Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

2023-24

BSEP Measure E1 and BERRA Measure E Annual Report

BSEP
Berkeley Schools
EXCELLENCE PROGRAM

BERRA
BERKELEY EDUCATOR
Recruitment and Retention Act

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Berkeley School Excellence Program

Introduction

The Berkeley Schools Excellence Program (BSEP) is a special local tax measure, first passed by Berkeley voters in 1986 as a response to school funding shortages in the wake of Proposition 13. BSEP has allowed the District to provide enriching academic programs and support a well-rounded education that can enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. Measure E1

The current BSEP Tax Measure (Measure E1) provides funding for the following:

"High Quality Instruction: Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings.

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."[1]

"Essentials for Excellence: School Libraries; Music, Visual and Performing Arts; School Site Programs; Instructional Technology Twenty-seven percent (27%) of the Available Revenues shall be dedicated annually to providing programs designed to improve the academic proficiency and educational experience of all students by providing equitable access to an enriched, challenging and engaging curriculum. Available Revenues may support all costs attendant to providing these services at district-operated schools, including operational costs."[2]

"**Effective Student Support:** Counseling and Behavioral Health; Family Engagement and Access; Student Achievement Strategies 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. Any allocations among these programs shall be recommended by district staff to the Planning and Oversight Committee and approved by the Board. Available Revenues may support all costs attendant to providing these services, including operational costs."[3]

[1] BSEP Measure E1, Section 3.A.
[2] BSEP Measure E1, Section 3.B.
[3] BSEP Measure E1, Section 3.C.

Oversight and Communications —"support of the Planning and Oversight Committee, School Site Councils and Community Engagement, and for communications and public information services."[4]

Annual Reporting Requirements

Per BSEP Measure E, it is required to produce an annual report - "Financial Oversight. The District shall make available to the Planning and Oversight Committee and the general public, updated revenue and expenditure reports of the proceeds of this Special Tax at least four times annually: before adoption of the District's annual budget, concurrently with the two State-required interim reports, and with the annual report on the Measure ("Annual Report").

The Annual Report shall display the revenues generated by the Measure and the expenditures of the revenues as of the closing of the fiscal year, and shall include a report on the status of projects funded by the revenues. This report Exhibit B-6 shall be organized to display how the expenditures correspond to each of the purposes of the Measure."[5]

BSEP Measure E1 Framework

High Quality Instruction	**66%**
Class Size Reduction	
Support for Teaching:	
Professional Development	
Program Evaluation	
Classroom Support	
Expanded Course Offerings	
Essentials for Excellence	**27%**
School Site Programs	10.25%
Libraries	7.25%
Music/VAPA	6.25%
Instructional Technology	3.25%
Effective Student Support	**7%**
Student Achievement Strategies	
Counseling and Behavioral Health	
Measure Oversight, Communication, Translation, Community Engagement	2% of net receipts

[4] BSEP Measure E1, Section 9.A.
[5] BSEP Measure E1, Section 8.D.

High Quality Instruction

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."

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.

Class Size Reduction

Program Purpose and Description

"High Quality Instruction: Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings. 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."[6]

Project Status

Since 1987, Berkeley Schools Excellence Program (BSEP), a community response to state and federal education funding shortages, has financed lower class sizes at all Berkeley public

[6] BSEP Measure E1 of 2016, Section 3.A

schools. In 2016, BSEP Measure E1 reaffirmed the community's commitment to smaller class sizes by allocating additional funds to continue maintaining a lower student-to-teacher class size ratio. Currently, BSEP funds approximately 30% of classroom teachers in Berkeley schools.

The Class Size Goals for 2023-24 were achieved. For K-5, all school sites have school class sizes averages below 23:1. The class size goals in middle school have also been met, with an average class size average below the 28:1 teacher ratio. The district-wide class size average in 7th and 8th grade is also below the 28:1 including electives but excluding PE.

The 2023-24 school year is the second year of the full implementation of Measure E1. At the elementary level, the measure began its gradual implementation seven years ago with kindergarten students. The class size goal in grades K-5 is a school-wide average of 23:1. For middle and high school students, the class size goal is 28:1.

Program Metrics

See the 2023- 24 Class Size Report for actual average class sizes

2023-24 Approved Program Budget and Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)-Resource 0741 High Quality Instruction Revenue and Expenditures High Quality Instruction Comparison Report 10/31/25				
	Adopted Budget 2023/24 As of 06/30/23	Unaudited Actuals 2023/24 As of 06/30/24	Adopted Budget 2024-25 As of 06/12/24	1st Interim Budget 2024-25 As of 10/31/24
REVENUE				
Parcel Tax Revenue	23,622,430	23,622,430	24,894,624	24,894,624
Parcel Tax Revenue-Prior Year	0	1,105,941	0	1,965,375
Net Revenue	23,622,430	24,728,371	24,894,624	26,859,999
EXPENDITURES				
Certificated Salaries	4,393,878	4,107,217	4,506,956	4,599,938
Classified Salaries	138,696	125,372	41,350	133,759
Employee Benefits	1,454,564	1,279,735	1,549,166	1,627,014
Books & Supplies	12,000	50,459	12,000	67,000
Unallocated Reserve and Carryover	(161,335)	0	300,518	303,005
Contracted Services	391,500	180,525	311,500	344,300
Capital Outlay		0	0	0
Indirect Costs	1,454,713	1,495,744	1,872,968	1,900,402
TOTAL EXPENDITURES	7,684,016	7,239,052	8,594,458	8,975,418
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	15,938,414	17,489,319	16,300,166	17,884,581
OTHER FINANCING SOURCES AND USES				
Prior Year Adjustment	0	347,394	0	0
BSEP Contribution	(16,587,200)	(17,478,728)	(16,561,400)	(16,914,400)
BSEP Direct Support	(569,900)	(586,820)	(549,400)	(549,400)
BSEP Substitute Compensation	(306,000)	(899,189)	(303,900)	(803,900)
Total Interfund Transfers Out	(17,463,100)	(18,617,343)	(17,414,700)	(18,267,700)
NET INCREASE (DECREASE)	(1,524,686)	(1,128,024)	(1,114,534)	(383,119)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	3,114,160	2,597,551	1,072,865	1,469,526
Net Increase (Decrease) in Fund Balance	(1,524,686)	(1,128,024)	(1,114,534)	(383,119)
Ending Fund Balance	1,589,474	1,469,527	(41,669)	1,086,407

Professional Development

Program Purpose and Description

"High Quality Instruction: Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings. 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."[7]

2023-24 Approved Program Budget

[7] BSEP Measure E1 of 2016, Section 3.A

Draft 04/25/2023

Budget Summary for Professional Development 202
1st Reading 4-25-23
BSEP Measure E1 Resource 0741

			2023-24 DRAFT 4-24-23
Expense			
Staffing	14.95 FTE	$	1,863,348
Stipends		$	97,844
Workshops		$	90,000
Initiatives		$	230,000
Reserve for Personnel Variance		$	58,836
Subtotal Expense		**$**	**2,340,028**

Project Status

The following positions were filled:

- Literacy Coordinator 1.00 FTE
- K-5 Lead Literacy Coach 0.70 FTE
- Elementary Literacy Site Coaches 2.75 FTE
- Middle School Literacy Site Coaches 2.20 FTE
- BHS Professional Development Leaders 4.40 FTE
- BHS Instructional Technology TSA 1.00 FTE
- District Instructional Technology TSA 0.50 FTE
- District K-12 Ethnic Studies TSA 1.00 FTE
- District K-5 Math Coach 1.00 FTE
- District K-8 Science TSA 0.40 FTE

Activities:

- BHS Professional Development Leaders - In 2023-24, a total of 4.4 FTE, which included 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 2023-24, the focus of the PD Leaders was around Anti Racism Education and Gender Expansive Learning. This year, the focus includes developing students' academic language in speaking via Constructing Meaning, literacy, and executive functioning skills.

- In 2023-24, the 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. This year, the position is filled with three people splitting the FTE. IThe TSAs support the entire school staff of over 300 with needs in hardware, chrome carts/book management, zoom email, and software issues. In 2023-24, the TSA supported instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

- In 2023-24, Social-Emotional Learning K-12 - $50,000 was used for a consultant to provide professional development for teachers on consent education. Over 250 staff participated and more than 3100 students participated in workshops. In 2022-23, the funds were used to support additional consent education targeted

Program Metrics

Professional Development	2022-23 Annual	2023-24 Annual	2024-25 Fall
Number of PD department staff supporting TK-8 Schools	2	2	2
Number of Literacy Coaches supporting TK-8 Schools	18	14	14
Number Of Equity Leads supporting TK-8 Schools	11	14	14
Number Of Math Leads supporting TK-8 Schools	13	13	14
K-8 Response Rate for Feedback on Professional Development TK-8 Schools	approx. 81.5%	approx. 87.5%	approx. 88.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)	approx. 92.5%	approx. 91.5%	approx. 94.5%

Professional Development	2022-23 Annual	2023-24 Fall	2024-25 Fall
Number of T K-8 Professional Development Sessions Offered	42	84	TBD

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	TBD
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff	4	8	TBD
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%	100%
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	TBD
Literacy Coaches and RTI teachers direct services to students in Elementary	528 students	548 students	TBD

Additional Outcomes Information

In 2023-24, BUSD outscored the State and Alameda County in both ELA and Math. Seventy percent of BUSD students met or exceeded standards in ELA, compared to 47% statewide and 55% across Alameda County. Sixty-five percent of BUSD students met or exceeded standards in Math, compared to 36% statewide and 47% across Alameda County.

English Language Arts (ELA)

The overall ELA proficiency rate for BUSD students increased by 3% in comparison to scores from the previous year's assessment. Data shows gains across almost all grade levels, with the most notable improvement in 5th and 11th grade.

The overall ELA proficiency rate for BUSD subgroups increased as did the overall proficiency rate for some racial/ethnic subgroups. Hispanic/Latinx students improved by 4% year-over-year, and African American and Multiethnic students by 3%. Additionally, proficiency rates on ELA standards in 2023-2024 increased for students who are Socioeconomically Disadvantaged (up 5%), Hispanic/Latinx English Learners (up 4%), and students experiencing housing insecurity (up 6%).

With a focus on closing the achievement and opportunity gap, the district set out to accelerate growth for focal populations. 2023-24 data demonstrates evidence of acceleration for focal groups in specific grade levels. Highlights include a 17% increase in ELA for African American 5th graders; 3rd and 5th grade Hispanic/Latinx students' proficiency scores increased by 8%. In the

middle grades, 57% of Hispanic/Latinx students in 7th grade met or exceeded standards, which is a 7% increase from the prior year. BUSD 11th graders who took the test improved their proficiency by 9% overall, with a 19% increase in those meeting or exceeding the standard for African American students and a 10% increase for Hispanic/Latinx students.

Math

The overall Math proficiency rate for BUSD students increased by 4% in comparison to scores from the previous year's assessment. Data shows increased proficiency across almost all grade levels in Math, with the biggest jump in the 7th grade (up 8%).

The overall Math proficiency rate for BUSD subgroups improved, as did the overall proficiency rate for some racial/ethnic subgroups. African American students improved by 6% year-over-year and Hispanic/Latinx students by 2%. There have also been gains for program subgroups, including students who are Socioeconomically Disadvantaged (up 6%), students with IEPs (up 3%), and students experiencing housing insecurity (up 10%).

Acceleration was also evident in Math across multiple grade level subgroups. Grade level specific data indicate gains for African American students in 3rd grade (up 13%) and 5th grade (up 15%), for Hispanic/Latinx students in 3rd grade (up 9%) and 5th grade (up 11%), and English Learners in 5th grade (up 6%). In middle school, 6th grade English Learners increased proficiency by 15% and 7th grade Hispanic/Latinx students by 9%. At the high school level, there was an increase in 11th grade African American students meeting or exceeding standards (up 10%) and for English Learners (up 8%).

