

# ATTACHMENT 1

## BSEP High Quality Instruction Annual Plan 2021-22



**April 21, 2021**

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**BSEP**  
**High Quality Instruction:**  
**Professional Development**  
**Annual Plan**  
**2021-22**



**Approved by the P&O Committee April 13, 2021**

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# Professional Development Program Overview

## 1. PROGRAM MISSION and VISION:

In order to support district goals for excellence, equity, engagement and enrichment in all classrooms, professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes.

## 2. BSEP MEASURE E1 STATED PURPOSE and USES:

"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."

## 3. BSEP FUND USE SUMMARY:

A full-time **Coordinator of Professional Development** oversees the program, which includes strengthening subject area teaching strategies in core curriculum areas such as Literacy, Math and Science, as well as providing support for culturally responsive and anti-racist teaching strategies. For the 2021-22 year, staffing may include:

- |   |          |
|---|----------|
| • Professional Development Coordinator  | 1.00 FTE |
| • K-5 Lead Literacy Coach               | 0.50 FTE |
| • Elementary Literacy Site Coaches      | 2.75 FTE |
| • Middle School Literacy Site Coaches   | 1.20 FTE |
| • District / King Middle School Coach   | 1.00 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 |

#### 4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

##### **Ethnic Studies Program Development**

Support the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation.

##### **BHS Math Support:**

\$40,000 funding to support instructional practices in 9th and 10th grade, where students are experiencing struggles, and pass rates for African-American students are of high concern.

#### 5. BSEP BUDGET SUMMARY

**Revised 04/08/2021**

##### **Budget Summary for Professional Development 2021-22**

##### **BSEP Measure E1 Resource 0741**

##### **Expense**

Staffing	1,602,570
Stipends, Workshops	200,000
Initiatives	230,000
Reserve for Personnel Variance	80,129

<b>Subtotal Expense</b>	<b>2,112,699</b>
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#### 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- The .25 FTE for each elementary literacy coach is supplemented through .50 FTE provided by Student Support budget and the remaining FTE is provided by Site funds.
- The District Instructional Technology TSA is co-funded with the Instructional Technology budget.

*NOTE: This budget is part of the discretionary allocation of the larger High Quality Instruction Budget. Over the next three years, reductions in spending in the Discretionary budgets (Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support) should be reduced, especially if revenues flatten and expenses in the Teacher Template grow due to increased enrollment and costs.*

*The fund balance is likely to be sustainable, but the degree of draw-down for ongoing costs is not, such that plans should be made to reduce discretionary expenditures by about 5% per year (around \$300K/yr, pending revenue and expense growth) for the remainder of the measure.*

## Professional Development Program Equity and Quality Measures

### 1. PARTICIPATION and OUTREACH:

*How do programs address issues of equity, access, and opportunity, including targeted funding and supports?*

The district has been engaging in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad and her identified five pursuits.

All Pre-K-8th grade staff (certificated and classified) have been included in district-wide professional development on this topic. The future work consists of facilitating collaboration time to plan around embedding the five pursuits into our current curriculum.

### 2. REPRESENTATION, DIVERSITY and INCLUSION:

*How do programs reflect and support the diversity of our families and students?*

The PD program is primarily oriented toward improving staff practices which include culturally responsive teaching practices, anti-racist/abolitionist teaching, LGBTQ+ perspectives, gender and transgender equity, and ethnic studies in teaching practices which are inclusive and representative of our diverse student body and their families.

The department will also continue working closely with the Office of Family Engagement and Equity to offer families training including: social emotional learning, anti-bias work, culturally relevant training, implementation of our CCEIS plan, and the African-American Framework committee.

