keep classrooms connected and communicating during power outages.

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:

- To bridge the digital divide, Technology will continue providing Chromebooks to any student who lacks access to home systems for completing digital homework and research.
- The district will conduct outreach to families who need assistance with their student's use of technology in the form of family workshops and online resources.
- 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	2022-23

Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*		
Number and percent of schools receiving per-pupil allocations for technology	16 schools, 100%	16 schools, 100%
Average technology support FTE per school - Elementary	0.2 FTE	0.2 FTE
Average technology support FTE per school - Middle	0.66 FTE	0.66 FTE
Average technology support FTE per school - High	2 FTE	2 FTE
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*		
Number of instructional technology professional development offerings	183	500
Number of instructional technology training/coaching sessions - Elementary	598	325
Number of instructional technology training/coaching sessions - Middle	295	131
Number of instructional technology training/coaching sessions - High	198	121
Number of support tickets closed - Elementary	1,633	1,507
Number of support tickets closed - Middle	1,133	1,227
Number of support tickets closed - High	1,286	1,471
Number of support tickets closed - Districtwide total	**	6,020
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	1,402
Home-use Chromebooks checked out by students who don't have sufficient access at home: Special Education*	25	293
Home-use Chromebooks checked out by students who don't have sufficient access at home: English learners*	25	185
Home-use Chromebooks checked out by students who don't have sufficient access at home: Homeless and Foster Youth*	8	42
Home-use Chromebooks checked out by students who don't have sufficient access at home: Socio-economic status*	75	644

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

****Not reported for 2021-22.**

Instructional Technology Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures
Comparison Report 12/4/23

	Adopted Budget 2022/23	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 06/30/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	1,091,158	1,091,158	1,163,226	1,163,226
Parcel Tax Revenue-Prior Year	0	0	0	0
Interest	0	0	0	0
Interest-Prior Year	0	0	0	0
NET REVENUE	1,091,158	1,091,158	1,163,226	1,163,226
EXPENDITURES				
Certificated Salaries	87,596	61,866	93,668	93,668
Classified Salaries	488,651	497,939	459,298	459,298
Employee Benefits	280,818	276,185	346,937	346,937
Books & Supplies	0	35,429	0	57,450
Unallocated Reserve	70,616	0	156,289	156,289
Contracted Services	148,104	70,238	203,467	146,017
Capital Outlay	0	0	0	0
Indirect Costs	69,280	60,643	67,290	67,290
TOTAL EXPENDITURES	1,145,065	1,002,300	1,326,949	1,326,949
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(53,907)	88,858	(163,723)	(163,723)
NET INCREASE (DECREASE)	(53,907)	88,858	(163,723)	(163,723)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	252,101	404,539	350,632	493,398
Net Increase (Decrease) in Fund Balance	(53,907)	88,858	(163,723)	(163,723)
Ending Fund Balance	198,194	493,398	186,909	329,675

STUDENT ACHIEVEMENT STRATEGIES
BSEP Measure E1, Resource 0763

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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: Chris Albeck, Director of Curriculum and InstructionDevelopment
Mathew Espinosa-Castro, Director of Equity, Achievement and Belonging
Juan Raygoza, Principal, Berkeley High School

Background

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes. The 2022-23 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

2022-23 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 support 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 2022-23, 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 was also focused on training interventionists on the progress monitoring component of DIBELS.
- **eduCLIMBER and Progress Monitoring:** Lit Coaches and RtI Teachers contributed to the development of standardized guidance for assessment, instruction, and monitoring of literacy development as part of the Literacy Action Plan. RtI Teachers learned to use eduCLIMBER to create intervention groups, set goals, and monitor progress toward goals using benchmark data from DIBELS, STAR, and NWEA-MAP.

2022-23 Activities - African American Success Framework In 2022-23, the following activities took place:

- The African American Success Framework (AASF) entered Year 1 of full implementation. Under the coordination of the newly formed Equity, Achievement and Belonging Department and with the contracted consultation of RT Fisher Enterprises, the first year launched a wide range of activities. Highlights of BSEP-supported activities are provided below. A link to the full AASF Year 1 Implementation Report is here.

    - Launch of the Black-to-School Strong Start event.
    - Launch of the AASF Transition Fair for raising 6th, 9th, and 10th graders.
    - Formation of the Superintendent's African American Success Advisory Committee.
    - Cultural Competency Training provided to focal "early adopter" schools (Longfellow and Mendez).
- eduCLIMBER was used to identify focal students for the academic intervention program, STEP UP! Academy for Summer 2023.
- The development of the new 2023 CCEIS (Comprehensive Coordinated Early Intervening Services) Plan was aligned with the AASF goals and activities to build stronger efficiencies and impact on improving outcomes for African American students.