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) Revenue and Expenditures - HQI Professional Development Comparison Report as of 10/31/24			
		Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
EXPENDITURES			
	Certificated Salaries	$ 1,687,065.00	$ 1,560,089.10
	Classified Salaries	$ -	$ -
	Employee Benefits	$ 516,535.00	$ 469,162.97
	Books & Supplies	$ -	$ 43,559.97
	Unallocated Reserve and Carryover	$ (183,572.00)	$ -
	Contracted Services	$ 320,000.00	$ 56,782.79
	Capital Outlay	$ -	$ -
	Indirect Costs	$ 1,454,713.00	$ 1,495,743.98
TOTAL EXPENDITURES		$ 3,794,741.00	$ 3,625,338.81

Program Evaluation

Program Purpose and Description

"High Quality Instruction: Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings. 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."[8]

As the District implements numerous educational programs designed to improve student achievement, including MTSS systems, staff must be able to access and understand data, and to use data systems to assess the effectiveness of 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.

2023-24 Approved Program Budget

[8] BSEP Measure E1 of 2016, Section 3.A

Budget Summary for Program Evaluation 2023-24 **BSEP Measure E1 Resource 0741** **03/28/2023**		
Program Evaluation		**2023-24**
Program Evaluation		**1st Reading 3-28-23**
Expense		
Staffing	$	723,074
BREA Extra Duty	$	12,000
Professional Development (BREA Staff)	$	6,500
Supplies and Equipment	$	12,000
Contracted Services	$	65,000
Reserve for Personnel Variance	$	22,052
Subtotal Expense	**$**	**840,626**

Project Status

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:

- Expansion of MTSS from elementary school through high school. Significant planning and training in order to support school sites in being able to review their previous year data, as well as engage in assessment and progress monitoring cycles, as they made decisions about student placement in intervention programs.
- Implementation of eduCLIMBER to teachers, specialists, and leaders. BREA worked 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. BREA supported administrators, teacher leaders, and teachers in conducting the assessments and analyzing resulting data. In the Spring of 2024, a few focus groups utilized the STAR 9th and 10th in preparation for a roll-out of the 9th grade/10th grade Fall 2024 Math and Literacy screener participation.
- 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 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 being adopted by the site RTI Teams, SpEd teams, COS teams, and leadership teams. The groups are already being used to track interventions for students at the TK-8 sites.

Program Metrics

Access and Participation *Staffing Allocations, Offerings and Activities, Participation rates*	2021-22	2022-23	2023-24	24-25
Percent of student assessments completed through DIBELS	93-96%	94-98%	97-98%	96-98%
Percent of student assessments completed through STAR	93-95%	90-92%	80-94%*	95%
Professional Capacity *Staff Qualifications, knowledge, capacity, skills, and Recruitment and Retention*				
All Principals have been trained how to use EduClimber to collate and analyze achievement data through a number of demographic filters. They have also set goals to improve academic performance and outcomes at their school sites.	Yes	Yes	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	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	Yes	Yes

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) High Quality Instruction (HQI) Program Evaluation Revenue and Expenditures Comparison Report as of 6/30/24			
		Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
EXPENDITURES			
	Certificated Salaries	$ 398,991.00	$ 371,035.51
	Classified Salaries	$ 138,696.00	$ 125,372.07
	Employee Benefits	$ 189,349.00	$ 167,148.92
	Books & Supplies	$ 12,000.00	$ 6,899.36
	Unallocated Reserve and Carryover	$ 30,090.00	$ -
	Contracted Services	$ 71,500.00	$ 123,741.78
	Capital Outlay	$ -	$ -
	Indirect Costs	$ -	$ -
TOTAL EXPENDITURES		$ 840,626.00	$ 794,197.64

Classroom Support

Program Purpose and Description

"High Quality Instruction: Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings. 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."[9]

Program Goal - The goal of the Classroom Support program is to provide additional FTE for special programs in need of support beyond that provided through the Teacher Template calculation.

- The funded staffing encompass a comprehensive approach to supporting student success and enriching the educational experience within the Berkeley Unified School District (BUSD).

- Programs such as U9 Support, BHS Student Activities Director, BHS Dean of Attendance, 504 Coordinator, International Baccalaureate Support, and Sylvia Mendez TWI Support are strategically designed to address diverse student needs and promote engagement across various grade levels.

[9] BSEP Measure E1 of 2016, Section 3.A

- From facilitating smooth transitions into high school to fostering leadership development, improving attendance, providing accommodations, supporting specialized programs like International Baccalaureate, and promoting bilingualism, these initiatives play pivotal roles in enhancing academic achievement, social-emotional well-being, and overall school culture.

- Through targeted interventions, collaborative efforts, and alignment with district goals, these programs contribute to creating inclusive and supportive learning environments where all students have the opportunity to thrive.

2023-24 Approved Program Budget

Classroom SupportBudget
1st Reading 4-9-24
BSEP Measure E1 Resource 0741 - 068

		2024-25 DRAFT 4/9/24
Expense		
Staffing	$	2,135,780
Reserve for Personnel Variance	$	106,789
Subtotal Expense	**$**	**2,242,569**

Project Status & Program Metrics

1.0 FTE Two-Way Immersion Math Support Sylvia Mendez, Thousand Oaks, Longfellow - *The Two Way Immersion (TWI) program serves a targeted student population within the district, including English learners and native English speakers across Longfellow Middle School, Sylvia Mendez Elementary, and Thousand Oaks Elementary. While the program aims to provide equitable educational opportunities for all students, it primarily caters to those enrolled in grades within the participating schools.*

Offerings, Access and Participation

The offerings within the Two Way Immersion (TWI) program encompass a comprehensive array of bilingual instruction, specialized math support, and cultural enrichment activities. These services are provided collaboratively by educators, administrators, and support staff across Longfellow Middle School, Sylvia

Mendez Elementary, and Thousand Oaks Elementary. Participation in the TWI program is open to eligible students within the district, spanning various grade levels and demographic backgrounds. At the district-wide level, the TWI program serves as a model for bilingual education, promoting language proficiency and academic excellence among a diverse student population. At the school level, each participating institution implements tailored instructional strategies and support systems to accommodate the unique needs of its student body.

0.6 FTE **Sylvia Mendez Two-Way Immersion Program Support** - *The TWI (Two Way Immersion) Teacher Certificated Position at Sylvia Mendez Elementary School, operating at 0.6 FTE, extends beyond the classroom to encompass district-wide responsibilities. In addition to designing and delivering responsive curriculum to facilitate language acquisition and academic mastery in both English and Spanish this role collaborates with district-level administrators and fellow educators to align TWI program goals with broader district initiatives.*

Targeted Student Groups

- *The TWI (Two Way Immersion) program at Sylvia Mendez Elementary School serves a specific student demographic within the district. Targeted student groups include those enrolled in TWI classes, typically spanning multiple grade levels within the elementary school. These students come from diverse linguistic and cultural backgrounds and are committed to developing bilingualism and biliteracy in both English and Spanish. By providing a comprehensive and culturally responsive curriculum, the program aims to support the academic and linguistic growth of these students while promoting cross-cultural understanding and equity in education.*

Offerings, Access and Participation

- *Develop and implement culturally responsive and linguistically appropriate curriculum for TWI students.*
- *Plan and deliver engaging lessons that integrate language acquisition and content mastery in both English and the target language.*
- *Utilize diverse instructional strategies to meet the needs of TWI learners, including differentiation and scaffolding techniques.*

0.2 FTE **Willard Math Support** - *This funding continued the FTE previously funded through LCAP to keep the Willard FTE at 0.6 FTE. This supports a class for students who are just below grade level in math where they review and reteach the lessons with the goal of students achieving mastery on the standards.*

This funding provides one section of 7th grade math support at Willard MS. The goal is to achieve a 75% improvement rate on the 24/25 SY Smarter Balanced Summative Assessment for students enrolled in the course.

5.0 FTE **Support for Students with Disabilities** - *These positions began in the BSEP budget in 2021-22 and continue in 2024-25 to provide additional support for students with disabilities.*

- *Three Special Education teachers will be assigned from the Special Education department each*

year to provide case management and Specialized Academic Instruction (SAI) for students with Individual Education Plans (IEP) in the schools with the highest average caseloads.

- *Two of these teachers will work at the elementary level and one will be assigned to the middle school level. The remaining two teachers, of the five new teachers in total, will be deployed from the Special Education department to support Special Education assessments, with a particular focus on the completion of initial assessments.*
- *By providing this relief from caseload size and assessment, Special Education teachers will have more time to focus on classroom instruction and support, thereby bolstering the district's ongoing commitment to the tenets of Least restrictive environment (LRE) and our the mission towards inclusion.*

In the 2023-24 year, 5.0 positions were filled and support were 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 - Ruth Acty
- 0.5 Unfilled

DATA

Support for Students with Disabilities 2023-24 Data

- Number of students served through case management to date*: 60
- Number of assessments completed to date: 37

*Case loads are capped at 21 students for mild moderate case managers by contract

5.0 FTE BHS U9 Support (Teachers) *-With the inception of the Universal 9th Grade program at BHS, 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. In 2019-20, the BSEP portion of the FTE was increased to 5.0 FTE, to relieve the General Fund during a period of budget reductions.*
- *The FTE in this plan supports LEAP, which stands for Learn Engage Accelerate Persist, and is a UC/CSU approved G elective which is offered to 9th graders (not in Special Education) who need extra support with core academic skills, and personalized exposure to college and career options.*
- *Each hive has 3 LEAP classes with a maximum of 12 students. LEAP classes are taught by the regular content teachers, so all students have their LEAP teacher at another point in the day.*
- *Teacher capacity building is part of the professional development structure. Hive Leads, who also each receive 0.2 FTE to run all of the U9 professional development , leading their department (Ethnic Studies, Physics, Math, English) or leading their Hives (student support, meeting with case manager/academic counselor/intervention counselor and coordinating hive eld trips and activities).*

- *In 2023-24, BSEP supported 5.0 FTE of the 5.6 FTE total for LEAD/LEAP periods.*

U9 DATA

Participation

Number and Percent	2021-22	2022-23	2023-24
Number of LEAP Students	**108**	**129**	**118**
Race / Ethnicity			
Asian	1 (1%)	9 (7%)	6 (5%)
Black/African-American	35 (32%)	35 (27%)	37 (31%)
Filipino	0	0	2 (2%)
Hispanic/LatinX	32 (30%)	45 (35%)	35 (30%)
MultiEthnic	14 (13%)	13 (10%)	15 (13%)
White	26 (24%)	26 (20%)	22 (19%)
By Program			
SPED	8 (7%)	6 (5%)	3 (3%)
EL	5 (5%)	5 (4%)	3 (3%)
His/LatinX EL	4 (4%)	3 (2%)	3 (3%)
McKiney Vento	7 (6%)	2 (2%)	3 (3%)
Foster Youth	0	1 (1%)	1 (1%)
Free and reduced Lunch	61 (56%)	50 (39%)	59 (50%)

Academic Data

1. Goal - Increase of LEAP students who leave 9th grade eligible to apply to a CSU (minimum 2.5 GPA), demonstrated by growth in GPA over academic year.

	2021-22		2022-23		2023-24	
Number of LEAP Students	**108**		**129**		**118**	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Average GPA	2.6	2.5	2.7	2.6	2.7	2.8
Number/percent of students with Ds and Fs	47 (44%)	52(48%)	56 (43%)	54 (42%)	48 (41%)	45%

Academic Skills

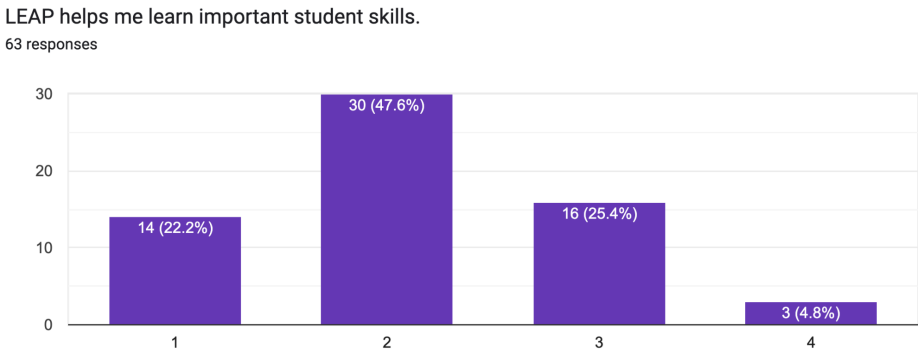
The LEAP programs aims to:

1. Develop students' academic skills necessary to improve academic outcomes.

   In the mid-year LAEP participant data, students are asked a number of questions related to academic skill development.

