

Program Manager

Max Eissler, Director of Technology

BSEP Measure E1 Stated Purpose and Uses?

“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.”

Rationale

Up-to-date technology is a vital asset for Berkeley Public Schools. The appropriate use of technology broadens thinking and problem-solving skills, improves access to information and communication, and provides opportunities for self-direction to take research and learning in new directions. Access to technology is an equity issue – all students should have opportunities to engage with current technology and acquire technology literacy skills. Access in schools allows us to bridge the digital divide. Technology helps schools meet the needs of all students with opportunities for differentiated instruction and expanded options for participation, learning, and expression.

Strategic Plan Pillars	Program Actions
<p>Academic Excellence and Equitable Outcomes for All</p>	<p>The application of technology is used throughout the district to support high-quality instruction in many ways, including classroom assignments and management, direct curriculum delivery for online textbooks and lessons, engagement tools, project and document creation, collaboration, and much more. Providing access to and training on technology tools in the classroom increases equity by helping to bridge the digital divide. The student Chromebook and hotspot checkout programs ensure that housing-insecure students can still maintain access to online learning resources and complete digital assignments, regardless of economic circumstances.</p>
<p>Wellness and Belonging</p>	<p>Technology is used by all teachers to communicate with students and guardians. Tools such as Remind and Google Classroom are used for continuous dialog and providing learning resources. Tools such as Google Docs allow collaboration and encourage cooperation.</p>
<p>Partnership &</p>	<p>Technology provides real-time access for guardians to their student’s grades,</p>

Strategic Plan Pillars	Program Actions
Engagement	<p>assessments, and attendance data. Combined with two-way communication from tools like Remind, technology enables an environment where guardians can be informed and engage partners in their student’s learning.</p> <p>The technology department works with various community and internal organizations to create a rich and equitable learning environment. Examples include the past partnership with the Berkeley schools fund to fund hotspots for students, and the partnership with Fixlt clinic to provide rejuvenated Chromebooks to community members in need.</p>
Talent & Culture	<p>Students are graduating into an increasingly “online” world, and providing them with the skills and knowledge to navigate this culture are an essential part of preparing them for success in that world. The Instructional Technology team prepares and sometimes directly delivers lessons in digital citizenship which help students navigate the online mores and be responsible contributors to this digital arena.</p> <p>Technology tools are interwoven through all the programs where our students explore and develop their talents, whether it’s digital art tools, essential makerspace systems and software, Promethean Boards in the music classes, or projection and lighting systems in the theaters.</p>
System Efficiency and Fiscal Responsibility	<p>Technology is an essential tool used by all schools to track student progress through the use of online standardized state assessments, as well as local assessment tools such as STAR and DIBELS. Teachers access student information using the online Educlimber tool, allowing them to identify gaps in students’ mastery of standards and more efficiently create intervention strategies. The use of online digital resources expands learning opportunities while minimizing the use of disposable resources such as paper and workbooks. Technology is used by the teachers and school administrators to track attendance data required for funding and to provide data for mandated reports in an efficient and automated manner.</p>

Research Findings for Instructional Technology

Independent studies have shown “statistically significant positive association between ICT [instructional technology] use and higher student achievement in primary and secondary education” (Timotheou et al.) Further, Instructional Technology “helps students access digital information and course content effectively and efficiently, supports student-centered and self-directed learning, as well as the development of a creative learning environment where more opportunities for critical thinking skills are offered, and promotes collaborative learning in a distance-learning environment” (Timotheou et al.) Instructional Technology positively impacts a

broad variety of skills, including problem-solving, pattern exploration skills, metacognitive learning outcomes, literacy skills, computational thinking skills, emotion control skills, and collaborative inquiry skills” (Timotheou et al.) Additionally, “Technology-supported personalised learning has a statistically significant, positive effect on learning outcomes.” (Major et al.)