2023-24 Update - African American Success Framework

In 2023-24, staff built on the progress made from Year 1 Implementation to develop, expand, and sustain services and activities. Below are highlighted activities being supported by BSEP funds. Click the link here to see ongoing updates for current AASF activities.

- Expansion of AASF Professional Learning Opportunities for Vision Schools: Malcolm X, Muir, Cragmont, Mendez, Oxford, Washington, Longfellow, Willard, King, BTA, and BHS.
- Intensive support for a Math 1 Pilot Program to examine the experiences of Black students in Math 1, design instructional supports, and provide training to the identified teacher.
- Expanded communication to promote events and resources (e.g., posters, social media, emails, phone calls, texts).
- Development of AASF affinity groups at BTA and middle schools.
- Contracted service from National Equity Project to develop liberatory design leadership skills and mindsets across Vision Schools to address focal equity challenges impacting the experiences of African American students.
- Purchase of materials and resources to support academic achievement for African American students.
- Support for AASF community and family events: AASF Transition Fair, Black-to-School, College Bound, African American Success Advisory Committee.

2022-23 Activities - African American Success Project

The BSEP funded report ASSP - Umoja Program Report, was developed by Freedom Media Education Initiatives.

2023-24 Activities Update African American Success Project

BSEP funds were used to pilot a STEM Enrichment Club provided by Bay Area Sigmas, Inc. at Longfellow Middle School. The initiative specifically targeted African American boys. However, it was open to all students. Thirteen students enrolled in the Club.

The overarching goal of the STEM Enrichment Club is to provide access to STEM activities and encourage participants to consider STEM careers as viable future options, thus disrupting the

underrepresentation of Black males in STEM-related fields.

2022-23 Activites - Puente

The Puente Program addresses long-term inequities for Latinx students that can limit their ability to attend college. The core components of the program include a Latinx-centered English class, academic counseling, student leadership development and community service. 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 2023 activities included training for new staff. The initial student cohorts consisted of two classes of 7th graders at Longfellow and one class of 10th graders at Berkeley High School. The funds were also used to support field trips for college tours, Latinx-centered instructional resources, and program promotional materials to facilitate recruitment.

2023-24 Update - Puente

In 2023-24, Puente cohorts expanded to four classes at Longfellow (two 7th grade classes, two 8th grade classes) and two classes at Berkeley High (one 10th grade class, one 11th grade class). Administrators, teachers, and counselors began meeting regularly in Fall 2023 to develop program alignment across sites and share resources. Students have participated in several field trips for community service, cultural experiences, and college tours. 10th grade students also participated in the Regional Puente Student Leadership Conference at UC Berkeley. Puente English teachers have developed a scope of literature and writing instruction that builds from 7th to 11th grade. Puente counselors have created family resources for college preparation and student recruitment.

2022-23 Activities - Black Studies 0.4 FTE

The intention of this funding is to expand and strengthen course offerings and student participation 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 22-23, the two 0.2 FTE positions were filled. In 2023-24, a total of six courses with 12 sections were provided in Black Studies with 343 students enrolled.

BHS African American Studies Dept. Course Offerings, 2022-23

African American Department Courses Offered	2021-22 Number of Sections	2021-22 of Students Enrolled	2022-23 Number of Sections	2022-23 of Students Enrolled	2023-24 Number of Sections	2023-24 Number of Students Enrolled
African American Literature	2	53	forthcoming	forthcoming	2	30
African American History	2	62	forthcoming	forthcoming	2	63
African American Economics	1	33	forthcoming	forthcoming	3	87
African American Psychology / Sociology	1	30	forthcoming	forthcoming	NA	NA
African American Beginning/Intermediate Dance	2	61	forthcoming	forthcoming	2	79
Spanish in the African Diaspora	NA	NA	forthcoming	forthcoming	1	26
African American Advanced Dance	2	57	forthcoming	forthcoming	2	58
Total	10	296	forthcoming	forthcoming	12	343

2022-23 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 2022-23, this program is in the sixth 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**	**2022-23**
Access and Participation		
Number of courses/section offered in Black Studies	6/10	forthcoming
Number of students enrolled in Black Studies courses	296	forthcoming
Number of students participating in the Puente program	N/A	65
Number of Puente events/activities for families	N/A	2
Number and percent of 7th Grade students participating on the "Be a Scientist" program	~700/100%	~700/100%
Professional Capacity	**2022-23 Annual**	**2023-24 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)	Approx 60	81
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%	100%
Diversity, Equity and Inclusion	**2022-23 Annual**	**2023-24 Fall**
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes	Math: 261 ELA: 188	Math: 189 ELA: 241