### 3. STAFFING/PROFESSIONAL DEVELOPMENT:

*How does staffing and/or professional development of this program address equity and district goals?*

Professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes. The Coordinator of Professional Development, Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

#### **4. DATA/OUTCOMES:**

*What data/metrics could be used to report on outcomes? Are there SMART goals?*

There are specific outcomes outlined in the CCEIS plan that the Professional development will be supporting, including but not limited to: the adoption of a Universal Screener for literacy, creation of district-wide benchmark assessments for literacy and mathematics, creation of individual learning plans for selected African-American and Latin X students, and site walk-through data.

#### **5. QUALITATIVE BENEFITS:**

*What elements are not quantitative but of significant value to the program and/or district?*

The implementation of Equity and Math Leads is extremely valuable to the program. We continue to deepen understanding on the aspects of abolitionist teaching critical to increasing the performance of our African-American and Latinx students and the effective components of an effective Tier I balanced mathematical program.

## **PROFESSIONAL DEVELOPMENT 2021-22 BUDGET DETAILS**

**Staffing** **\$1,602,570**

**Coordinator of Professional Development** **1.00 FTE**

This position ensures that the professional development outlined in this proposal is well-organized and provided as outlined.

**K-5 Lead Literacy Coach** **0.50 FTE**

This position facilitates the work of the elementary school literacy coaches, providing training in coaching as well as in effective strategies for teaching literacy skills. In addition to these workshops for site literacy coaches, the position leads professional development for classroom teachers and facilitates the administration of district reading, writing and spelling assessments in grades K-5. For 2021-2022, the recommendation is to continue this position at .50 FTE, which is a continued reduction in capacity as compared to 2018-2019.

**Elementary Literacy Coaches** **2.75 FTE**

Each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. The literacy coaches support teachers in implementing a comprehensive Common Core aligned English Language Arts Literacy plan including: Teachers College Reading and Writing Program, Systematic Fast Track Phonics, integrated English Development, as well as literacy across content areas. For 2021-2022, the plan is to continue to fund 0.25 FTE for Literacy Coaches at 11 elementary school sites through BSEP Professional Development funds. The remaining FTE is provided through a combination of BSEP Student Support funds, LCAP, and Site funds.

**Middle School Literacy Coaches** **1.2 FTE**

Previously funded from designated limited-term funds for the implementation of common core state standards, the recent adoption of the new middle school language arts curriculum makes extending these positions valuable. Coaches currently serve as both interventionists and coaches for teachers, and support assessment and curriculum development.

**District Middle School Literacy Coach** **1.0 FTE**

This position supports King Middle school as well as District-Wide Literacy Coaching needs at the Middle School Level.



**K-5 Math Coach****1.0 FTE**

The K-5 Math Coach broadly supports the elementary mathematics program district-wide through curriculum and assessment development, working with classroom teachers and math teacher leaders at each site to support and improve mathematics instruction. The coach provides direct in-class modeling for teachers and plays a lead role in the design and delivery of professional development.

**K-8 Science TSA****0.40 FTE**

This position supports K-8 science teachers and the implementation of the Next Generation Science Standards (NGSS). This position facilitates the Elementary Science Release Teachers monthly meetings, as well as Middle School Collaborations for science and STEM.

**BHS Professional Development Leaders****4.4 FTE**

Berkeley High School will continue to focus its professional development efforts on professional learning communities school-wide, as well as within learning communities and departments. Teacher-led teams from learning communities and the departments participate in this collaborative structure and the presence of this teacher leadership model ensures that a consistent and collaborative focus remains on instruction. While administrators are ultimately responsible for instructional leadership and supervision of teaching and learning, this current teacher leadership structure ensures that relevant and peer-led staff development remains consistent in the face of the many operational, behavioral, and structural challenges that regularly pull administrators away from an instructional focus.

**BHS Instructional Technology Teacher TSA****1.00 FTE**

The BHS position supports both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

**District Instructional Technology TSA****0.50 FTE**

Since 2010-11, a TSA for Instructional Technology has been co-funded by BSEP Technology and BSEP Professional Development. In 20-21, the entire 1.0 was funded by Technology. To ensure that this crucial position survives it is still being included in this budget, but as needs for software and equipment have continued to place demands on the Technology budget, restoring this position back in PD would rebalance the Tech budget.