However, the efficacy of Instructional technology is highly dependent on how it is used and embedded in the learning experience. When technology is being used by both teachers and students, the students are “getting significant lift (three-quarters of a year of learning)” (Bryant et al.) While these impacts vary greatly throughout the world, in the US the greatest learning gains are seen when students use devices for 60 minutes or more per week. (Bryant et al.)

Improper application of technology in the learning environment may have detrimental effects. Students tend to comprehend what they read on paper better than what they read online, and they tend to perform worse in online tests compared with testing on paper. (Kolb) Additionally, having up-to-date and functioning technology matters as “students who used devices that were older and had slower processors had a worse quality of learning experiences than those who had newer devices with stronger specifications.” (Kolb)

These studies collectively show that Instructional Technology can have a significant positive impact on student learning outcomes, but only if the teachers are trained and supported in the effective use of up-to-date technology tools.

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.

Description

Instructional technology is one of the most efficient and effective ways to provide differentiated instruction and targeted learning environments for students. It has also proved invaluable in alternative modes of instruction such as distance learning. The technology teacher leaders and school computer technicians ensure that all sites have the training and support needed to integrate instructional technology into the learning program effectively. Staff also assist with targeted support for students with greater needs through their participation in programs such as the Chromebook and Hotspot distribution and maintenance.

This program ensures that a baseline of support, training, and technology tools are delivered to all schools, students, and teachers throughout the district.

By ensuring that all schools have both dedicated technology support from the school computer technicians and dedicated professional development assistance from their technology teacher leaders, schools that may not have the same volunteer support resources from parents and/or the community are not left behind in the implementation of their instructional technology program.

Data metrics may include usage logs for funded systems, support logs by technology teacher leaders, as well as help desk ticket history for computer technicians and the technology supervisor. This may be combined with standardized assessment data to analyze the efficacy of this funding as used. Additionally, several program measures have been added as outlined in this plan for year-over-year comparisons.

The programmatic goal of these funds is to support technology used in the instructional program, both for in-person learning and distance learning. Staff provide expertise in integrating technology into classroom practice, and provide hardware and software support to school teachers, staff, and administrators.

The Technology Supervisor directly oversees the school technicians and spends much of his time in schools. The position also provides expanded professional development opportunities for the School Techs and fosters a collaborative environment. (Funded to 1.0 FTE with 0.25 from the General Fund.)

The job of the technicians is to work with teachers and staff to keep computers, tablets, projectors, printers, and more functioning properly. They also help integrate technology with the curriculum and support teachers in the use of software such as Illuminate and Infinite Campus. They may help administrators, technology committees and School Site Councils make decisions about technology expenditures.

Since 2010-11, a TSA for Instructional Technology has been co-funded by BSEP Technology and BSEP Professional Development, and/or a Block Grant. For 2026-27, the BSEP Professional Development budget is no longer able to support 0.5 FTE, so the entire 1.0 FTE will be paid from the Instructional Technology budget.

This Resource will fund 19 Tech Teacher Leader stipends for the 2026-27 school year. A cohesive, long-range plan for ongoing professional development is critical to creating a culture where all teachers are technologically literate and can integrate these tools to increase students'

engagement and achievement. Part of that plan is to fund a Tech Teacher Leader (TTL) stipend at every site, and multiple TTL stipends at very large sites.

Districtwide technology software includes GoGuardian, which allows teachers to monitor and direct student activities on Chromebooks, and Google Workspace Enterprise, which provides tools such as Google Classroom, the Originality Reports plagiarism checker and expanded Google Meet video-conferencing capabilities. These systems will continue to be essential instructional technology tools. Follett Resource Manager allows the school library system to check out and track technology and equipment such as Chromebooks and musical instruments to students.

BSEP Funding in the schools provides up to \$6 per student for technology equipment, repairs and software licenses requested by the Principal.

The digital divide that is created by disparities in student's access to technology at home furthers inequities and places these students at an even greater disadvantage. Over time, the need for these services has decreased, with only 20 students currently checking out hotspots. The Alameda County Office of Education is currently working on a county-wide system to provide support for these students. However, since that system is still in the early planning stages, the district intends to continue providing these hotspots for the 26-27 school year.