Literacy Coaches and RTI teachers direct services to students in Elementary	528 students	548 students

Student Achievement Strategies Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures - Student Achievement Strategies
Comparison Report as of 12/4/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	1,628,344	1,628,344	1,735,891	1,735,891
Parcel Tax Revenue-Prior Year	0	0	0	0
Interest	0	0	0	0
Interest-Prior Year	0	0	0	0
NET REVENUE	1,628,344	1,628,344	1,735,891	1,735,891
EXPENDITURES				
Certificated Salaries	1,042,860	967,937	1,154,461	1,164,476
Classified Salaries	0	1,993	0	4,000
Employee Benefits	325,020	302,162	354,458	358,480
Books & Supplies		0	0	17,963
Unallocated Reserve	76,525	0	182,132	182,132
Contracted Services	120,000	57,791	120,000	84,000
Capital Outlay	0	0	0	0
Indirect Costs	100,748	86,224	111,199	111,199
TOTAL EXPENDITURES	1,665,153	1,416,108	1,922,250	1,922,250
NET INCREASE (DECREASE)	(36,809)	212,236	(186,359)	(186,359)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	459,175	897,116	857,391	1,109,352
Net Increase (Decrease) in Fund Balance	(36,809)	212,236	(186,359)	(186,359)
Ending Fund Balance	422,366	1,109,352	671,032	922,993

COUNSELING AND BEHAVIORAL HEALTH

BSEP Measure E1, Resource 0764

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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
In 2020-21, an increase of 0.5 FTE for counseling at Willard was added in order to bring per pupil caseloads funded through District funds into alignment with King and Longfellow Middle Schools.

Each of the middle schools also supplements the district-provided FTE with site-based funding to increase the FTE. In 2022-23, 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 (actual was 1.0 FTE)

[1] BSEP Measure E1 Section 3.A

The actual BSEP Counseling and Behavioral health FTE for 2022-23 was 5.3. In 2022-23, Site Title I or Site BSEP Funds were used to increase the counseling positions to a total of (includes BSEP allocation):

- 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.

2023-24 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 2022-23 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

Potential Measures
Access and Participation *Staffing Allocations, Offerings and Activities, Participation Rates*
Number of students receiving counseling services
Student/Family surveys on services received by counseling staff
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
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

Counseling and Behavioral Health Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT

FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures 0764-Counseling and Behavioral Health

Comparison Report 12/15/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	721,843	721,843	769,519	769,519
Parcel Tax Revenue-Prior Year	0	0	0	0
Interest	0	0	0	0
Interest-Prior Year	0	0	0	0
NET REVENUE	721,843	721,843	769,519	769,519
EXPENDITURES				
Certificated Salaries	478,770	515,724	505,357	505,357
Classified Salaries	0	0	0	0
Employee Benefits	173,937	155,731	171,818	171,818
Books & Supplies		0	0	0
Unallocated Reserve	123,204	0	8,251	8,251
Contracted Services	0	0	0	0
Capital Outlay	0	0	0	0
Indirect Costs	49,969	43,242	42,085	42,085
TOTAL EXPENDITURES	825,880	714,697	727,511	727,511
NET INCREASE (DECREASE)	(104,037)	7,146	42,008	42,008
FUND BALANCE ANALYSIS				
Beginning Fund Balance	186,324	302,783	198,746	309,929
Net Increase (Decrease) in Fund Balance	(104,037)	7,146	42,008	42,008
Ending Fund Balance	82,287	309,929	240,754	351,937

Communication, Measure Oversight and Translation

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

Annual Report: FY 2022-23
Program Update: FY 2023-24

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]

Program 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.

Budget Summary

Staffing	BSEP	BERRA	Gen Fund
Director of Local Resources & Partnerships	0.75	0.25	
BSEP Program Specialist	0.85	0.15	
Senior Communications Officer	0.85		0.15
Translation/Interpretation Specialist	0.67		0.33
Communications Specialist	0.80	0.20	

Contracts and Expenses **$60,000**

- Email newsletter service
- Website design and maintenance support
- Social media scheduling platform and graphic design tools
- Community Report

[1] BSEP Measure E1 Section 9A

- Simultaneous interpretation phone services and video interpretation services for multiple languages
- Translators and Interpretation Services

Supplies and Materials $43,500

- Printing & Mailing
- Travel, Conferences and Memberships, Cell Phone
- Equipment and supplies

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 monthly A+ New (emailed in English and Spanish); the weekly BUSD Staff Bulletin; the annual Community Report (mailed to every Berkeley address and posted on the district website in English and Spanish); district-wide emails and phone blasts; video and graphic assets; and social media. Provide advice, support and strategy for critical incidents; respond to public and media information requests; fulfill California Public Record Act requests; secure student media releases and escort press during 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 staff access to translation and interpretation services.