**Ethnic Studies Program Development TSA****1.0 FTE**

Support the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation.

**Program Expenditures****\$200,000*****K-8 Curriculum Teacher Leaders - Stipends*****\$70,000**

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding for 2021-22 will provide stipends for 27 Teacher Leaders, currently envisioned as 14 Math Teacher Leaders, 11 Equity Teacher Leaders, 1 TK Teacher Leader, and 1 K-5 PE Teacher Leader.

**Culturally Responsive Teaching Workshops****\$40,000**

Many of our BUSD teaching staff have participated in Culturally Responsive Teaching workshops and coaching in order to learn strategies which engage our African-American students in learning more effectively. Our next steps include fully integrating content instructional pedagogy with Culturally Competent strategies to support teaching and learning. We need standards based rigor to work in concert with Culturally responsive pedagogy to meet the needs of our underserved populations, specifically African American students and our English Language Learners. Utilizing a content agnostic rubric to use to reflect on teaching and learning is essential for building teacher expertise in these areas. Areas of focus for 21-22 include the Literacy Improvement Plan and English Language Development.

This fund would enable more staff to attend relevant workshops, participate in collaborative meetings, and engage consultants who would work in conjunction with the District staff members leading this initiative in BUSD.

***BHS Math Support*****\$40,000**

Funding would support instructional practices in 9th and 10th grade, where students are experiencing struggles, and pass rates for African-American students are of high concern.

***Teacher-Initiated Professional Development (TIP)*****\$50,000**

The Educational Services Division will work with site principals to develop annual professional learning or collaboration goals for this funding. Priority consideration will be given to subject areas or skill areas that have not recently received major allocations for professional learning; specifically, world languages, visual and performing arts, special education, special education instructional assistants, and K-8 mathematics.

**Professional Development Initiatives****\$230,000**

The following are priority areas for 2021-22, some of which are ongoing initiatives, others are considerations for strengthening areas of need, and include some shorter term (one or two year) investments. As new data is analyzed and needs evolve, the overall areas of focus remain, but proportions dedicated to each priority might change.

***Math Training*****\$75,000**

BUSD has worked with SVMi to support math professional development for several years. K-8 Math coaches have attended their summer institute in order to provide excellent professional development for our district-wide staff development days. During the school year, K-5 Math Teacher Leaders attend SVMi follow up days with great impact to their Tier 1 instruction, as well as their ability to lead site Professional Development to support Common Core State Standards. Funds will be used to cover sub costs and travel expenses for all 2nd and 3rd grade teachers to attend the Silicon Valley Math Institute (SVMi) professional development days for the 21-22 school year, as well as other research based math professional development.

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

Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning, Funds will be used for up to 30 teachers for Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2021-2022, training and support for Integrated English Language Development strategies would extend to K-5 classroom teachers by developing specific pedagogical strategies for use in the Tier 1 classroom that provide access for English Language Learners.

***Social-Emotional Learning K-12*****\$50,000**

These funds would provide professional development for teachers on social-emotional learning, including consent education to elementary and secondary students. The goal is to strengthen work with curriculum such as Toolbox, anti-bullying, by-standing restorative practices and other initiatives that help prevent bullying, sexual harassment and assault.

***Ethnic Studies Program Development*****\$35,000**

As this program is developed, funds will be needed for production of new materials, conference attendance, and consultation.

**BSEP**  
**High Quality Instruction:**  
**Program Evaluation**  
**DRAFT Annual Plan**  
**2021-22**



**Approved by the P&O Committee on April 13, 2021**

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# Program Overview

## 1. PROGRAM MISSION and VISION:

As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. If the District enables insightful use of the right data at the right time by the right people, then it will realize more coherent, consistent, and sustainable improvements at scale.