Focal Student Groups

This program serves all students and teachers in all grade levels at all schools.

Changes from Prior Year

The district has provided assistance for families' use of technology in the form of workshops on a variety of topics and the development of online support resources. These have been positively received, but have reached a relatively small number of parents. Due to limited budgets and the relatively small impact of this program, it is being discontinued in 2026-27.

In 2025-26, the Student Information Specialist position, which trains and assists teachers, counselors, and site administrators with the Student Information System functions, was temporarily shifted to the program for one year. This position will be shifted back to the General Fund in 2026-27

Three expenses were shifted to the Measure E1 carryover budget for the 25/26 school year; the technology teacher leader stipend, the GoGuardian software subscription, and the school site per-pupil discretionary technology allocation. Due to the need to incorporate an additional 0.5 FTE TSA that was previously funded by the Professional Development program, some programs will still continue to be funded out of Measure E1 carryover in 2026-27. These will be the software subscriptions (Resource Manager, GoGuardian, Google Workspace) and the per-pupil allocation. The technology teacher leader stipends will be moved back to the Measure H budget.

Resources and Information

For additional information, please visit our [Instructional Technology Website](#) or the website for the [Technology Department](#).

Sources cited

Timotheou, Miliou, Dimitriadis, Villagr  Sobrino, Giannoutsou, Cachia, Mart nez Mon s, and Ioannou. "Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review" National Library of Medicine, <https://pmc.ncbi.nlm.nih.gov/articles/PMC9684747>

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Kolb, Liz. "7 Research Findings About Technology and Education" *Edutopia*, <https://www.edutopia.org/article/research-effectiveness-technology-learning/>

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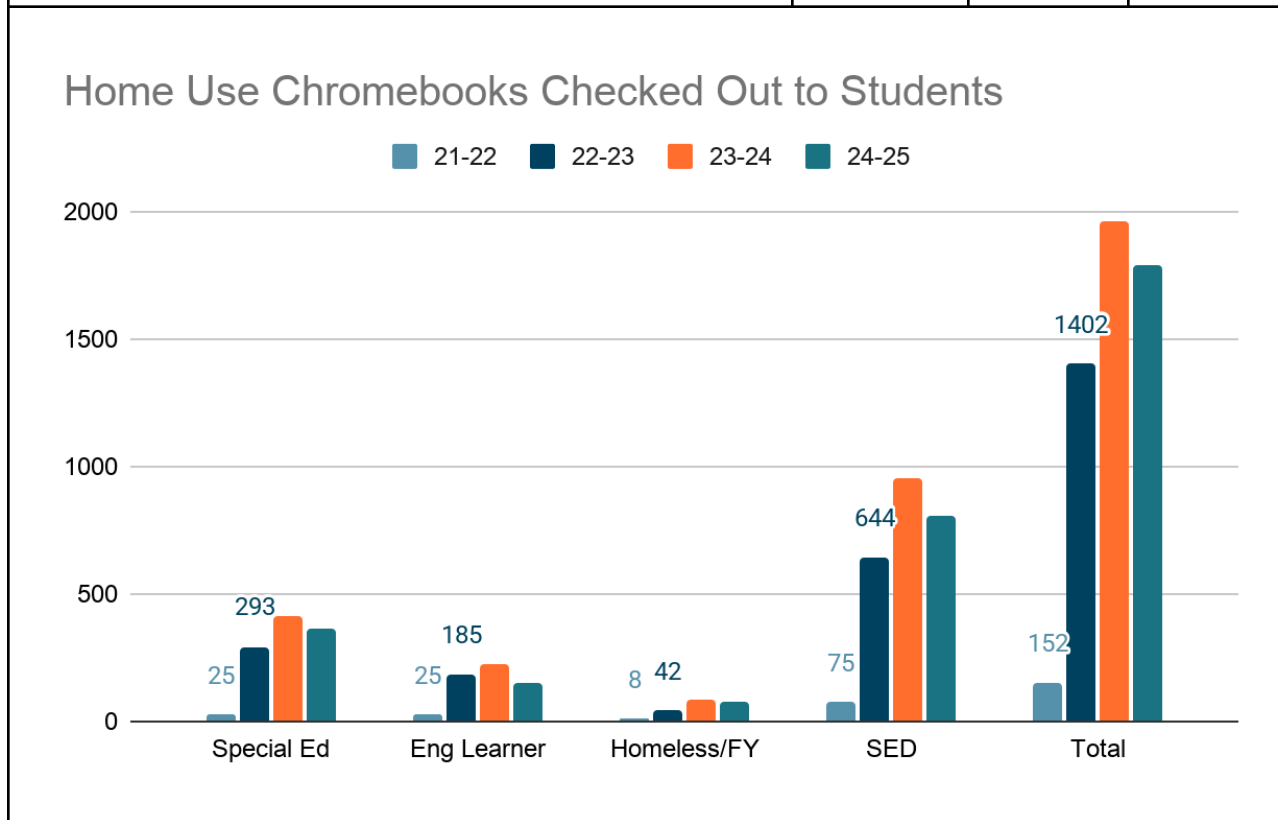
Program Measures