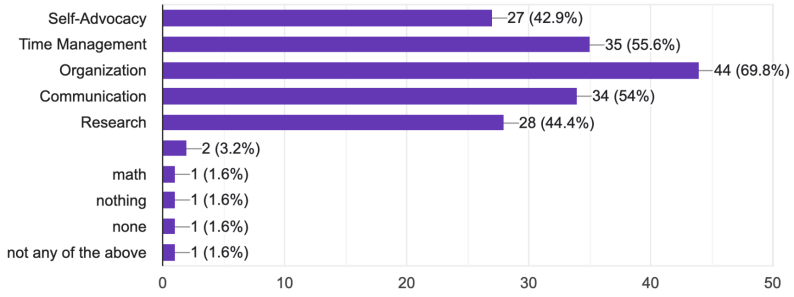
   LEAP 2023-24 student survey results include:

   On a scale 1 being Strongly Agree and 4 being Strongly Disagree



Some skills I've learned in LEAP class include (check as many boxes as you want):

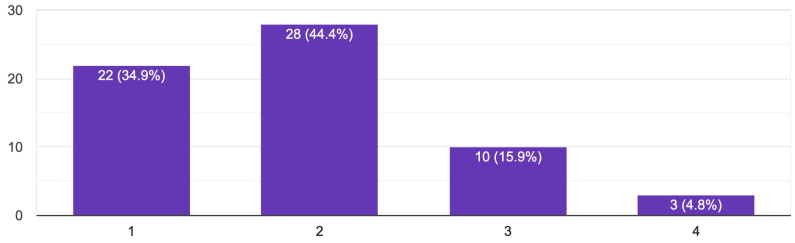
63 responses



On a scale 1 being Strongly Agree and 4 being Strongly Disagree

LEAP supports my learning in my Core classes.

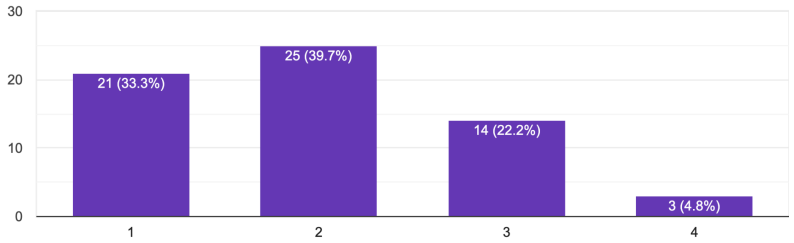
63 responses



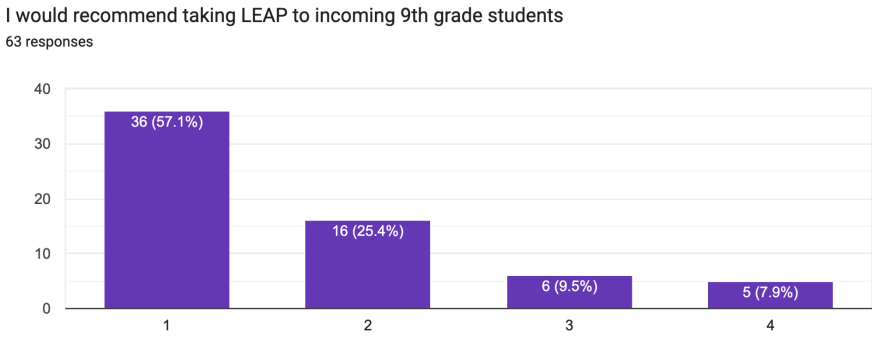
On a scale 1 being Strongly Agree and 4 being Strongly Disagree

I did better in my academic classes because of my LEAP class

63 responses

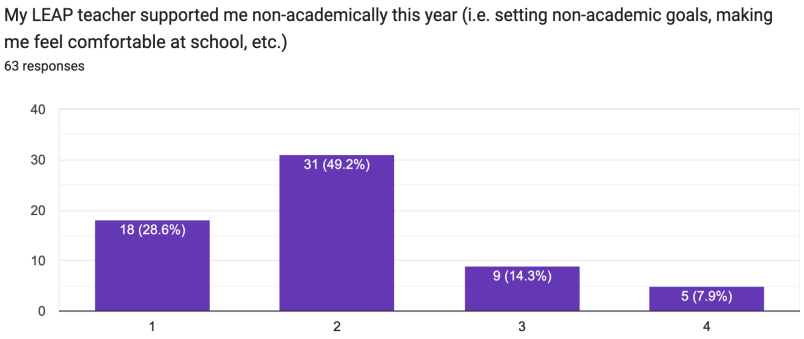


On a scale 1 being Strongly Agree and 4 being Strongly Disagree

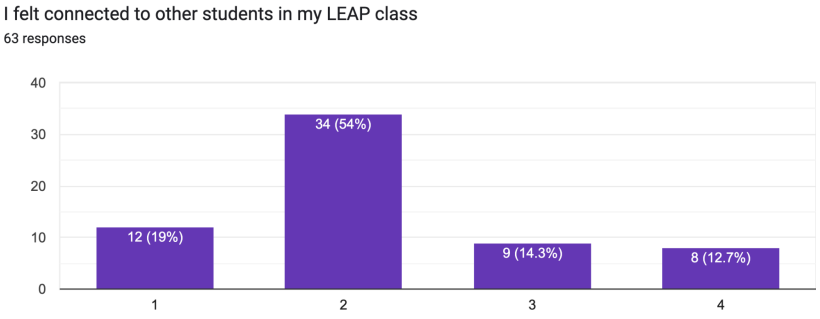


Social Emotional Growth

On a scale 1 being Strongly Agree and 4 being Strongly Disagree



On a scale 1 being Strongly Agree and 4 being Strongly Disagree



1.0 FTE **BHS Dean of Attendance** - *The Dean of Attendance monitors and supports school-wide attendance, and makes 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.*
- *Berkeley High School serves 3200 students. The Dean of Attendance carefully monitors student attendance and identifies trends in student attendance and truancy in order to develop intervention plans to support students who need support with regular attendance.*

1.0 FTE **BHS 504 Coordinator** - *At Berkeley High School, there are over 300 students with Section 504 accommodations to support their access to academic programming. Students with 504 plans, and the teachers who are responsible for the implementation of these accommodations, benefit from the continued guidance and supervision of a dedicated 504 coordinator. The section 504 program supervisor has multiple roles. They directly manage all ninth grade 504 plans. This includes coordinating with 8th grade teams in order to support the transition to ninth grade, meeting with the families and counselors of the ninth graders to review their 504, and supporting direct communication with the ninth grade teachers. Including managing the ninth grade 504 plans, the program supervisor spends time developing and attending professional development with the ninth grade teams.*

Targeted Student Groups

While the program supervisor manages and supervises new 504 requests and evaluations for all students, the 10-12th grade students have their plans mostly managed by their school counselors. When needed, the program supervisor supports student success team meetings and 504 reviews for any students who are seeking 504 plan accommodations. The program is serving any general education student who may need accommodations due to their diagnosis or perceived diagnosis. Section 504 plans protect the rights of students who have disabilities and create a plan to support the student in accessing educational programming. The program is available to all Berkeley High Students who are currently enrolled.

Outcomes

- *Outcomes for the 2024-25 school year include participating in articulating school-wide universal accommodations that support students through the tiered intervention process.*
- *In addition to providing Tier I intervention learning opportunities in small setting such as new teacher support meetings, Teacher Leader meetings, etc. the 504 Program Supervisor also provide school-wide professional development such as in an upcoming all staff PD offering on January 27th, working collaborative with the SPED Program Supervisor on implementation of accommodations and modifications.*

1.0 FTE **BHS Student Activities Director** - *Students at Berkeley High are supported 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 100 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.

- *The DOSA supports all grades 9th-12th for the leadership program as well as the Green Dot program. The Green Dot Program is an all-school program to prevent sexual abuse, bullying and dating violence. The DOSA also supports a 9th Grade Orientation that utilizes the support of upperclassmen in welcoming the incoming 9th grade class to campus.*

0.4 FTE BHS International Baccalaureate (IB) Support *- The IB Coordinator is responsible for alignment of the IB curriculum and pedagogy, staff training & support, IB assessment, as well as organizing & facilitating the Core components of the IB program, including the Extended Essay and the Creativity, Activity, 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.*

The mission is to create a dynamic learning environment that fosters confidence and the development of the intellectual self. Through exploring global perspectives and developing socio-emotional intelligence, students are prepared to critically analyze the world and navigate life's opportunities and challenges. This is in furtherance to the IBO's mission to develop: " [...] inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Revenue and Expenses Report

		Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
EXPENDITURES			
	Certificated Salaries	$ 1,536,322.00	$ 1,483,938.41
	Classified Salaries	$ -	$ -
	Employee Benefits	$ 473,132.00	$ 422,143.63
	Books & Supplies	$ -	$ -
	Unallocated Reserve and Carryover	$ 58,635.00	$ -
	Contracted Services	$ -	$ -
	Capital Outlay	$ -	$ -
	Indirect Costs	$ -	$ -
TOTAL EXPENDITURES		$ 2,068,089.00	$ 1,906,082.04

Expanded Course Offerings

Program Purpose and Description

"High Quality Instruction: Small Class Sizes; Professional Development; Classroom Support; Program Evaluation; and Expanded Course Offerings

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."[10]

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.

2023-24 Approved Program Budget

Budget Summary for Expanded Course Offerings (ECO) 2023-24 **BSEP Measure E1 Resource 0741** **03/14/2023**		**DRAFT** **2023-24**
Expense		
Staffing	$	952,000
Reserve for Personnel Variance	$	28,560
Subtotal Expense	**$**	**980,560**

Project Status

Expanded Course Offering (ECO) funding provided 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 included 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

[10] BSEP Measure E1 of 2016, Section 3.A

Program Metrics

2023-24 Berkeley High School - Before and After School Course Enrollment

Course Name	Students Enrolled
AC-AcadDev	0
AP-Biology Lab AM	94
AP-Biology Lab AM	92
AP-Biology Lab PM	32
AP-Biology Lab PM	29
AP-Chemistry Lab AM	71
AP-Chemistry Lab AM	71
AP-Chemistry Lab PM	31
AP-Chemistry Lab PM	53
AP-EnvirScience Lab AM	32
AP-EnvirScience Lab AM	33
AP-EnvirScience Lab PM	28
AP-EnvirScience Lab PM	19
AP-EnvirScience Lab PM	31
AP-Physics Lab AM	24
AP-Physics Lab AM	29
AP-Physics Lab PM	21
AP-Physics Lab PM	25
AVID Senior Seminar (P)	16
BIHS-AcadDev	14

Course Name	Students Enrolled
Chamber Orchestra (P)	66
Chorus	32
Credit Recovery	97
IB-SL-Biology Lab AM	23
IB-SL-Biology Lab AM	21
IB-SL-EnvirSysSoc (SL) Lab AM	31
IB-SL-EnvirSysSoc (SL) Lab AM	20
Intro to Journalism/Jacket New	15
Intro to Journalism/Jacket New	29
Intro to Journalism/Jacket New	19
Journalism 0.5/Jacket News 0.5	7
Journalism 0.5/Jacket News 0.5	32
Journalism 0.5/Jacket News 0.5	32
SEI-Basic Tutorial	12
SLC-American Lit (P)	15
Software Eng: AdvancedTopic CS	12
Team Sports AM	17
Yearbook Des & Pub (P)	16
Yearbook Des & Pub (P)	1
Yearbook Design/Pub II (HP)	4
	1246

2023-24 Middle School - Before and After School Course Enrollment

King MS	Course Name	Student Enrollment
	Drama 6	8
	Math 6 Interv	10
	Publishing*	0
	Wheel 6	25
	Total	**43**
*to be updated in 2023-24 Annual Report		

Longfellow MS	Course Name	Students Enrolled
	Intermed. Spanish	7
	Modern Music	17
	Grand Total	24

Willard MS	Course Name	Students Enrolled
	Drama 6	21
	Jazz Band	10
	Grand Total	31

Revenue and Expenses Report

		Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
EXPENDITURES			
	Certificated Salaries	$ 771,500.00	$ 692,154.28
	Classified Salaries	$ -	$ -
	Employee Benefits	$ 275,548.00	$ 221,279.43
	Books & Supplies	$ (66,488.00)	$ -
	Unallocated Reserve and Carryover	$ -	$ -
	Contracted Services	$ -	$ -
	Capital Outlay	$ -	$ -
	Indirect Costs	$ -	$ -
TOTAL EXPENDITURES		$ 980,560.00	$ 913,433.71

Essentials for Excellence

Library Program

Program Purpose and Description

BSEP Measure E1 Purpose:

"School Libraries: Seven and a quarter percent (7.25%) of the Available Revenues shall be allocated annually to provide student access to quality Exhibit B-2 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."[11]

BUSD Library Services Mission:

The BUSD library program fosters curiosity, creativity, critical thinking, and a love of reading. Our library services provide a wide range of print and digital books, online resources, and curricular programming to address every student's academic and independent reading needs and nurture a mindset of lifelong learning.