Progress of this magnitude will in turn more powerfully impact children's academic learning, human development, and life prospects for the better. In order to provide data and analysis to support equity-driven decision-making to support student success, the current research, evaluation, and assessment department will undergo a restructuring and re-envisioning process to determine the most essential, equity-focused research services for the students, staff and BUSD community at large.

## 2. BSEP MEASURE E1 STATED PURPOSE and USES:

"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."

## 3. BSEP FUND USE SUMMARY:

### Program Evaluation Staff

- |  |         |
|--|---------|
| • Teachers on Special Assignment         | 3.0 FTE |
| • Coordinator of Research and Evaluation | .4 FTE  |
| • Evaluation and Assessment Analyst      | 1.0 FTE |
| • Administrative Staff                   | 0.5 FTE |

## 4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

### A Possible Reorganization of the BREA Department:

- Coordinator position could become Manager or Director
- Addition of 0.60 TSA to expand department capacity for program evaluation, support of universal screeners, and comprehensive assessments

## 5. BSEP BUDGET SUMMARY

<b>BSEP 0741 Evaluation Budget Summary</b>		
<b>Revised 04/08/2021</b>		
<b>Resource Summary</b>		
<b>Budget Summary for Program Evaluation in 2021-22</b>		
<b>BSEP Measure E1, Resource 0741</b>		
		<b><u>2021-22</u></b>
<b>Expense</b>		
	Program Evaluation Staff	571,423
	Professional Development (BREA Staff)	18,500
	Supplies and Equipment	12,000
	Contracted Services	65,000
	Reserve for Personnel Variance	40,571
<b>Total Expense</b>		<b>707,494</b>

## 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- The Coordinator position is co-funded with the General Fund.

*NOTE: This budget is part of the discretionary allocation of the larger High Quality Instruction Budget. Over the next three years, reductions in spending in the Discretionary budgets (Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support) should be reduced, especially if revenues flatten and expenses in the Teacher Template grow due to increased enrollment and costs.*

*The fund balance is likely to be sustainable, but the degree of draw-down for ongoing costs is not, such that plans should be made to reduce discretionary expenditures by about 5% per year (around \$300K/yr, pending revenue and expense growth) for the remainder of the measure.*

## **Program Evaluation Equity and Quality Measures**

### **1. PARTICIPATION and OUTREACH:**

*How does this program address issues of equity, access, and opportunity, including targeted funding and supports?*

The work of BREA focuses on issues of equity and access in myriad ways, including but not limited to:

- Identifying data inaccuracies regarding historically marginalized groups and working across departments to create data correction workflows
- Focusing all site and district reports on key student groups by disaggregating data in reports to show opportunity and outcome for students of color, English learners, students experiencing socio-economic disadvantage, and students with IEPs
- Collaborating with district leaders and principals to develop improvement plans with research-driven metrics and data-driven decision making to work towards more equitable opportunities and outcomes
- Creating research partnerships that aim to improve access to programming for marginalized students

### **2. REPRESENTATION, DIVERSITY and INCLUSION:**

*How does this program reflect and/or support the diversity of our families and students?*

BREA strives to bring issues facing our students and community to the forefront of the research agenda. The department prioritizes research focused on equity.

### **3. STAFFING/PROFESSIONAL DEVELOPMENT:**

*How does staffing and/or P.D. for this program address equity and district goals?*

Professional learning for the BREA team focuses on two areas. First, we work to enhance our research and data analysis skills. This improves our ability to help Berkeley leaders make data-driven decisions. For example, slight changes in data need to be analyzed for statistical significance and improvements in student outcomes need to be researched to determine if they were caused by a particular program or simply correlated to the program.

#### **4. DATA/OUTCOMES:**

*What data/metrics could be used to report on outcomes?*

BREA conducts an annual audit of the research and data requests made by various district and community stakeholders.

#### **5. QUALITATIVE BENEFITS:**

*What elements are not quantitative but of significant value to the program and/or district?*

Semi-structured interviews could be analyzed to determine how BREA-provided reports have been used to make more equitable decisions.