Implementation Measures (Offerings, Access and Participation)

All schools, all teachers, and all students have access to technology and the support provided by the BSEP-funded computer technicians, and the training provided by the BSEP-funded technology teacher leaders and TSA. The BSEP-funded software components are used in all schools grades TK-12. All schools receive the BSEP-funded discretionary instructional technology budget.

Instructional Technology Program Measures	2022-23	2023-24	2024-25
Staffing, Access, and Participation			
Number and percent of schools receiving per-pupil allocations for technology	16 schools, 100%	16 schools, 100%	16 schools, 100%
Average technology support FTE per school - Elementary	0.2 FTE	0.2 FTE	0.2 FTE
Average technology support FTE per school - Middle	0.66 FTE	0.66 FTE	0.66 FTE
Average technology support FTE per school - High	2 FTE	2 FTE	2 FTE
Professional Capacity			
Number of instructional technology professional development offerings	500	359	411
Number of instructional technology training/coaching sessions - Elementary	325	486	325
Number of instructional technology training/coaching sessions - Middle	131	228	159
Number of instructional technology training/coaching sessions - High	121	721	221
Number of professional development and coaching sessions - Districtwide Total	1,077	1,435	705
Number of support tickets closed - Elementary	1,507	1,455	1,499
Number of support tickets closed - Middle	1,227	970	1,364
Number of support tickets closed - High	1,471	1,021	1,240
Number of support tickets closed - - Districtwide Total	6,020	5,288	5,680

Instructional Technology Program Measures	2022-23	2023-24	2024-25
Elementary Classrooms Receiving Digital Citizenship Lessons	*NT	177	183
Middle School Classrooms Receiving Digital Citizenship Lessons	*NT	281	219
Classrooms Participating in Hour of Code	*NT	134	188
Students participating in Hour of Code	*NT	3,037	4,153
Average number of active "Google Classroom" classes on any given day	*NT	1,130	1,120
Diversity, Equity and Inclusion			
Parent workshops offered	NA	6	6
Total Parents Attended	NA	21	122



Individual students may be represented in more than one student group

*NT = Not tracked in the 2023-23 school year

Outcomes

Ready access to technology in the classroom provides for transformative teaching and learning practices. Students with Internet-connected devices have access to more engaging, multi-modal instruction, faster and more varied research opportunities, and additional methods for project-based, problem-based, and collaborative learning strategies. Asynchronous and distance learning opportunities are expanded. Students who don't have equal access to technology outside the school environment will still be able to learn digital literacy skills which are an essential success factor in the modern world.

Budget

As Berkeley Unified School District continues to face budget challenges, the Instructional Technology TSA position can no longer be co-funded from the Professional Development budget, so it has been fully moved to this budget. This budget continues to incorporate the cuts to Conference and travel expenses and classified extra duty allocations made in 2025-26. Additionally, parent workshops, which were impacting a relatively small number of parents, have been cut. No additional cuts have been made in the 2026-27 budget, and the resulting budget is deficit spending by \$69, 740. The Measure E1 carryover will carry this deficit.