2023-24 Approved Program Budget

Budget Summary for Library Program 2023-24 **Measure E1, Resource 0761** **4/11/23**	**DRAFT** 2023-24
Revenue	$ 2,594,888
Expense	
Certificated Salaries	830,239
Classified Salaries	661,027
Employee Benefits	705,010
Hourly Extra Duty	22,000
Professional Development	9,000
Collection and Resource Development	204,340
Contracts and Databases	60,000
Infrastructure Improvements	100,000
Reserve for Personnel Variance	66,638
Indirect Cost (6.14% for 23-24)	163,217
	2,821,471
Net Change to Fund Balance	(226,583)
Beginning Fund Balance	752,296
Net Increase/(Decrease) in Fund Balance	(226,583)
Ending Fund Balance	525,713

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

Project Status

2023-24 Libraries Funded Activities

Staff:

- Credentialed Staff 8.0 FTE
- Classified Staff 13.6 FTE

Total staffing costs (salaries, benefits, substitutes, and extra hourly)	$2,216,276
Professional development	$25,000
Collections and resources	$175,014
Contracts (databases)	$66,600
Infrastructure improvements	$60,000

The library program serves all students in Pre-K through 12th grade, both as a core part of the instructional program as well as enrichment. The nature of those services shift as the students' needs change.

Core Activities:

- Staff all school libraries
- Books and supplies for all school libraries
- Library, literacy and research skills
- Instructional technology support

Staff:

- 11 Elementary Library Media Specialists
- 2 Elementary Teacher Librarian TSAs
- 4 Library Media Technicians
- 5 Secondary Credentialed Teacher Librarians
- 1 Early Childhood Educator
- District Library Coordinator

Contracts and Expenses:

- Books (PreK-12)
- Software and virtual content
- Special programs
- Professional development

Services include:

Preschools

- Weekly storytime
- Book checkout

Elementary
- Weekly visits with storytime or instruction
- Book checkout
- Book clubs

Middle School
- Regular visits with English classes
- Research lessons
- Digital citizenship
- Book checkout
- Book clubs

High School
- Research lessons
- Independent reading
- Book checkout
- Author and community events
- Book clubs

2023-24 Activities:
- Roll out of Resource Manager (nearing completion)
- Nonfiction Development (biographies)
- Swank: new last year, very popular!
- Signage, mostly completed
- Display Technology: Promethean Boards in 8 Libraries, more this year.
- Over 272,000 items were circulated in the TK-12 schools
- Live author visits at every school!
- Checked out 1895 Chromebooks to students.
- Book recommendation lists to support diversity and district initiatives plus centralized book purchases
- Book clubs at every K-12 school
- Study of library circulation data to guide future initiatives
- Storytime at the Solano Stroll
- Author Events with Mrs. Dalloway's
- Berkeley Public Library at Back-to-School Night
- BUSD Climate Justice Event
- BUSD Family Literacy Nights
- BUSD AAPI Event with OFEE

Challenges:
- Facilities work
- Staffing challenges at middle schools

2023-24 Grants:
- Audiobooks
- Welcoming Schools and Toolbox
- African American Artists

Program Metrics

2023-24
- Over 272,000 items were circulated in the TK-12 schools
- Live author visits at every school
- Checked out 1895 Chromebooks to students
- 11 Book recommendation lists to support diversity and district initiatives and centralized book purchases
- Book clubs at every K-12 school
- Study of library circulation data to guide future initiatives

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) 0761-LIBRARIES
2023-24 Revenue and Expenditures
Comparison Report

	Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	2,594,888	2,594,888
Parcel Tax Revenue-Prior Year	0	121,486
Net Revenue	2,594,888	2,716,374
EXPENDITURES		
Certificated Salaries	836,004	836,758
Classified Salaries	754,975	752,742
Employee Benefits	692,566	687,442
Books & Supplies	224,340	210,259
Unallocated Reserve and Carryover	41,369	0
Contracted Services	69,000	77,440
Capital Outlay	40,000	1,456
Indirect Costs	163,217	157,558
TOTAL EXPENDITURES	2,821,471	2,723,656
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(226,583)	(7,282)
NET INCREASE (DECREASE)	(226,583)	(7,282)
FUND BALANCE ANALYSIS		
Beginning Fund Balance	752,296	896,865
Net Increase (Decrease) in Fund Balance	(226,583)	(7,282)
Ending Fund Balance	525,713	889,583

Music & Visual and Performing Arts

Program Purpose and Description

BSEP Measure E1 Purpose:

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

BUSD Music/VAPA Services Mission:

Providing equitable access to a quality music education for all students.

2023-24 Approved Program Budget

Measure E1, Resource 0753 **Budget Summary for VAPA 2023-24** **March 28, 2023**	**DRAFT** 2023-24
Revenue	
BSEP Revenue Allocation	2,236,973
Music Teacher Transfer to General Fund	(253,547)
Total Revenue	1,983,426
Expense	
Music Teachers and Program Staff	1,521,170
Hourly Staffing	131,168
Focused Equity Initiatives	174,000
Professional Development & Arts Anchor Schools	104,075
Instruments, Materials & Supplies*	178,500
Mileage & Festival Participation	10,000
Collaborative Partnerships	12,900
Reserve for Personnel Variance	49,570
Indirect Cost	129,405
Total Expenses	2,310,788
Net Change to Fund Balance	(327,362)
Beginning Fund Balance	745,857
Net Increase/(Decrease) in Fund Balance	(327,362)
Ending Fund Balance	418,495

Project Status

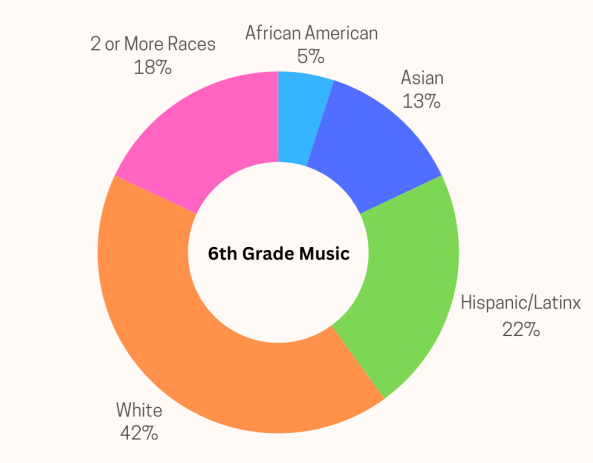
[12] BSEP Measure E1, Section 3.B.ii

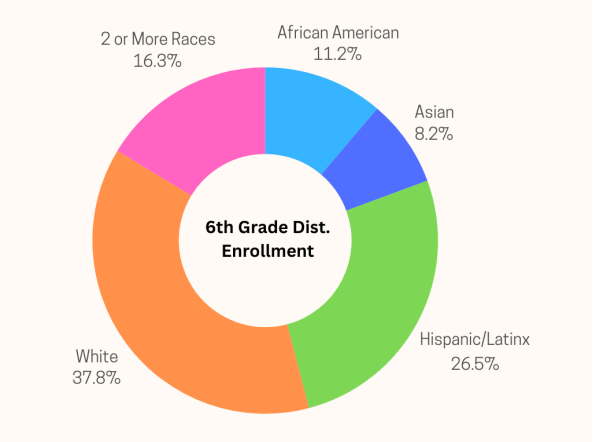
- The instrumental and choral music program for grades 4-8 was provided.
- Arts instruction and professional development in arts integration in the elementary and middle schools was provided.
- Curriculum and professional development support was provided to the district's dance, drama and visual art teachers K-8 via workshops as well as facilitating meetings with their Berkeley High School peers on district Professional Development days.
- Support was provided for conferences and professional development, as well as a middle school drama material allocation of $3,000 per middle school.
- The $40,000 annual savings in preparation for spending on a digital lab at BHS in the new A-building will no longer be savings and will be replaced by a 40,000 line item for Music Media Technology at BHS or any BUSD secondary school (down from $160,000 comprehensive spending last year).
- Funding for an additional Berkeley Symphony partnership program (previously funded by Schools Fund) was assumed by the VAPA budget. The cost is $25,000 and it allowed for BSO teaching artists to tutor and teach during the school day as needed.
- The cost of Clinicians at BHS was increased from $79,500 (2022-23) to $110,668 (2023-24) because the VAPA budget is no longer sharing costs with BHS BSEP site funds.

Program Metrics

Percent of fourth and fifth graders participating in instrumental music program	100%
Percent of third grade students receiving general music classes	100%
Number of pd offerings for music and VAPA staff	PD every Wed
Number and percent of staff who identify as person of color	44%
BIPOC middle school Students (6th grade) BIPOC middle school music students (6th grade)	63% 6th grade total 58% Music

Music	2022-23		2023-24		2024-2025	
Participation Rates 6th Grade	# of students enrolled	% of students enrolled	# of students enrolled	% of students enrolled	# of students enrolled	% of students enrolled
Race/Ethnicity Total	330	100%	289	100%	298	100%
African American	25	8%	22	8%	15	5%
Asian	29	9%	27	9%	35	13%
Hispanic/Latinx	57	17%	67	23%	67	22%
White	156	47%	129	45%	126	42%
2 or more Races	60	18%	37	13%	53	18%





Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) 0753 MUSIC/VAPA
2023-24 Revenue and Expenditures
Comparison Report

	Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	2,236,973	2,236,973
Parcel Tax Revenue-Prior Year	0	104,729
Net Revenue	2,236,973	2,341,702
EXPENDITURES		
Certificated Salaries	964,609	830,518
Classified Salaries	191,098	212,594
Employee Benefits	426,166	375,234
Books & Supplies	162,000	127,929
Unallocated Reserve and Carryover	65,435	0
Contracted Services	332,075	286,811
Capital Outlay	40,000	13,168
Indirect Costs	129,405	129,200
TOTAL EXPENDITURES	2,310,788	1,975,454
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(73,815)	366,248
OTHER FINANCING SOURCES AND USES		
BSEP Contribution	(253,547)	(257,984)
Total Interfund Transfers Out	**(253,547)**	**(257,984)**
NET INCREASE (DECREASE)	(327,362)	108,264
FUND BALANCE ANALYSIS		
Beginning Fund Balance	745,857	1,175,346
Net Increase (Decrease) in Fund Balance	(327,362)	108,264
Ending Fund Balance	418,495	1,283,610

Instructional Technology

Program Purpose and Description

BSEP Measure E1 Purpose:"Instructional Technology: Three and a quarter percent (3.25%) of the Available Revenues shall be allocated to providing instructional technology in schools, and access for students to computers and instructional technology."[13]

Goal:
The goal of the program is to ensure that all teachers and students have equitable access to up-to-date and reliable instructional technology resources for enrichment, engagement, and instruction by directly providing technology hardware, software, training, and support.

Program Summary:
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.

BSEP-funded Technicians support students, teachers, and staff. Technology teacher leaders and teachers-on-special-assignment help schools integrate technology with their curriculum. BSEP-funded software makes online learning safe, fast and reliable. Families benefit from BSEP-funded digital equity initiatives.