Communication and Public Information Highlights 2022-23:

In FY 2022-23, the Communications Team was called upon to address a wide range of information needs in support of our schools, students and families, including:

Community Engagement with the District's New Superintendent

Communication, Measure Oversight and Translation

- Introducing Superintendent Ford Morthel to BUSD
- Redesigning district graphic assets
- Supporting Superintendent Ford Morthel's "Listening & Learning" events
- Supporting Superintendent Ford Morthel's "A Year in Review"

Content and Communications for Heritage/History/Anti-Hate Periods

- Latine/x Heritage Month
- Black History Month/Black Lives Matter at School Week/ BH Oratorical Fest
- African American Success Framework
- Arab American and SWANA Heritage Month
- AAPI and Filipino/x Heritage Months
- Jewish American Heritage Month
- United Against Hate Week
- LGBTQ+ History Month

Other Initiatives

- Worked cross functionally to revise and improve the district's process for fulfilling requests for translation and interpretation services at our schools, facilities, and events
- Launched BUSD Literacy and Climate Literacy web pages
- Produced video assets, including BSEP class size, metal shop, and ceramics program videos
- Supported BSEP Community Conversations
- Launched BUSD's Reparations Task Force webpage
- Expanded support for BUSD's Affinity-Based communications
- Launched BUSD's LGBTQ+ History Month web page
- Completed School Accountability Report Cards (SARC)
- Managed the receipt and fulfillment of California Public Record Act requests
- Managed a high volume of press interest
- Celebrated staff groups on their appreciation days
- Supported critical incident communications

COVID-19 Support

- Maintained expertise in all COVID-19 related Public Health guidance and risk mitigation protocols
- Represented the district at City, County, and State Public Health Department briefingsyear
- Promoted school-site vaccination clinics in partnership with the City of Berkeley
- Communicated district-wide COVID-19 at-home test distribution instructions
- Published and updated the district's K-12 COVID-19 Safety Plan/Safe Return to In-Person Instruction and Continuity of Services Plan and BUSD's 2022-2023 COVID-19 Prevention Program (CPP)
- Maintained the COVID-19 Case Dashboard
- Delivered COVID-19 staff training

- Continued to improve the efficiency of COVID-19 contact tracing protocols

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 languages requested for parent/caregiver-teacher meetings, IEPS, contact tracing, and other school-site meetings interpreted through the District's use of Language Line.

2022-23 Language Line Usage by language as percent of all services (total 361 individual sessions for 6494 minutes total):

Combined Totals: Language	% Total
Spanish	47.37%
Arabic	14.47%
Mandarin	9.29%
Vietnamese	6.65%
Russian	5.08%
Mongolian	3.57%
Japanese	2.96%
Dari	2.77%
Portuguese	2.22%
Thai	1.15%
Cantonese	0.91%
Khmer	0.88%
Arabic (Yemeni)	0.54%
Urdu	0.42%
Pashto	0.40%
French	0.32%
Punjabi	0.29%
Hebrew	0.23%
Farsi	0.22%
Hindi	0.14%
Nepali	0.09%
Dutch	0.03%

Program Update FY 2023-24 Public Information and Communications

The department has been able to increase the scope of work during the first half of 2023-2024 to include the following:

- Improved use of analytics in a commitment to continuous improvement
- Increased production of video assets, including the "Berkeley Believes" back-to-school video, a "Black Lives Matter at School Week" video, and the Superintendent's monthly "What's Happening in BUSD?" series, provided in English and with Spanish voice over
- Launched Instagram in order to engage with community members in this channel
- Introduced Disability Awareness & History Month in BUSD in support of Board Resolution 24-017
- Returned to the Solano Stroll to engage with BUSD's community
- Supported key safety and critical incident messaging

BSEP and BERRA Oversight Highlights 2022-23

The Office of Local Resources ensures fiscal and programmatic compliance for the programs and services funded by the special local tax measures BSEP & BERRA:

- Supported the Planning and Oversight (P&O) Co-Chairs and Committee by producing meeting documents documents, plans and reports
- Implement and monitor approved budgets and plans for compliance with the terms of the measures and in alignment with Board approved plans.
- Conducted planning activities for the next BSEP ballot measure including community engagement, polling, fiscal analysis, and tax rate modeling.
- Developed and/or presented over 200 documents / presentations: 2023-24 plans and budgets, 2021-22 Annual Reports. 2022-23 Interim Fiscal Reports, and other BSEP and BERRA documents for the Planning and Oversight Committee, the Board of Education and the public.
- Planned and conducted 35 public meetings, presentations, and events.