## PROGRAM EVALUATION IN 2021-22

### BUDGET RECOMMENDATION DETAILS

<b>Staffing</b>		<b><u>\$571,423</u></b>
• Teachers on Special Assignment	3.0 FTE	
• Coordinator of Research and Evaluation	.40 FTE	
• Evaluation and Assessment Analyst	1.0 FTE	
• Administrative Staff	0.5 FTE	

#### **Teachers on Special Assignment** **3.0 FTE**

provide staff development and research support to teachers, principals, district office staff and School Site Council (SSC) members in how to design improvement plans based on research and data. Staff development is provided primarily to certificated staff at the site and district-level and consists of both group training sessions as well as individualized support.

#### **The Evaluation Assessment Analyst and BREA Administrative Support** **1.5 FTE**

These positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments; import and enter data into the data systems; ensure accuracy of data; develop queries and reports in Illuminate; generate a variety of other reports and documents; manage user accounts; and develop and maintain various databases and files.

#### **Coordinator of Research, Evaluation, and Assessment** **0.4 FTE**

is responsible for external research partnerships to ensure alignment to district priorities. The position should head key internal research studies to determine the efficacy of district programs affecting our students. As the head of research and evaluation, leads the assessment and accountability work of the TSAs and manages the program evaluation budget. The coordinator helps site leaders and district office staff prepare for their presentations to community stakeholders and the board of directors.

## Program Expenditures

### **Certificated Hourly - Extra Duty (BREA TSAs)**

**\$12,000**

In order to complete important tasks at both the close of the school year, and in the period prior to the opening of school, this budget will permit BREA staff and other employees to complete closeout and startup tasks.

### **Professional Development for BREA Staff**

**\$6,500**

Professional development will support staff facilitation of district evaluation and assessment activities and on-line and instructional components of *Illuminate*.

### **Contracted Services**

**\$65,000**

The Evaluation and Assessment Office maintains the central repository for all student assessment information in the District. Currently, these data are stored by *Illuminate* software, and accessed through a web interface by instructional staff. BREA has been the vehicle for creating and scanning answer sheets for district assessments as well as analyzing both state and district assessment data. Key Data Systems provides test items that are specifically developed to measure student mastery of California State Standards. As a formative assessment, the questions are intended to help educators improve instruction by revealing common student misconceptions. Every assessment includes a Teacher Rationale document that explains student errors. Key Data Systems is a partner with *Illuminate* and will serve to enhance the Item Bank particularly because it is aligned to the new State Standards. In addition, both the World Language and Science departments at BHS have committed to developing a greater number of common assessments using Key Data Systems.

### **Supplies and Equipment**

**\$12,000**

Books, supplies and office equipment are estimated to allow for an upgrade to staff laptops and desktops.

**BSEP**  
**High Quality Instruction:**  
**Expanded Course Offerings**  
**and**  
**Classroom Support**  
**Annual Plan**  
**2021-22**



**Approved by the P&O Committee on April 13, 2021**

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## Classroom Support *and* Expanded Course Offerings Overview

### 1. PROGRAM MISSION and VISION:

The Classroom Support resource may provide additional FTE for special programs in need of support beyond that provided through the Teacher Template calculation. 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.

### 2. BSEP MEASURE E1 STATED PURPOSE and USES

“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**.”

### 3. BSEP FUND USE SUMMARY

Expanded Course Offerings:	7.8 FTE
Classroom Support:	15.2 FTE

### 4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

Expanded Course Offerings  
BHS Chemistry Support Sections: 0.2 FTE

Classroom Support  
TWI/Math support: 1.0 FTE  
Willard math support: 0.2 FTE

## 5. BSEP BUDGET SUMMARY

<b>BSEP Measure E1 Resource 0741</b>	<b><u>2021-22</u></b>
<b>ECO (7.8 FTE)</b>	
Staffing	838,259
Reserve for Personnel Variance	<u>41,913</u>
<b>Subtotal Expense</b>	<b>880,172</b>
<b>Classroom Support (15.2 FTE)</b>	
Staffing	1,674,461
Reserve for Personnel Variance	<u>83,723</u>
<b>Subtotal Expense</b>	<b>1,758,184</b>
<b>Total ECO and Classroom Support</b>	<b>2,638,356</b>

## 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- All ECO classes are funded through BSEP.
- Many of the positions in Classroom Support are co-funded by GF or LCAP, or used to be funded through those sources, or through one-time funds.