BSEP Funding Provides:

- Staff who train teachers to use instructional technology
- Staff who directly install/support/repair technology in the classroom
- Software used to facilitate online learning such as GoGuardian and Google Workspace for Education
- Parts and supplies for daily classroom technology use
- Discretionary instructional technology budgets for each school based on student count ($6/student in 24/25)
- Professional development for staff who support teachers
- Hotspots for students without Home Internet access
- Workshops for families on using district technology

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

2023-24 Approved Program Budget

Budget Summary for Instructional Technology 2024-25 **Measure E1, Resource 0762** **3/12/24**	Measure E1 **DRAFT** 2024-25
Revenue	1,225,872
Expense	
Technology Staff	937,378
Classified Extra Duty and Professional Development	30,000
Technology Teacher Leader Stipends	58,091
Technology Software & Equipment for Schools	142,800
Digital Equity	30,000
Reserve for Personnel Variance	51,273
Indirect Cost	97,214
Total Expenses	1,346,756
Net Change to Fund Balance	(120,884)
Beginning Fund Balance	185,674
Net Increase/(Decrease) in Fund Balance	(120,884)
Ending Fund Balance	64,790

Project Status

2023-24 Project Updates:

- Laptops for CTE Program: Providing new opportunities in MS science
- Technology workshops for families: successfully implemented, but low turnout
- After-hours paid Instructional Technology PD opportunities for teachers: Popular, better attended
- Rollout of Resource Manager: A rocky road on it's final stretch
- Digital equity - student hotspots: Continuing to keep our underserved students connected

Program Metrics

Access and Participation

Who we serve:

- All Students
- All Teachers
- All Families

Where we serve:

- All schools TK-12
- All administrative areas (non-BSEP funded techs)
- ECE (Preschools)
- Adult School (non-BSEP funded tech)

Instructional Technology
PD Sessions = 359
Teacher Training/Coaching Sessions:

- Elementary School= 486
- Middle School = 228
- High School = 721
- All Schools Total = 1435

Support Tickets Closed:

- Elementary School= 1,455
- Middle School = 970
- High School = 1,021
- Districtwide Total = 5,288

Paid After-Hour Teacher Workshops

- Number of Sessions = 6
- # of Schools Represented = 15
- Number of Teachers Taught = 53

Parent Workshops

- Number of Sessions = 6
- Number of Parents Taught = 21
- Survey scores (5 is Best)
    - Learned something new = 4.3
    - Will help me stay involved = 4.3
    - Relevant and addressed my needs = 4.4

Instructional Technology In the Classroom

- Classrooms receiving Digital Citizenship Lessons:
    - Elementary = 177
    - Middle School = 281

- Hour of Code participation:
    - Schools = 15

- Classrooms = 134
- Students = 3,037

- Average number of active “Google Classroom” classes on any given day = 1,130

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT D 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) 0762-INSTRUCTIONAL TECHNOL 2023-24 Revenue and Expenditures Comparison Report		
	Adopted Budget 2023/24 as of 06/30/23	**Unaudited Actuals 2023/24 as of 06/30/24**
REVENUE		
Parcel Tax Revenue	1,163,226	1,163,226
Parcel Tax Revenue-Prior Year	0	54,459
Net Revenue	1,163,226	1,217,685
EXPENDITURES		
Certificated Salaries	93,668	102,818
Classified Salaries	459,298	564,754
Employee Benefits	346,937	336,454
Books & Supplies	0	150,703
Unallocated Reserve and Carryover	156,289	0
Contracted Services	203,467	96,625
Capital Outlay	0	0
Indirect Costs	67,290	76,833
TOTAL EXPENDITURES	1,326,949	1,328,187
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(163,723)	(110,502)
NET INCREASE (DECREASE)	(163,723)	(110,502)
FUND BALANCE ANALYSIS		
Beginning Fund Balance	350,632	493,398
Net Increase (Decrease) in Fund Balance	(163,723)	(110,502)
Ending Fund Balance	186,909	382,896

School Program Funds

Program Purpose and Description

"School Site Programs: Ten and a quarter percent (10.25%) of the Available Revenues shall be allocated annually for School Site Programs to each K-12 school on a per pupil basis. District preschools shall receive a similar allocation for each full-time student. The School Site Council (as described in Section 8.C.) shall develop recommendations to allocate these revenues for the personnel, services and materials required to deliver effective and equitable opportunities for student engagement, enrichment, and achievement. Available Revenues may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as art and science instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs."[14]

2023-24 Approved Program Allocations

See *2023-24 School Plans and Historical Packets* for School Site Budgets

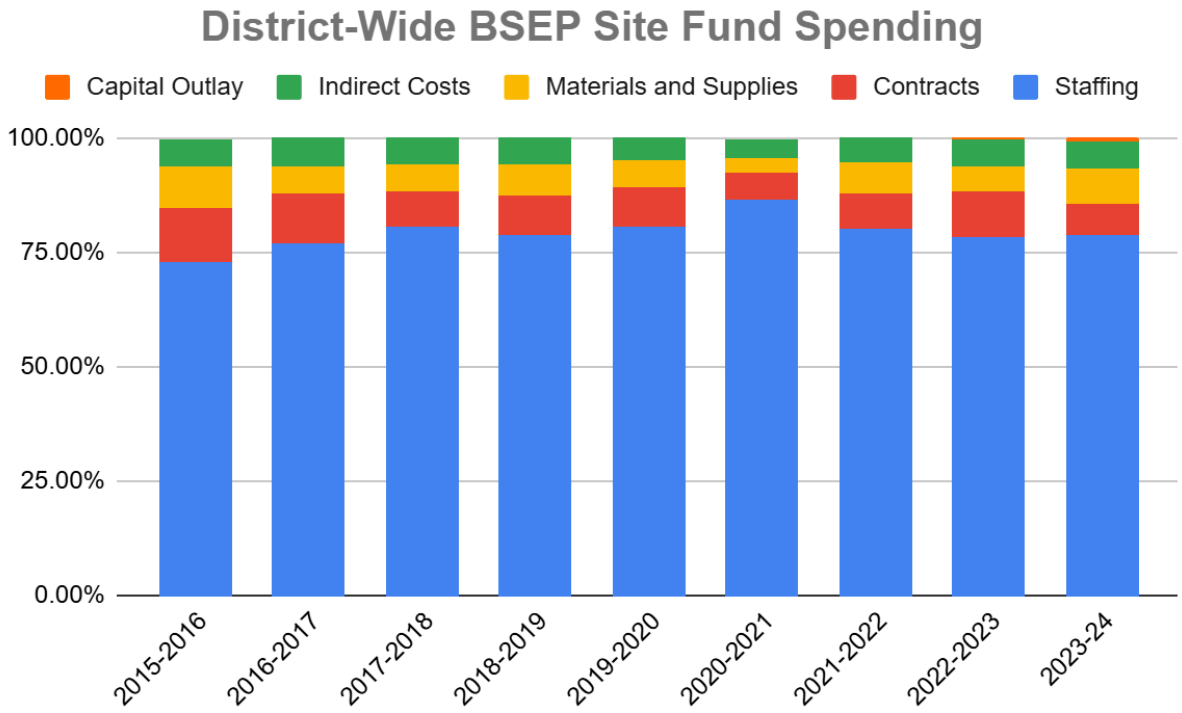
BSEP Resource 0752
Site Program Fund
Allocations FY 2023-24

LOC	SCHOOL SITES	BSEP Enrollment	BSEP Measure E1 Site Allocation $ 365
112	Cragmont	303	$ 110,595
113	Emerson	289	$ 105,485
116	Ruth Acty	395	$ 144,175
118	Sylvia Mendez	370	$ 135,050
126	Malcolm X	459	$ 167,535
128	John Muir	263	$ 95,995
119	Oxford	262	$ 95,630
124	Rosa Parks	364	$ 132,860
120	Thousand Oaks	359	$ 131,035
121	Washington	395	$ 144,175
123	Arts Magnet	395	$ 144,175
	Total K-5 Schools	**3,854**	**$ 1,406,710**
132	King	871	$ 317,915
127	Longfellow	450	$ 164,250
131	Willard	596	$ 217,540
	Total 6-8 Schools	**1,917**	**$ 699,705**
137	BHS	3,204	$ 1,169,460
136	BTA	150	$ 54,750
135	Independent Study	150	$ 54,750
	Total 9-12 Schools	**3,504**	**$ 1,278,960**
262	Early Childhood (Pre-K, PD)	300	$ 109,500
	Total Pre-K	**300**	**$ 109,500**
	TOTAL DISTRICT	**9,575**	**$ 3,494,875**

The allocation for BTA is based on a agreed-upon enrollment of 150
The Pre-K allocation is based on an agreed-upon enrollment of 300
Allocations based on Fall 2021 CalPADS Enrollment Numbers

Project Status

[14] BSEP Measure E1, Section 3.B.iii



Program Metrics

See School Site SPSA for site metrics, under *2023-24 School Plans and Historical Packets*

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures Resource 0752 - Site Program Funds
Comparison Report 6/30/24

		Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE			
	Parcel Tax Revenue	$ 3,668,635.00	$ 3,668,635.00
	Parcel Tax Revenue-Prior Year	$ -	$ 171,756.00
	Net Revenue	$ 3,668,635.00	$ 3,840,391.00
EXPENDITURES			
	Certificated Salaries	$ 1,621,579.00	$ 1,611,532.89
	Classified Salaries	$ 632,843.00	$ 574,073.77
	Employee Benefits	$ 795,943.00	$ 737,849.35
	Books & Supplies	$ 74,474.00	$ 288,518.99
	Unallocated Reserve and Carryover	$ 230,285.00	$ -
	Contracted Services	$ 126,583.00	$ 256,833.37
	Capital Outlay		$ 29,569.83
	Indirect Costs	$ 212,224.00	$ 214,800.42
TOTAL EXPENDITURES		$ 3,693,931.00	$ 3,713,178.62
NET INCREASE (DECREASE)		$ (25,296.00)	$ 127,212.38
FUND BALANCE ANALYSIS			
	Beginning Fund Balance	$ 412,167.00	$ 2,106,168.43
	Net Increase (Decrease) in Fund Balance	$ (25,296.00)	$ 127,212.38
	Ending Fund Balance	$ 386,871.00	$ 2,233,380.81

Effective Student Support

Student Achievement Strategies

Program Purpose and Description

"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."[15]

Program Goal and Focus

The staffing and activities funded by Student Achievement Strategies aim to improve the

[15] BSEP Measure E1 Section 3.C

following:

Improve Academic Achievement: The primary goal of the Student Achievement Strategies Program is to enhance academic performance across all subject areas by providing targeted interventions, professional development, and resources to support student learning and teacher effectiveness.

Reduce Achievement Gaps: Through initiatives like RtI, literacy coaching, and targeted support for underrepresented student populations, the program aims to narrow achievement gaps based on factors such as race, ethnicity, socio-economic status, and learning abilities, ensuring that all students have equitable access to high-quality education and opportunities for success.

Enhance Educator Capacity: Another goal is to strengthen educator capacity by providing ongoing training, coaching, and support in evidence-based instructional practices, curriculum development, and culturally responsive teaching strategies, empowering teachers to meet the diverse needs of their students effectively.

Foster Inclusivity and Diversity: The program seeks to create an inclusive and culturally responsive learning environment where students from diverse backgrounds feel valued, respected, and represented in the curriculum, promoting diversity, equity, and social justice within the school community.

Promote College and Career Readiness: Finally, the program aims to prepare students for post-secondary education and future careers by offering targeted support, mentorship, and experiential learning opportunities that develop critical thinking skills, STEM proficiency, and college readiness skills essential for success in today's global economy.

Improve Organizational Clarity: The investments are aligned with the district-wide goal of organizational clarity. There are programs that focus on the District's identified focal populations of Black/African American (e.g., African American Success Framework) and Spanish-speaking Latinx students (e.g., Puente). The investments consider the required infrastructure to operate and sustain the programs and the monitoring and support for implementation.

2023-24 Approved Program Budget

Budget Summary for Student Achievement Strategies 2023-24 Measure E1, Resource 0763 April 25, 2023		2023-24 DRAFT 4-24-23
Revenue		1,735,891
Expense		
Staffing	12.0 FTE	1,641,798
Contracts		120,000
Reserve for Personnel Variance		49,254
Indirect Cost		111,199
Total Expenses		1,922,250
Net Change to Fund Balance		(186,359)
Beginning Fund Balance		857,391
Net Increase/(Decrease) in Fund Balance		(186,359)
Ending Fund Balance		671,032

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes:

- 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

Project Status

Literacy Coaches and Response to Intervention (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.