Supported Principals and School Site Councils:

- Supported principals in conducting SSC elections in September and the appointment of P&O Representatives from each school site in October.
- Implemented and monitored 2022-23 site BSEP fund budgets.
- Worked with school principals and School Site Council (SSC) to analyze and develop 18 BSEP Site Program Fund budgets and plans for 2023-24 .
- Organized the School and District Committee Orientation in October, with over 130

attendees.

- Produced Site Committee Handbook with site plan and budget information for each site and the annual SSC Elections, Diversity, and Activity Report for the School Board.

Measurable / Equity Outcomes:

The following measures will be explored for reporting:

- 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
- Survey for Planning and Oversight Committee Members
- Survey for Principals for budget and SSC support

Revenue and Expense Reports

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Oversight & Communication (Measure E/ Resource 0754)
Revenue and Expenditures
Comparison Report 12/4/24

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	$ 685,186.00	$ 685,186.00	$ 730,440.00	$ 730,440.00
Parcel Tax Revenue-Prior Year	$ -	$ -	$ -	$ -
Interest	$ -	$ -	$ -	$ -
Interest-Prior Year	$ -	$ -	$ -	$ -
NET REVENUE	$ 685,186.00	$ 685,186.00	$ 730,440.00	$ 730,440.00
EXPENDITURES				
Certificated Salaries	$ 119,743.00	$ 129,277.59	$ 139,749.00	$ 139,749.00
Classified Salaries	$ 276,908.00	$ 265,832.32	$ 408,076.00	$ 408,076.00
Employee Benefits	$ 154,654.00	$ 149,267.10	$ 212,070.00	$ 212,070.00
Books & Supplies	$ 12,000.00	$ 8,748.18	$ 15,000.00	$ 15,000.00
Unallocated Reserve	$ 31,671.00	$ -	$ 26,859.00	$ 26,859.00
Contracted Services	$ 84,000.00	$ 60,220.29	$ 90,500.00	$ 91,300.00
Capital Outlay	$ -	$ -	$ -	$ -
Indirect Costs	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	$ 678,976.00	$ 613,345.48	$ 892,254.00	$ 893,054.00
EXCESS (DEFICIENCY) OF REVENUES OVEI	$ 6,210.00	$ 71,840.52	$ (161,814.00)	$ (162,614.00)
NET INCREASE (DECREASE)	$ 6,210.00	$ 71,840.52	$ (161,814.00)	$ (162,614.00)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	$ 389,110.00	$ 519,644.62	$ 525,855.00	$ 591,486.00
Net Increase (Decrease) in Fund Balance	$ 6,210.00	$ 71,840.52	$ (161,814.00)	$ (162,614.00)
Ending Fund Balance	$ 395,320.00	$ 591,485.14	$ 364,041.00	$ 428,872.00

BERKELEY UNIFIED SCHOOL DISTRICT
Berkeley Educator Recruitment and Retention Act (BERRA)
Oversight & Communication (Measure E/ Resource 0610)
Revenue and Expenditures
Comparison Report 12/4/23

	Adopted Budget 2022/23 as of 07/01/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 07/01/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	$ 104,110	$ 104,110	$ 110,320	$ 110,320
Parcel Tax Revenue-Prior Year		$ -	$ -	
Interest		$ -	$ -	
Net Revenue	**$ 104,110**	**$ 104,110**	**$ 110,320**	**$ 110,320**
EXPENDITURES				
Certificated Salaries	$ 39,922	$ 43,093	$ 45,228	$ 45,228
Classified Salaries	$ 29,971	$ 23,335	$ 36,082	$ 36,082
Employee Benefits	$ 20,703	$ 19,817	$ 32,146	$ 32,146
Books & Supplies	$ 500	$ -	$ 500	$ 500
Unallocated Reserve and Carryover	$ 5,603	$ -	$ 1,319	$ 1,319
Contracted Services	$ 4,000	$ -	$ 4,000	$ 4,000
Indirect Costs	$ -	$ -	$ -	
Total Expenditures	**$ 100,699**	**$ 86,244**	**$ 119,275**	**$ 119,275**
NET INCREASE (DECREASE)	$ 3,411	$ 17,866	$ (8,955)	$ (8,955)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	$ 25,971	$ 49,038	$ 52,449	$ 66,904
Net Increase (Decrease) in Fund Balance	$ 3,411	$ 17,866	$ (8,955)	$ (8,955)
Ending Fund Balance	**$ 29,382**	**$ 66,904**	**$ 43,494**	**$ 57,949**

BERRA EDUCATOR COMPENSATION
BERRA Measure E, Resource 0620, 0600

ANNUAL REPORT: FY 2022-23
UPDATE: FY 2023-24

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 2022-23

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 2022-23 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 (6/30/23) and the actual expenditures per the Unaudited actuals report as of 6/30/23). Additionally, as shown on the detailed attached *BERRA (All Resources) 1st Interim Revenue and Expenditures Comparison Report FY 2022-23*, the 2022-23 Fund Balance for all BERRA resources combined at the close of 2022-23, the third year of the twelve year measure, was $2,352,329, the actual fund balance grew by an increase of $440,418 over projected ending fund balance. This is primarily due to an increase in the actual revenues of $501,450 over projected revenue.