*This budget is part of the discretionary allocation of the larger High Quality Instruction Budget. Over the next three years, reductions in spending in the Discretionary budgets (Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support) should be reduced, especially if revenues flatten and expenses in the Teacher Template grow due to increased enrollment and costs. The fund balance is likely to be sustainable, but the degree of draw-down for ongoing costs is not, such that plans should be made to reduce discretionary expenditures by about 5% per year (around \$300K/yr, pending revenue and expense growth) for the remainder of the measure.*

## **BUDGET RECOMMENDATIONS EXPANDED COURSE OFFERINGS IN 2021-22**

Staffing **\$880,172**

The proposal for 2021-22 is to have BSEP ECO provide 7.8 FTE, as follows:

- 0.4 FTE Longfellow Middle School
- 0.4 FTE Willard Middle School
- 0.8 FTE King Middle School
- 6.2 FTE Berkeley High School

### **New for 2021-22: BHS Chemistry Support Sections**

Included in the allocation to BHS is an additional 0.2 FTE for Chemistry - this funding would expand the number of Chemistry sections offered to BHS students, allowing for smaller classes to better support struggling students with the goal of reducing the number of students who aren't able to progress past Chemistry.

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## **BUDGET RECOMMENDATIONS CLASSROOM SUPPORT IN 2021-22**

Staffing: **\$1,758,184**

This resource may provide additional FTE for special programs in need of support beyond that provided through the Teacher Template calculation. For 2021-22, the additional staffing would total 15.2 FTE.

U9 Support 5.0 FTE

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.

Sylvia Mendez TWI Support 0.6 FTE

At Sylvia Mendez Elementary School, an additional 0.6 FTE is provided for a teacher who provides small group supports to help manage a gap in proficiency in a student's home language while also trying to grow their skills in a second language. The small group intensive reading and writing groups helps equalize the challenges of kids and families in

dual language instruction, providing support for students who are struggling academically in general and who did not have the advantage of bilingual preschools or other preparations. Without this support, the TWI program could become a very stratified program that best serves only those who already have tremendous educational and cultural advantages.

International Baccalaureate Support

0.4 FTE

In 2019-20, as part of the reductions to costs in the General Fund, BSEP took on partial funding for the 1.0 position of International Baccalaureate Coordinator at Berkeley High School. The IB Coordinator is responsible for alignment of the IB curriculum and pedagogy, staff training and support, IB assessment, components of the IB program, including the Extended Essay and the *Creativity, Action, Service* project. The Coordinator ensures compliance with all programmatic requirements of the International Baccalaureate Organization, and also facilitates family and student engagement for the 360 students enrolled in IB courses.

Support for Students with Disabilities

5.0 FTE

This addition to the BSEP HQI budget will permit the district to provide additional support for students with disabilities. First, three new 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 IEPs 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 and full inclusion.

504 Coordinator

1.0 FTE

At Berkeley High School, there are over 400 students with Section 504 accommodations to support their academic success. Students with 504 plans, and the teachers who are responsible for the implementation of these accommodations, would benefit from the guidance and supervision of a dedicated 504 Coordinator.