In addition to the direct service that Literacy Coaches and RTI teachers provide each and every day at their individual school sites, during the 2023-24 SY these specialists also supported the following district wide initiatives and priorities:

- BUSD's K-5 Language Arts Curriculum Adoption
- BUSD's COS team program development
- BUSD's MTSS Intervention data collection
- BUSD's literacy professional development initiatives
- BUSD's literacy assessment alignment

Middle School Math Coach

BUSD's middle school math coach plays a pivotal role in supporting both teachers and students to excel in mathematics. The MS Math Coach serves as mentors, instructional leaders, and curriculum specialists, working closely with teachers to enhance their pedagogical practices, develop effective instructional strategies, and integrate technology into their teaching.

The math coach collaborates with teachers to analyze student data, identify learning gaps, and design targeted interventions to address individual needs. Additionally, they facilitate professional development workshops, model lessons, and provide ongoing feedback and support to foster a collaborative learning community focused on improving student achievement in mathematics.

Through their guidance and expertise, BUSD's MS Math Coach empowers teachers to create engaging and rigorous learning experiences that promote mathematical reasoning, problem-solving skills, and a growth mindset among students. BUSD's MS Math Coach works with Math Teach Leaders (MTL), and provides coaching to support teachers in grades 6-8 schools with high quality, differentiated common-core aligned instruction and support the BHS integrated Math Pathway, with a concentrated focus on unduplicated students, African American students, and Students with Disabilities.

This program serves BUSD's Middle Schools, BHS, BIS, and B-tech. The intentionality around the position is to provide additional resources to ensure our classroom teachers have the support they need to raise the achievement of our most historically underserved students. The offerings provided include the following: Adult Learning Facilitation, Instructional Coaching, Curriculum Resources, Math Teacher Leader Collaboration and Planning, Tk-12 Alignment and Coherence building. During the 24/25 SY at least two teachers at each site receives instructional coaching, adult learning opportunities will be provided to 100% of BUSD's math educators.

For academic achievement Data, please see professional development program above.

Be A Scientist

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. Well-prepared 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.

This program serves all BUSD MS students. Data is collected at the end of each cycle. Data represents the positive and enriching experience that this program provides BUSD middle school students. This program serves all BUSD MS students. The services that are provided come in the form of a collaboration between UC Berkeley and CRS. If one were to walk into a “Be a Scientist” class, you would observe a 1-4 ratio of mentorship within the 7th grade science class.

Outcomes

Student comments after working with their mentors:

- *I didn't have to compromise, and I could make the project something I was excited about*
- *Doing this project has helped me see all the different ways science is happening all around me.*
- *Things I like about doing my own science investigation include being able to choose what to do and being able to have fun doing something interesting.*
- *I also liked how we could actually collect data, interpret that data, and make assumptions and hypothesis from it, and also think about what we could improve if we were to do it again.*
- *I liked how (my mentor) Cynthia made sure we were doing all our work, but at the same time, let us create our own ideas and make our own choices*

Black Studies @ Berkeley HIgh School

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 the department programmatically and develop course offerings. In 2023-24, a total of six courses with 12 sections were provided in Black Studies with 343 students enrolled.

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	2024-25 S1 Number of Sections	2024-25 S1 Number of Students Enrolled
AP African American Literature	2	53	2	43	2	30	2	52
African American History	2	62	2	65	2	63	2	61
African American Economics	1	33	2	58	3	87	2	63
African American Psychology / Sociology	1	30	NA	NA	NA	NA	NA	NA
African American Psychology							1	34
African American Sociology/Anthropology							1	31
African American Beginning/Intermediate Dance	2	61	2	74	2	79	4	108
Spanish in the African Diaspora	NA	NA	NA	NA	1	26	1	17
African American Advanced Dance	2	57	2	56	2	58	2	48
AP Patterns in Black Literature	NA	NA	3	97	3	97	2	66
Total	**10**	**296**	**10**	**296**	**15**	**440**	**15**	**414**

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.

African American Success Framework	2021-22	2022-23	2023-24 As of 3/31/24
Access and Participation			
Number of students participating in program activities	AASF: N/A Umoja: 73 Vision Scholars: 167	AASF Focused Outreach: 420 Umoja: 53 Vision Scholars: 165	AASF Focused Outreach: 415 Umoja: 56 Vision Scholars: 176
Number of events/activities for families and students	10	50	40

Puente

In 2023-24, funds supported:

- $20,000 for the Puente Contract
- $20,000 for field trips, student and family activities, supplies and materials:
    - $10,000 @ Longfellow MS
    - $10,000 @ BHS

Puente Program:

- 40 yr history - UC sponsored program
- Support underrepresented students enroll in four-year colleges, earn degrees, & become community leaders
- Rigorous culturally-relevant English instruction (AC World Literature & AP Language & Composition), college counseling, college-prep, & identity exploration
- Partnership with teacher, counselor, student + families!
- Field trips, workshops, community
- 3rd yr of program - one LF teacher & One Puente Counselor
- BHS offers 2 sections of 10th grade English + 1 section of 11th grade English.
- Longfellow offers 2 sections: English 8 Puente and English 7 Puente

Puente	2021-22	2022-23	2023-24	2024-25
Access and Participation				
Number of students participating in program activities	N/A	65	121	120
Number of events/activities for families and students	N/A	2	TBD	TBD

Program Metrics (see above under Professional Development)

Revenue and Expenses Report

	Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	$ 1,735,891.00	$ 1,735,891.00
Parcel Tax Revenue-Prior Year	$ -	$ 81,270.00
Interest	$ -	$ -
Interest-Prior Year	$ -	$ -
Net Increase (Decrease) Fair Value	$ -	$ -
Other Local	$ -	$ -
Net Revenue	$ 1,735,891.00	$ 1,817,161.00
EXPENDITURES		
Certificated Salaries	$ 1,154,461.00	$ 1,068,013.42
Classified Salaries	$ -	$ 7,158.23
Employee Benefits	$ 354,458.00	$ 315,712.14
Books & Supplies	$ -	$ 6,377.13
Unallocated Reserve and Carryover	$ 182,132.00	$ -
Contracted Services	$ 120,000.00	$ 28,233.44
Capital Outlay	$ -	$ -
Indirect Costs	$ 111,199.00	$ 87,525.35
TOTAL EXPENDITURES	$ 1,922,250.00	$ 1,513,019.71
NET INCREASE (DECREASE)	$ (186,359.00)	$ 304,141.29
FUND BALANCE ANALYSIS		
Beginning Fund Balance	$ 857,391.00	$ 1,109,352.01
Net Increase (Decrease) in Fund Balance	$ (186,359.00)	$ 304,141.29
Ending Fund Balance	$ 671,032.00	$ 1,413,493.30

Counseling and Behavioral Health

Program Purpose and Description

BSEP 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."[16]

The goal of the Middle School Counseling Program is to support students, families, and staff with free school based services to enhance students' success in school and to promote healthy development, including 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.

2023-24 Approved Program Budget

Budget Summary for Counseling and Behavioral Health 2023-24
BSEP Measure E1 Resource 0764
03/14/2023

	3/14/23 DRAFT
	2023-24
Revenue	721,843
Expense	
Middle School Counselors	665,462
Reserve for Personnel Variance	19,964
Indirect Cost	42,085
	727,511
Net Change to Fund Balance	(5,668)
Beginning Fund Balance	198,746
Net Increase/(Decrease) in Fund Balance	(5,668)
Ending Fund Balance	**193,078**

[16] BSEP Measure E1 Section 3.C

Project Status

2023-24 Counselor Allocations @ Middle Schools:

	BSEP Counseling and Behavioral Health Allocations	Site Title I or Site BSEP Funds	Total Counselors
King	2.4	0.6	3.0
Longfellow	1.2	1.0	2.2
Willard	1.7	1.0	2.7

MS Counselors continue to support the social and emotional needs of students so they can become academically proficient. Counselors:

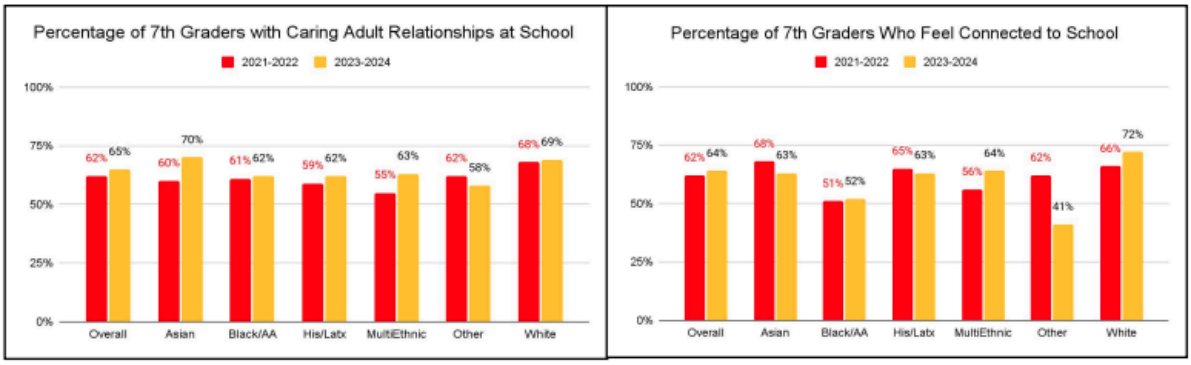
- Play a role on the Coordination of Services Team, participate in parent-teacher meetings, support student gender transitions, and students who are most vulnerable due to issues related to poverty, home environment etc.
- Spend the majority of time with students who face challenges that create barriers to their learning and making connections with other students and staff
- Provide support for all 3 tiers of services to students, participating in promoting pro-social behavior in schools, and participating in Positive Behavioral Interventions and Supports (PBIS).
- Recruit and supervise interns, increasing the number of people available to support our students' mental health needs.
- Participate in grade level meetings, look at academic data, engage with Coordination of Services (COS) Teams to discuss students with the RtI, Lit coach, grade level counselors and others.
- Can focus on academics, on Restorative Justice, on social-emotional issues, and are creative in reaching target groups, such as a group at Longfellow for young men of color in coordination with Library services.
- At least 25% of BUSD Middle School Students have received some level of significant support from the counseling team either via 101 or small group counseling.
- All middle school students participate in counselor-led tier one supports.
- Middle school clubs and groups over the past year include: anxiety, social skills, girls empowerment, emotional regulation, friendship, Peer educators, circle leaders, RJ Peer Leadership group, Latinos Unidos, Queer Student Union, SSWANA (South and SouthWest Asian and North African) identity group, Black Girls United (run through after school program), AAPI (Asian American and Pacific Islander) identity group, Jewish Student Union, Club for students with disabilities and allies (name change in progress), Baking Club, Games Club, Anime Club, Science Club, Taylor Swift Club, Magic the Gathering, Art Studio Drop In, Crafting Club, Green Team, Black Student Union, Raza (Latin X), GASA (Gender and Sexuality Alliance), Watermelon Club (Muslim Student Alliance),

Fempire (Women).

- Special Activities include: Raza, Mercato Night market, Dia de los Muertos, Day of Silence, Black Excellence Day, Family Cooking Night, LatinX Graduation, Red Ribbon Week.

Program Metrics

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) Grade 7



What is it?

The California Healthy Kids Survey (CHKS) is an anonymous and confidential survey measuring school climate and safety, student wellness, and youth resiliency. This survey has been administered districtwide every other year to students in Grades 5, 7, 9 and 11. Beginning in Spring 2024, this survey will be given annually to students in Grades 5, 7, 9, and 11.

The charts above show the average percentage of 7th grade students across BUSD who responded "Yes all the time" and "Yes most of the time" to the following questions:

"Caring Adult Relationships"

Do the teachers and other grownups at school...

- Care about you?
- Listen when you have something to say?
- Make an effort to get to know you?