Expenditures for BERRA Resources were inline with projections with the exception of Resource 0620 - Educator Compensation which was $588,381 less than projected.

Program	2022-23 Adopted Budget 6/30/2023	2022-23 Unaudited Actuals 6/30/2023
0600 Unrestricted	8,000	205,892
0610 Oversight/Communications	100,699	86,244
0615 Recruitment	612,584	506,350
0620 Educator Compensation	10,174,594	9,586,213
BERRA - All Resources	**10,895,877**	**10,384,701**

Update FY 2023-24 for BERRA Educator Compensation

At First Interim of 2023-24, it is projected that revenue for Educator Compensation (Resource 0620) is $10,375, 596 and projected expenditures are $10,806,419. Additionally, it is projected that for all BERRA resources, the aggregate revenue is $11,200,000 and projected aggregate expenditures are $11,870,832, with a projected Ending Fund Balance of $1,681,497.

2023-24 1st Interim Comparison Report - All BERRA Resources

BERKELEY UNIFIED SCHOOL DISTRICT
Berkeley Educator Recruitment and Retention Act (BERRA)
Revenue and Expenditures
Comparison Report- 1st Interim Report 2023-24

	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 06/30/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE			
Parcel Tax Revenue	$ 11,110,749.52	$ 11,160,000.00	$ 11,160,000.00
Parcel Tax Revenue-Prior Year	$ -	$ -	$ -
Interest	$ 104,563.45	$ 40,000.00	$ 40,000.00
Net Revenue	$ 11,215,312.97	$ 11,200,000.00	$ 11,200,000.00
EXPENDITURES			
Certificated Salaries	$ 5,134,108.42	$ 5,635,279.00	$ 5,635,279.00
Classified Salaries	$ 2,356,776.23	$ 2,491,175.00	$ 2,491,175.00
Employee Benefits	$ 2,071,182.16	$ 2,810,558.00	$ 2,810,558.00
Books & Supplies	$ 4,947.45	$ 500.00	$ 500.00
Unallocated Reserve and Carryover	$ -	$ 24,125.00	$ 24,125.00
Contracted Services	$ 207,050.24	$ 42,000.00	$ 247,000.00
Indirect Costs	$ 610,636.14	$ 662,195.00	$ 662,195.00
TOTAL EXPENDITURES	$ 10,384,700.64	$ 11,665,832.00	$ 11,870,832.00
NET INCREASE (DECREASE)	$ 830,612.33	$ (465,832.00)	$ (670,832.00)
FUND BALANCE ANALYSIS			
Beginning Fund Balance	$ 1,521,717.01	$ 1,033,131.01	$ 2,352,329.00
Net Increase (Decrease) in Fund Balance	$ 830,612.33	$ (465,832.00)	$ (670,832.00)
Ending Fund Balance	$ 2,352,329.34	$ 567,299.01	$ 1,681,497.00

2023-24 1st Interim Comparison Report - By BERRA Resource

BERKELEY UNIFIED SCHOOL DISTRICT
Berkeley Educator Recruitment and Retention Act (BERRA)
Unrestricted (Measure E/ Resource 0600)
Revenue and Expenditures
1st Interim Report 2023-24