BHS Student Activities Director

1.0 FTE

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. In addition, the DOSA teaches the elective course "Leadership Study and Practice" to six whole-school leadership teams, working directly with over 80 Associated Student Body (ASB) leadership students who earn elective credit for their participation at weekly meetings to plan activities for their classmates, guiding student leaders and providing input to administrators in shaping the culture and values of the BHS community towards the goals of the school wide action plan. The DOSA also works with over 130 junior and senior high school student Link Leaders who serve as ambassadors for the incoming 9th grade students at orientation and beyond during monthly training sessions. This position has been funded through the General Fund allocation to Berkeley High, and due to the close work with students across the school, is proposed for ongoing funding through this BSEP resource.

BHS Dean of Attendance 1.0 FTE

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. This position had initially been funded through General Fund resources, and in 2019-20 was funded through BSEP Measure A carryover funds.

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### **New for 2021-22**

In addition to the 14.0 FTE for Classroom Support listed above, a continuation of BSEP funding commitments from 2020-21, there are 1.2 in FTE proposed for new BSEP funding from this resource beginning in 2021-22, as follows:

**TWI/Math support: Sylvia Mendez, Thousand Oaks, Longfellow:** 1.0 FTE  
Longfellow Middle School, Sylvia Mendez Elementary, and Thousand Oaks Elementary each receive funding for math support for their Two Way Immersion (TWI), or bilingual programs. The support pays for a percentage of a certificated staff position with Longfellow receiving 0.60 FTE, and Sylvia Mendez and Thousand Oaks receiving 0.20 FTE each. An LCFF supplemental paid for the 2020-2021 school year, and is not available to fund the program for the 2021-2022 school year.

**Willard math support:** 0.2 FTE  
This funding will maintain the FTE previously funded through LCAP to keep the Willard FTE at .6 FTE. This supports a class for students who are just below grade level in math - they preview and reteach the lessons with the goal of students achieving mastery on the standards.

Multi-Year Projection - Scenario A - declining COLA, increased costs = reductions 8-10%  
Measure E1, Resource 0741

	<u>E1 Year 5</u> <u>2021-22</u>	<u>Year 6</u> <u>2022-23</u>	<u>Year 7</u> <u>2023-24</u>	<u>Year 8</u> <u>2024-25</u>
		<u>COLA 1%</u>	<u>COLA 0.5%</u>	<u>COLA 0%</u>
Revenue	\$ 21,221,046	\$ 21,433,256	\$ 21,540,423	\$ 21,540,423
Transfers		<u>increase 2%</u>	<u>increase 1.5%</u>	<u>increase 1%</u>
Teacher Costs	\$ 14,262,400	14,547,648	14,765,863	14,913,521
Direct Support	\$ 571,700	583,134	591,881	597,800
Sub Compensation	\$ 256,800	<u>261,936</u>	<u>264,555</u>	<u>267,201</u>
Total Transfers to the General Fund	\$ 15,090,900	15,392,718	15,622,299	15,778,522
Net Revenue	\$ 6,130,146	6,040,538	\$ 5,918,124	\$ 5,761,901
Directly Charged Expense		<u>reduce 10%</u>	<u>reduce 10%</u>	<u>reduce 8%</u>
Professional Development	\$2,112,699	\$1,939,458	\$1,762,967	\$1,638,149
Program Evaluation	\$707,494	\$649,479	\$590,377	\$548,578
ECO	\$880,172	\$807,998	\$734,470	\$682,470
Classroom Support	\$1,758,184	\$1,614,013	\$1,467,138	\$1,363,264
Unallocated Reserve	<u>\$452,727</u>	<u>\$461,782</u>	<u>\$468,669</u>	<u>\$473,356</u>
Total Directly Charged Expense	\$5,911,276	\$5,472,730	\$5,023,621	\$4,705,817
Indirect Cost	\$1,138,318	\$1,130,907	\$1,119,009	\$1,110,251
Total Expense	\$7,049,594	\$6,603,637	\$6,142,630	\$5,816,068
Total Transfers and Expense	\$22,140,494	\$21,996,355	\$21,764,929	\$21,594,590
Revenue Less Transfers and Expense	-\$919,448	-\$563,098	-\$224,506	-\$54,167
Beginning Fund Balance	\$3,206,148	\$2,286,700	\$1,629,074	\$1,193,399
Net Increase/(Decrease) in Fund Balance	-\$919,448	-\$563,098	-\$224,506	-\$54,167
Ending Fund Balance	\$2,286,700	\$1,723,602	\$1,404,568	\$1,139,232