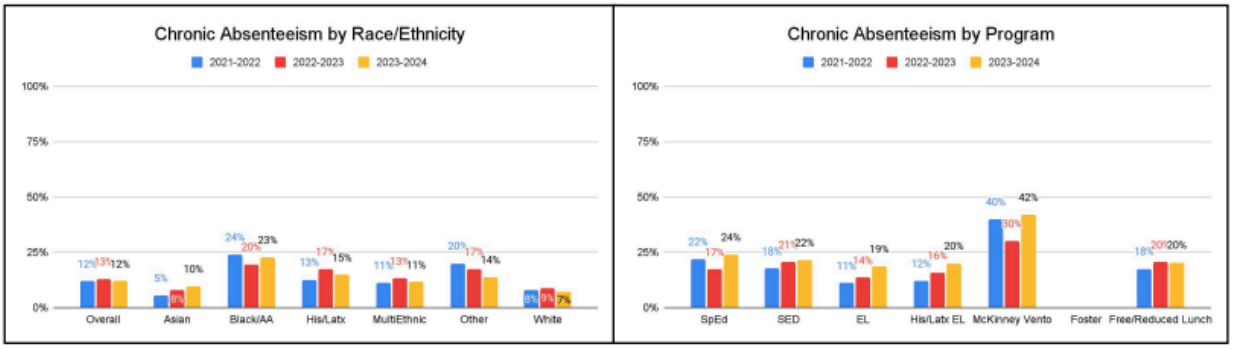
"School Connectedness"

- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

Trend

The statewide average for Caring Adult Relationships is 63% for 7th grade students; 65% of 7th grade BUSD students who took this survey in Spring 2024 responded positively to the Caring Adult Relationships questions outlined above. The statewide average for School Connectedness is 62% of students responding positively to the above School Connectedness questions; overall 64% of 7th grade BUSD students who took this survey in Spring 2024 responded positively to the School Connectedness questions.

CHRONIC ABSENTEEISM Grades 6-8



What is it?

Students are considered chronically absent when they miss 10% or more of the days that they are enrolled in school for any reason, including excused or unexcused absences. The charts above show the percentage of students in Grades 6-8 who were chronically absent.

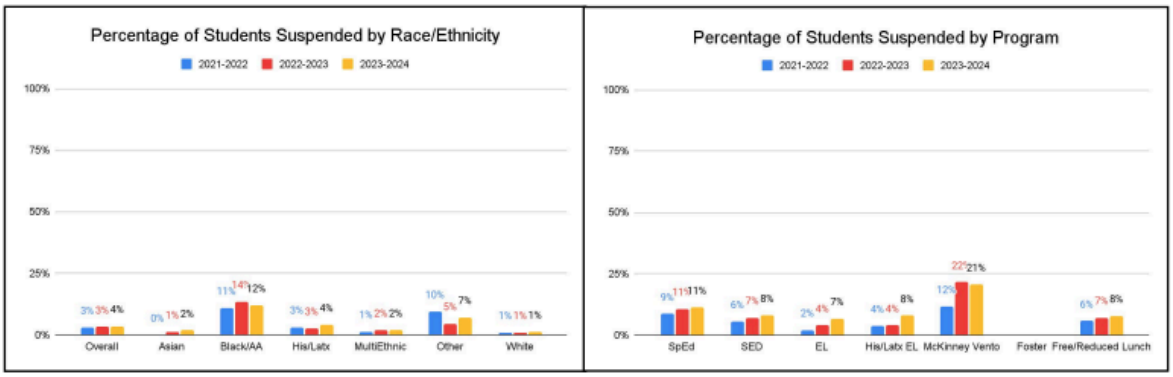
Trend

The 2023-24 overall chronic absenteeism rate in middle school was 12%, similar to the prior two years. Note: for this metric, a decrease indicates improvement.

Progress towards new 3x5 target

Overall, middle school students did not meet the 3% improvement goal for 2023-2024. No focal groups met the 5% improvement goal.

SUSPENSION DATA Grades 6-8



What is it?

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Students who are suspended multiple times or for multiple days in one school year are only counted once. The charts above show the percentage of students suspended in Grades 6-8.

Trend

The percentage of students suspended has remained relatively constant over the last three years. Note: for this metric, a decrease indicates improvement.

District Goal

BUSD's LCAP goal is to maintain a suspension rate of less than 2% overall and for focal student groups. Overall, middle school students did not meet the <2% goal in 2023-24. No middle school focal groups met the <2% goal.

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) 0764-COUNSELING
Revenue and Expenditures
Comparison Report

	Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	769,519	769,519
Parcel Tax Revenue-Prior Year	0	36,027
Net Revenue	769,519	805,546
EXPENDITURES		
Certificated Salaries	505,357	553,614
Classified Salaries	0	0
Employee Benefits	171,818	178,105
Books & Supplies	0	0
Unallocated Reserve and Carryover	8,251	0
Contracted Services	0	0
Capital Outlay	0	0
Indirect Costs	42,085	44,928
TOTAL EXPENDITURES	727,511	776,646
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	42,008	28,900
NET INCREASE (DECREASE)	42,008	28,900
FUND BALANCE ANALYSIS		
Beginning Fund Balance	198,746	309,929
Net Increase (Decrease) in Fund Balance	42,008	28,900
Ending Fund Balance	240,754	338,829

Measure Oversight, Communication and Translation

Program Purpose and Description

BSEP - 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."[17]

BERRA - Measure E Purpose
"...one percent (1%) of the remaining revenues which shall be dedicated to costs related to planning, monitoring, evaluating and reporting the use of these funds."[18]

2023-24 Approved Program Budget

	BSEP	BERRA	General Fund
Director of Local Resources & Partnerships	0.75	0.25	
Local Resources Program Specialist	0 .85	0.15	
Communications Manager	0.85		0.15
Translation/Interpretation Specialist	0.67		0.33
Communications Specialist	0.80	0.20	
Administrative Assistant III	0.90	0.10	

Printing and Mailing	26,000
Contracted Services	60,000
Equipment, Supplies	12,000
Cell Phones, Memberships, and PD	6,000
Hourly Staff	3,000

[17] BSEP Measure E1 Section 9.A
[18] BERRA Measure E Section 2.A

BSEP RESOURCE 0754

Budget Summary for Oversight, Communications and Translation
Measure E1, Resource 0754
April 25, 2023
First Reading P&O

	DRAFT 2023-24
Revenue	730,440
Expense	
Staffing	762,295
Printing & Mailing	26,000
Contracted Services	60,000
Equipment & Supplies	12,000
Cell Phone, Memberships, PD	6,000
Hourly Staff	3,000
Unallocated Reserves	22,959
Total Expenditures	892,254
Net Change to Fund Balance	(161,814)
Beginning Fund Balance	525,855
Net Increase/(Decrease) in Fund Balance	(161,814)
Ending Fund Balance	364,041

BERRA RESOURCE 0610

Budget Summary for Oversight, Communications and Translation
Measure E, Resource 0610
April 25, 2023
First Reading P&O

	DRAFT 2023-24
Revenue	110,320
Expense	
Staffing	110,932
Printing & Mailing	4,000
Materials, Supplies & Equipment	500
Hourly Support	500
Unallocated Reserves	3,343
Total Expenditures	119,275
Net Change to Fund Balance	(8,955)
Beginning Fund Balance	52,449
Net Increase/(Decrease) in Fund Balance	(8,955)
Ending Fund Balance	43,494

Project Status

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

- Supported the Planning and Oversight Co-Chairs and Committee by producing meeting documents documents, plans and reports
- Implemented and monitored approved budgets and plans for compliance with the terms of the measures and in alignment with Board approved plans.
- Conducted planning activities and developed the next BSEP ballot measure including community engagement, polling, fiscal analysis, and tax rate modeling. BSEP Measure H passed in March of 2024 with over 88% of the votes.
- Developed and/or presented over 200 documents/presentations: 2023-24 plans and budgets, 2022-23 Annual Reports. 2023-24 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 BSEP and BERRA related meetings, presentations, and events.
- Conducted survey for Planning and Oversight Committee Members.

The office of Local Resources 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 2023-24 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 2024-25 .

- Organized the School and District Committee Orientation in October.
- Produced Site Committee Handbook with site plan and budget information for each site and the annual SSC Elections Report for the School Board.

The Office of Communications:

- Provided public information about district programs and events to our diverse community via BUSD communications channels;
- Supported community engagement;
- Supported critical incident communications;
- Responded to information and Public Records Act requests;
- Managed media relations and act as district spokesperson;
- Supported public presentations, forums, and special events; and
- Provide access to translation and interpretation services.

Additionally, the Office of Communications communications channels:

- Staff Bulletinmanaged the following
- A+ News
- Community Report
- Family & Staff Emails & Text
- Website
- Social Media
- Video
- Press
- Events & Speeches

Communications Office Activities:

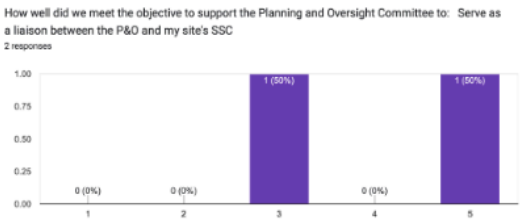
Snapshot: 2023-2024 Communications

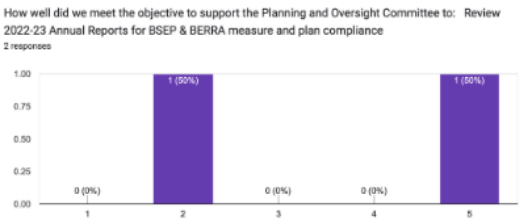
- ☑ Recruited 2 New Comms Specialists
- ☑ Launched Instagram
- ☑ Supported District Initiatives
- ☑ Designed New Curriculum Webpages
- ☑ Congressional Hearing
- ☑ Increased Video Content
- ☑ Expand Affinity Content: Disability Awareness
- ☑ COVID Communications
- ☑ Translation & Interpretation Protocols

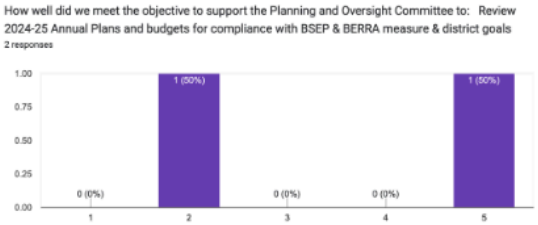
Program Metrics

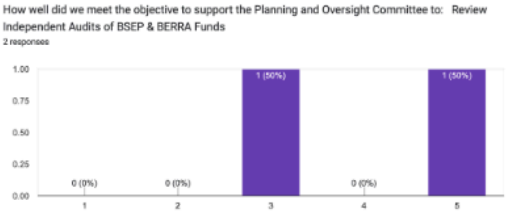
Planning and Oversight Committee Survey results - June 2024

Results - June 2024 survey for Planning and Oversight Committee Members. 2 responses - Scale - 1 is *Not at all* & 5 is *Very well*









Communications Engagement Metrics

- A+ News Open Rate
  - 20 issues, 56% Open Rate
- Social Media Engagement
  - ↑ X Flwrs: 1016 (+3%)
  - ↑ X Eng: 3.66% (+24%)
  - Facebook Flwrs: 940 (*Same*)
  - ↑ Facebook Eng: 8.79 (+577%)
- Webpage Traffic
  - ↑ Homepage: 189K (+39%)
  - ↑ Calendar: 89K (+45%)
  - ↑ Admissions: 19.9K (+7%)
  - ↓ COVID: 14.7K (-39%)
- Interpretation - Language Line
  - ↑ Minutes (+19%)

Language Line Total Minutes and usage by language for live interpretations for school meeting with families:

Lang. Line	22-23	23-24	Change
Total Minutes	6494	7710	↑ 19%
Arabic	940	1682	↑ 79%
Spanish	3076	4467	↑45%

Language	% of Minutes
Spanish	57.94%
Arabic	21.82%
Burmese	3.90%
Russian	2.14%
Mandarin	2.02%
Urdu	1.76%
Vietnamese	1.39%
Nepali	1.28%
Dari	1.13%
Cantonese	1.04%
Portuguese	0.99%
Mongolian	0.96%
Pashto	0.91%
Turkish	0.66%