	Unrestricted 0600	Oversight 0610	Recruitment and Retention 0615	Educator Compensation 0620	Total
REVENUE					
Parcel Tax Revenue	$ 128,000.00	$ 110,320.00	$ 546,084.00	$ 10,375,596.00	$ 11,160,000.00
Parcel Tax Revenue-Prior Year			$ -	$ -	$ -
Interest	$ 40,000.00		$ -	$ -	$ 40,000.00
Net Revenue	$ 168,000.00	$ 110,320.00	$ 546,084.00	$ 10,375,596.00	$ 11,200,000.00
EXPENDITURES					
Certificated Salaries	$ -	$ 45,228.00	$ 362,133.00	$ 5,227,918.00	$ 5,635,279.00
Classified Salaries	$ -	$ 36,082.00	$ 111,955.00	$ 2,343,138.00	$ 2,491,175.00
Employee Benefits	$ -	$ 32,146.00	$ 168,180.00	$ 2,610,232.00	$ 2,810,558.00
Books & Supplies	$ -	$ 500.00	$ -	$ -	$ 500.00
Unallocated Reserve and Carryover	$ -	$ 1,319.00	$ 22,806.00	$ -	$ 24,125.00
Contracted Services	$ 213,000.00	$ 4,000.00	$ 30,000.00	$ -	$ 247,000.00
Indirect Costs	$ -		$ 37,064.00	$ 625,131.00	$ 662,195.00
TOTAL EXPENDITURES	$ 213,000.00	$ 119,275.00	$ 732,138.00	$ 10,806,419.00	$ 11,870,832.00
NET INCREASE (DECREASE)	$ (45,000.00)	$ (8,955.00)	$ (186,054.00)	$ (430,823.00)	$ (670,832.00)
FUND BALANCE ANALYSIS					
Beginning Fund Balance	$ 963,815.00	$ 66,904.00	$ 379,175.00	$ 942,435.00	$ 2,352,329.00
Net Increase (Decrease) in Fund Balance	$ (45,000.00)	$ (8,955.00)	$ (186,054.00)	$ (430,823.00)	$ (670,832.00)
Ending Fund Balance	$ 918,815.00	$ 57,949.00	$ 193,121.00	$ 511,612.00	$ 1,681,497.00

2023-24 1st Interim Comparison Report - All BERRA Resources

BERRA Recruitment, Retention and Development
BERRA Measure E, Resource 0615

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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 became available in Fiscal Year 2020-21. Ninety-five percent (95%) of the Available Revenues are dedicated to supplementing the salaries of District educators through a salary increase applied to the 2019-20 salary schedule.

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 0.7 FTE
- Special Education Development Coach/TSA 1.0 FTE
- District Teacher Induction Coordinator 0.4 FTE
- Peer Assistance and Review Coach 0.1 FTE

Program Activities
The following program activities were approved for 2022-23:

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

Added fall 2022:

- ACOE Teacher Residency Program $23,000
- Peer Assistance and Review Coach 0.1 FTE

Program Update 2022-23 School Year

Staffing

- All budgeted BERRA positions in this program have been staffed
- New position in 2021-22 included 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.

2022-23 Highlights

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. During the 2022-23 school year, the Recruitment and Retention Team:

- Solidified partnerships with several teacher preparatory programs, particularly those with a shared mission of increasing diversity (i.e. UC Berkeley, Berkeley City College, CSU East Bay, San Francisco State, St. Mary's College) 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

- Maintained and updated the TOCN@berkeley.net email for our Teachers of Color Network to build community with prospective employees of color

2022-23 Challenges
The main challenge to recruitment and retention in 2021-22 was a shortage in staffing, which was the case state-wide.

Fall 2024 Update
This fall, the TSA for Recruitment and Retention has increased our collaboration with external partners and bolstered our partnership with Human Resources and the Teachers of Color Network to recruit teachers of color and hard to fill areas. Activities include:

Highlights
- Finalizing March 2024 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, visual and performing arts teachers, STEM teachers, and other hard to fill areas
- Collaborate with BUSD Teachers of Color Network on recruitment systems
- Collaborate regularly with our partner teacher colleges and undergraduate programs in order to secure interns, pre-service educators, and newly certificated teachers to find mentorship in BUSD
- In collaboration with Human Resources, strengthened onboarding systems for interns, student teachers, and new hires in order to establish and maintain mentorship and build relationships.
- 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

- 42 teachers and 35 mentors participate in the induction program
- All mentors are BUSD teachers, saving the district $21,000 by not contracting out mentors
- 27% of mentors are new to induction mentoring
- 25% of first year newly recruited mentors are teachers of color
- 27% of all mentors self-identify as BIPoC

2022-23 Challenges

- SpEd teachers are overrepresented in the induction program (27%)
- Since 2019, induction enrollment has increased 87%
- Difficulty recruiting experienced mentors. Many who are qualified did not agree to mentor due to the amount of work involved and small stipend ($1696). 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) but were granted preliminary credentials under temporary changes to credentialing during COVID

2023-24 Update

For 2023-24 it is necessary to increase the FTE for the Teacher Induction TSA from 0.4 FTE to 0.6 FTE. This is due to an 87% increase in new teacher enrollment g in the mandatory California Teacher Induction Program and the resulting need for increased participant support and program coordination. The overall increase for this position is 0.2 FTE with 0.1 funded by BERRA Recruitment Retention and Development and 0.1 funded by the Educator Effectiveness Block Grant, which brings the position to 0.6 FTE .