Assumptions:

Year 6 increased enrollment, increased costs to 2%, COLA only 1%

Year 7 increased costs to 1.5%, COLA only 0.5%

Year 8 increased costs to 1%, COLA is flat

Unallocated Reserve 3% each year also covers increased costs

Indirect Cost at 5.42%

Goal: Reduce Deficit Spending to near 0 by end of Measure. leave 3% reserve (approx \$700,000) for next measure

**Strategy: Reduce Directly Charged (discretionary) 10% Years 6 and 7, reduce 8% in final year.**

Multi-Year Projection - Scenario B - at least 2% COLA, increased costs = 5%, 5%, no reduction  
Measure E1, Resource 0741

	<u>E1 Year 5</u> <u>2021-22</u>	<u>Year 6</u> <u>2022-23</u>	<u>Year 7</u> <u>2023-24</u>	<u>Year 8</u> <u>2024-25</u>
		<u>COLA 2%</u>	<u>COLA 2%</u>	<u>COLA 2%</u>
Revenue	\$ 21,221,046	\$ 21,645,467	\$ 22,078,376	\$ 22,519,944
Transfers		<u>increase 2%</u>	<u>increase 1.5%</u>	<u>increase 1%</u>
Teacher Costs	\$ 14,262,400	14,476,336	14,693,481	14,840,416
Direct Support	\$ 571,700	580,276	588,980	594,869
Sub Compensation	\$ 256,800	260,652	263,259	265,891
Total Transfers to the General Fund	\$ 15,090,900	15,317,264	15,545,719	15,701,176
Net Revenue	\$ 6,130,146	6,328,203	6,532,657	6,818,767
Directly Charged Expense		<u>reduce 5%</u>	<u>reduce 3%</u>	<u>no reduction</u>
Professional Development	\$2,112,699	\$2,037,170	\$1,995,815	\$2,015,774
Program Evaluation	\$707,494	\$682,201	\$668,352	\$675,036
ECO	\$880,172	\$848,706	\$831,477	\$839,792
Classroom Support	\$1,758,184	\$1,695,329	\$1,626,668	\$1,642,935
Unallocated Reserve	\$452,727	\$459,518	\$466,372	\$471,035
Total Directly Charged Expense	\$5,911,276	\$5,722,924	\$5,588,685	\$5,644,572
Indirect Cost	\$1,138,318	\$1,140,378	\$1,145,485	\$1,156,940
Total Expense	\$7,049,594	\$6,863,302	\$6,734,169	\$6,801,511
Total Transfers and Expense	\$22,140,494	\$22,180,565	\$22,279,889	\$22,502,687
Revenue Less Transfers and Expense	-\$919,448	-\$535,099	-\$201,512	\$17,256
Beginning Fund Balance	\$3,206,148	\$2,286,700	\$1,629,074	\$1,193,399
Net Increase/(Decrease) in Fund Balance	-\$919,448	-\$535,099	-\$201,512	\$17,256
Ending Fund Balance	\$2,286,700	\$1,751,602	\$1,427,562	\$1,210,655

Assumptions:

Year 6 increased enrollment, increased costs to 2%, COLA is 2%

Year 7 increased costs to 1.5%, COLA is 2%

Year 8 increased costs to 1%, COLA is 2%

Unallocated Reserve 3% each year also covers increased costs

Indirect Cost at 5.42%

Goal: Reduce Deficit Spending to near 0 by end of Measure, leave 3% reserve (approx \$700,000) for next measure

**Strategy: Reduce Directly Charged (discretionary) 5% in Year 6, 3% in Year 7, no reduction in final year.**