2026-27 Measure E1 Carryover Plan

The following expenses will be temporarily moved to the Measure E1 carryover for the 26-27 year: school site per-pupil allocation, and software subscriptions for GoGuardian, Google Workspace, and Resource Manager. Any remaining funds from Measure E1 may be expended in subsequent years for the purposes outlined in Measure E1 until funds are exhausted.

Resources Overview

Funding Source	2023-24	2024-25 (Adopted Budget)	2025- 26	2026-27 (Projected)
BSEP Measure H	1,326,949	1,346,756	1,411,434	1,453,777
BSEP Measure E1 Carryover	See above	See above	See above	154,060
Grant	20,000	545,105	50,000	135,000
Schools Fund	20,000	0	0	0
General Fund	1,241,200	1,241,200	1,037,186	TBD
Measure G	111,000	880,000	800,000	1,000,000
Total	2,719,149	4,013,061	3,298,620	2,742,837

2026-27 BSEP Measure H - Proposed

Budget Summary for Instructional Technology 2026-27		Year 2
Measure H, Resource 0862		Measure H
5/12/26		3% COLA
		<u>2026-27</u>
Revenue		1,453,777
Expense		
Technology Staff		1,173,663
Classified Extra Duty		0
Technology Teacher Leader Stipends		59,142
Technology Software & Equipment for Schools		0
Professional Development		0
Digital Equity		5,000
Reserve for Personnel Variance		70,420
Indirect Cost		60,963
Total Expenses		1,369,188
Net Change to Fund Balance		84,589
Beginning Fund Balance		0
Net Increase/(Decrease) in Fund Balance		84,589
Ending Fund Balance		84,589

2026-27 Measure E1 Carryover Budget

Budget Summary for Instructional Technology 2025-26	
Measure E1, Resource 0762	
5/12/26	
	2026-27 DRAFT P&O 5/12/26
Revenue	294,536
Expense	
Classified Extra Duty and Professional	0
Technology Teacher Leader Stipends	0
Technology Software & Equipment for Schools	147,200
Professional Development	0
Digital Equity	0
Reserve for Personnel Variance	0
Indirect Cost	6,860
Total Expenses	154,060
Ending Fund Balance	140,476

2026-27 Budget Details - Proposed

2026-27 Detailed Budget (Measure H)		FTE	Dollar	Measure E1 Carryover	TOTAL	Changes 5/12/26
Revenue			1,453,777	294,536	1,748,313	
Expenses						
Staffing		8.20	1,173,663	0	1,173,663	
	School Computer Technician	6.20	797,699		797,699	
	Instructional Technology TSA	1.00	152,129		152,129	Increase from .5 to 1.0 (shifted from BSEP PD)
	Technology Supervisor	0.75	158,764			
	Director of Technology	0.25	65,071		65,071	
	Classified Extra Duty		0	0	0	
	Technology Teacher Leader Stipends		59,142	0	59,142	
	Technology Software & Equipment for Schools		0	147,200	147,200	
	Resource Manager		0	8,000	8,000	
	GoGuardian Contract		0	36,200	36,200	
	Google Workspace Enterprise		0	43,000	43,000	
	Per pupil Allocation		0	60,000	60,000	
	Professional Development		0	0	0	
	Workshops and Training		0		0	
	Confernces		0		0	
	Digital Equity		5,000	0	5,000	
	Student Hotspot Subscriptions		5,000		5,000	
	Reserve for Personnel Variance @ 6%		70,420	0	70,420	
	Indirect Cost 4.66%		60,963	6,860	67,823	
Total			1,369,188	154,060	1,523,247	
Net Change to Fund Balance			84,589			
Beginning Fund Balance			0	294,536		
	Net Increase/(Decrease) in Fund Balance		84,589	(154,060)		
Ending Fund Balance			84,589	140,476	225,066	