Revenue and Expenses Reports

BERKELEY UNIFIED SCHOOL DISTRICT ELEY SCHOOLS EXCELLENCE PROGRAM (BSEP) 0754-OVERSIGHT AND COM Revenue and Expenditures Comparison Report 6/30/24		
	Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	730,440	730,440
Parcel Tax Revenue-Prior Year	0	34,197
Interest	0	0
Interest-Prior Year	0	0
Net Increase (Decrease) Fair Value	0	0
Other Local	0	0
Net Revenue	730,440	764,637
EXPENDITURES		
Certificated Salaries	139,749	136,761
Classified Salaries	408,076	355,542
Employee Benefits	212,070	186,330
Books & Supplies	15,000	5,102
Unallocated Reserve and Carryover	26,859	0
Contracted Services	90,500	22,519
Capital Outlay	0	0
Indirect Costs	0	0
TOTAL EXPENDITURES	892,254	706,254
NET INCREASE (DECREASE)	(161,814)	58,383
FUND BALANCE ANALYSIS		
Beginning Fund Balance	525,855	591,485
Net Increase (Decrease) in Fund Balance	(161,814)	58,383
Ending Fund Balance	364.041	649.868

BERKELEY UNIFIED SCHOOL DISTRICT Berkeley Educator Recruitment and Retention Act (BERRA) 0610-Oversight & Communication Revenue and Expenditures Comparison Report 6/30/24		
	Adopted Budget 2023/24 as of 06/14/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	110,320	110,320
Parcel Tax Revenue-Prior Year	0	5,256
Interest	0	0
Interest-Prior Year		0
Net Revenue	110,320	115,576
EXPENDITURES		
Certificated Salaries	45,228	45,587
Classified Salaries	36,082	39,199
Employee Benefits	32,146	24,845
Books & Supplies	500	0
Unallocated Reserve and Carryover	1,319	0
Contracted Services	4,000	0
Capital Outlay		0
Indirect Costs	0	0
TOTAL EXPENDITURES	119,275	109,631
NET INCREASE (DECREASE)	(8,955)	5,945
FUND BALANCE ANALYSIS		
Beginning Fund Balance	52,449	66,904
Net Increase (Decrease) in Fund Balance	(8,955)	5,945
Ending Fund Balance	43,494	72,849

Berkeley Educator Recruitment and Retention Act

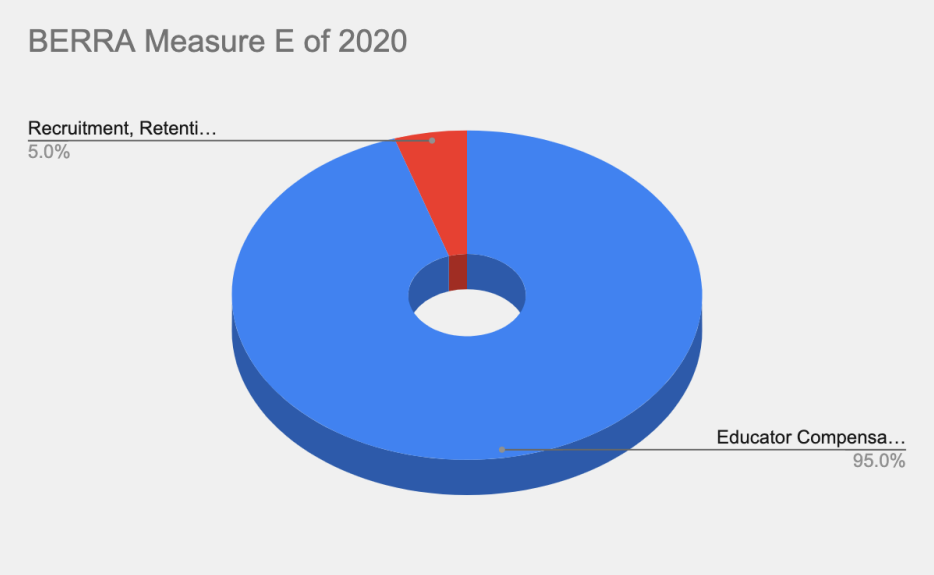
Introduction

Measure E, which was approved by Berkeley voters on March 3, 2020, is a 12- year special local tax measure, also known as the Berkeley Educators Recruitment and Retention Act (BERRA). It

was created to increase compensation for Berkeley Public School educators and support pathways that will improve the ability of Berkeley Unified School District (BUSD) to attract, develop and retain top quality educators for our public schools. The funding is designated to strengthen salaries and professional pathways so that Berkeley students benefit from a dedicated team of highly qualified and appropriately compensated professionals.

BERRA Framework

- 95% of available revenues allocated to educator compensation.
- Recruitment, Retention and Development - 5% of available revenues are allocated to BUSD programs designed to recruit staff for hard-to-fill positions such as Special Education, STEM, and increase staff development and pathways.



Reporting Requirements

"Financial Oversight: The District shall make available to the Committee and the general public, updated revenue and expenditure reports of the proceeds of this Special Tax at least four times annually: before adoption of the District's annual budget, concurrently with the two State-required interim reports, and with the annual report on the Measure ("Annual Report"). The Annual Report shall display the revenues generated by the Measure and the expenditures of the revenues as of the closing of the fiscal year, and shall include a report on the status of projects funded by the revenues. This report shall be organized to display how the expenditures correspond to each of the purposes of the Measure."[19]

[19] BERRA Measure E Section 7.C

Educator Compensation

Program Purpose and Description

"Educator Compensation: Ninety-five percent (95%) of the Available Revenues shall be dedicated to supplementing the salaries of District Educators.
i. It is the intent of this sub-section of the Measure to supplement Educator salaries in order to attract and retain high quality personnel to support student achievement.
ii. For purposes of this sub-section, "Educator" shall mean any certificated and classified employee of the District, with the exception of substitute teachers and student workers. Notwithstanding the definition of "Educator," revenues may not be used for compensation of a Superintendent, Deputy Superintendent, Co-Superintendent, Associate Superintendent(s), or Assistant Superintendent.."[20]

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

Program Metrics

See Program Metrics under Recruitment Retention, and Development Below.

2023-24 Revenues and Expenditures

This resource includes funds for educator salaries and benefits. The amount includes a fixed salary amount based on the 2019-20 salary schedule. In 2023-24, BERRA Resource 0620 funds were used for educator compensation.

[20] BERRA Measure E Section 2.B

	BERKELEY UNIFIED SCHOOL DISTRICT	
	Berkeley Educator Recruitment and Retention Act (BERRA)	
	0620-Educator Compensation	
	Revenue and Expenditures	
	Comparison Report	
		Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
	Parcel Tax Revenue	10,375,596
	Parcel Tax Revenue-Prior Year	494,331
	Net Revenue	10,869,927
EXPENDITURES		
	Certificated Salaries	5,057,655
	Classified Salaries	2,316,584
	Employee Benefits	2,016,696
	Books & Supplies	0
	Unallocated Reserve and Carryover	0
	Contracted Services	0
	Capital Outlay	0
	Indirect Costs	576,603
TOTAL EXPENDITURES		9,967,538
NET INCREASE (DECREASE)		902,389
FUND BALANCE ANALYSIS		
	Beginning Fund Balance	942,435
	Net Increase (Decrease) in Fund Balance	902,389
	Ending Fund Balance	1,844,824

Recruitment, Retention and Development

Program Purpose and Description

"Educator Recruitment, Retention and Development Programs: Five percent (5%) of the Available Revenues shall be dedicated to providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions.

i. It is the intent of this sub-section of the Measure 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:

a. salary differentials and/or recruitment pipelines for hard-to-staff positions
b. classified staff professional development and pathways
c. educator career pathways for high school students

d. enhanced induction programs for new teachers"[21]

2023-24 Approved Program Budget

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
- Teacher Induction Program Coordinator 0.4 FTE
- Peer Assistance and Review Coach 0.2 FTE

Program

- Materials, Supplies, Contracts $30,000
- Recruitment and Retention Stipends $50,000
- ACOE Teacher Residency Program $69,000

Budget Summary for Educator Recruitment, Retention, & Development **Measure E, Resource 0615** **April 25, 2023** **1st Reading P&O**	**DRAFT** 2023-24
Revenue	546,084
Expense	
Staffing	499,335
Recruitment Support (Materials, Contracts)	30,000
Recruitment & Retention Stipends	50,000
Teacher Residency Program	69,000
Unallocated Reserves	14,980
Indirect Costs	40,728
Total Expenditures	704,043
Net Change to Fund Balance	(157,959)
Beginning Fund Balance	266,837
Net Increase/(Decrease) in Fund Balance	(157,959)
Ending Fund Balance	108,878

Project Status

This program includes 0.4 FTE to implement the Berkeley Pathway to Achieve Credentialed Teachers (BPACT) program. A CA State Classified Grant funds the BPACT program for classified employees receiving tuition assistance toward earning a teaching credential. Other funding for

[21] BERRA Measure E Section 2.C

this program includes a grant from the Berkeley Schools Fund to augment BPACT funding. See chart Under *Program Metrics* below for additional information.

In 2023-24, the TSA for Recruitment and Retention:

- 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
- Mentored intern teachers and placed student teachers/interns
- Bolstered our counseling and social work intern placements
- Working relationship with BUSD Teachers of Color Network to inform and engage work
- Maintained and updated the TOCN@berkeley.net email for our Teachers of Color Network to build community with prospective employees of color

Program Metrics

2023-24 Retention Data

Race	Hired 24-25	Retained from 23-24	Retained from 22-23	Retained from 21-22	Retained from 20-21	Retained from 19-20	Retained from 18-19	Retained from over 7 years ago
African American	5	2	4	4	3	3	4	39
American Indian or Alaskan	4	1	0	1	1	1	0	7
Asian	10	5	8	10	6	11	6	42
Multiple (2 or more)	0	5	5	4	1	1	4	39
Pacific Islander	0	0	0	0	1	0	1	0
BIPOC Subtotal	**19**	**13**	**17**	**19**	**12**	**16**	**15**	**127**
Declined to State Race	1	8	8	9	4	4	4	17
White	43	32	34	30	14	23	25	282
Total	**63**	**53**	**59**	**58**	**30**	**43**	**44**	**426**
Ethnicity								
Hispanic or Latino	13	12	14	18	4	7	8	55

Special Education Teacher Retention Data
hired 2018-19 SY until 23-24 SY

SY Hired	Current Employee	Exited	Grand Total	% Still Employed
18-19	2	6	8	25.00%
19-20	4	14	18	22.22%
20-21	3	2	5	60.00%
21-22	10	6	16	62.50%
22-23	8	2	10	80.00%
Grand Total	27	30	57	47.37%
23-24	13	TBD	13	TBD

		Year Exited					
Year Hired	# Exited	18-19	19-20	20-21	21-22	22-23	23-24
18-19	6	2	1	2	1		
19-20	14		5	3	3	2	1
20-21	2				1	1	
21-22	6				2	1	3
22-23	2					2	
23-24	??						TBD

BPACT Data

*includes additional fellows due to BPACT grant rollover funds being available in 2024-25.

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data	2020-21	2021-22	2022-23	2023-24	2024-25
Number of Active Participants	12	12	14	14	19*
Number of New Participants	NA	5	6	3	3
Number of Participants who self-identify as BIPoC	10	11	13	15	17
Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual, math, science).	7	9	9	9	7
Number of Participants who earned a preliminary credential	3	0	0	1	4 (June '25)
Number of Past Participants who are teachers of record in BUSD with preliminary and/or clear credential	3	6	6	6	6
Number of Participants who currently teach in BUSD with an intern credential	NA	1	3	3	3

Revenue and Expenses Report

BERKELEY UNIFIED SCHOOL DISTRICT
Berkeley Educator Recruitment and Retention Act (BERRA) 0615-Retention and Recruitment
Revenue and Expenditures
Comparison Report 6/30/24

	Adopted Budget 2023/24 as of 06/14/23	Unaudited Actuals 2023/24 as of 06/30/24
REVENUE		
Parcel Tax Revenue	546,084	546,084
Parcel Tax Revenue-Prior Year	0	26,017
Interest	0	0
Interest-Prior Year		0
Net Revenue	546,084	572,101
EXPENDITURES		
Certificated Salaries	362,133	278,975
Classified Salaries	111,955	153,953
Employee Benefits	168,180	156,124
Books & Supplies	0	3,859
Unallocated Reserve and Carryover	22,806	0
Contracted Services	30,000	17,894
Capital Outlay	0	0
Indirect Costs	37,064	37,503
TOTAL EXPENDITURES	732,138	648,309
NET INCREASE (DECREASE)	(186,054)	(76,208)
FUND BALANCE ANALYSIS		
Beginning Fund Balance	261,205	379,175
Net Increase (Decrease) in Fund Balance	(186,054)	(76,208)
Ending Fund Balance	75,151	302,967