Berkeley Peer Assistance and Review (BPAR)

2022-23 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 consider removing need support in their instructional practice, a Peer Assistance and Review Coach helps them bolster their teaching practice and engage in collaborative professional growth. 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

- 9 participants are SpEd IAs or interns, who directly work with SpEd students
- 67% of participants identify as African-American, 20% are Hispanic/Latino, 7% are Asian and 7% identify as multiracial.
- 3 participants completed a credential program
- 1 participant completed their BA
- 6 are earning a BA with various expected completion dates
- Awarded $30,000 Leading for Equity grant from Berkeley Public Schools fund to supplement educational reimbursements to participants who exceed their annual $4,000 allotment funded by the State grant.

2022-23 Challenges

- 3 participants completed a teacher preparation program but were not recommended for a preliminary credential due to outstanding requirements (passing the CSETs, RICA and edTPA).
- Some participants experience financial insecurity and find it stressful to wait to be reimbursed for tuition and other educational expenses. The State grant does not allow direct payment to institutions of higher education, only reimbursements to participants.
- Some struggle with balancing the demands of work and family while taking classes, and do not make sufficient academic progress to earn a credential by June 2026.
- 2 participants exited the program because of career change and relocation outside California.

2023-24 Update

- 14 participants are enrolled in classes and making academic progress at CSU East Bay, CSU Chico, SFSU, St. Mary's, and Peralta Community College District.
- 1 participant passed the RICA and is on course to be recommended for a preliminary credential in Spring 2024
- 3 participants exited the program (taking care of elderly/disabled family members, career change)

Special Education Development Coach/TSA

The Special Education IEP Coach provides support to Special Education Teachers as a retention strategy. The Individualized Education Plans (IEPs) that special education teachers must adhere to are a significant challenge; with the support of an IEP coach, new and veteran Special Education teachers can better navigate the IEP process, improve compliance with legal mandates, and meet each student's needs.

The Special Education IEP Coach:

- Conducts new teacher onboarding for IEP writing
- Supports special education teachers and administrators in meeting the timelines for Individual Education Plan (IEP) development, annual Case Reviews, Evaluations, Re-Evaluations, 30-day Conferences, Manifestation Determination Meetings, Case Conferences, and Progress on Goals

Recruitment, Retention and Development Performance Measures

Link to the Fall 2023 Data Report to Board

Recruitment and Retention Data	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 2024	2020-21	2021-22	2022-23	2023-24
Number of Participants making academic progress	12	12	13	14
Number of New Participants	N/A	5	6	3
Number of Participants who self-identify as BIPoC	10	11	13	15
Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual).	7	9	9	9
Number of Participants who earned a preliminary credential	3	0	0	0
Number of Past Participants who are teachers of record in BUSD with preliminary and/or clear credential	3	6	6	6
Number of Participants who teach SpEd with an intern credential	N/A	1	3	3

Budget and Expenditures Report

BERKELEY UNIFIED SCHOOL DISTRICT
Berkeley Educator Recruitment and Retention Act (BERRA)
Retention & Recruitment (Measure E/ Resource 0615)
Revenue and Expenditures
Comparison Report 12/4/23

	Adopted Budget 2022/23 as of 07/01/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 07/01/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	$ 515,346	$ 515,346	$ 546,084	$ 546,084
Parcel Tax Revenue-Prior Year	$ -	$ -	$ -	$ -
Interest	$ -	$ -	$ -	$ -
Net Revenue	**$ 515,346**	**$ 515,346**	**$ 546,084**	**$ 546,084**
EXPENDITURES				
Certificated Salaries	$ 319,406	$ 235,781	$ 362,133	$ 362,133
Classified Salaries	$ 91,698	$ 107,800	$ 111,955	$ 111,955
Employee Benefits	$ 111,610	$ 126,028	$ 168,180	$ 168,180
Books & Supplies		$ 4,947	$ -	$ -
Unallocated Reserve and Carryover	$ 22,806	$ -	$ 22,806	$ 22,806
Contracted Services	$ 30,000	$ 1,158	$ 30,000	$ 30,000
Indirect Costs	$ 37,064	$ 30,636	$ 37,064	$ 37,064
Total Expenditures	**$ 612,584**	**$ 506,350**	**$ 732,138**	**$ 732,138**
NET INCREASE (DECREASE)	$ (97,238)	$ 8,996	$ (186,054)	$ (186,054)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	$ 328,522	$ 370,179	$ 261,205	$ 379,175
Net Increase (Decrease) in Fund Balance	$ (97,238)	$ 8,996	$ (186,054)	$ (186,054)
Ending Fund Balance	**$ 231,284**	**$ 379,175**	**$ 75,151**	**$ 193,121**