

BUDGET PRIORITY INFORMATION FOR SCHOOL YEAR 18-19

Each year the Superintendent brings forward a list of current and competing priorities for funding through the base grant/general fund and seeks direction from the Board of Education for items on that list that the Board is interested in funding, or not funding, for the subsequent school year. These priorities are considered in two categories, those that represent ongoing commitments and expenditures, and those that are proposed for funding on a one-time or very limited term basis.

This year, BUSD faces the added complexity of needing to reduce expenses district-wide by approximately \$1.8 million. The need to reduce our overall budget is driven by a responsibility to ensure the multi-year fiscal health of the District, and to deal with a structural deficit that, if not addressed, would potentially compromise the District's financial well-being in the long term. Additionally, a portion of the new funding must be used to honor compensation agreements reached previously with our employees through their unions, as well as to address ongoing increases in pension costs.

Given these circumstances, this document aims to share both proposed reductions and expenditures for 2018-2019 beginning with the proposed budget reductions. Subsequently we then move to prioritized recommendations for the limited amount of "new" ongoing revenue that we are projecting for next year, as well recommendations for how to invest the \$2.3 million in projected funding that will be available for one-time or very limited-term projects and proposals in 2018-2019.

While it does seem counterintuitive to discuss ideas for new spending, albeit very limited new spending in 2018-2019, alongside a proposed set of reductions totaling \$1.8 million, staff understands that significant needs and challenges arise throughout our District annually irrespective of fiscal challenges. As a result, staff is making recommendations for a small group of expenditures fully realizing that actually funding them may require adding to the list of proposed cuts, or using the limited amount of "new" revenue to fund those newly surfaced priorities rather than to offset some of the current proposed reductions, or to address some portion of the multi-year structural spending concerns the District must address.

In an effort to clarify what these revenue sources and their accompanying sets of proposed expenditures look like, and to understand how they could interact with or impact one another, we are breaking this document into four sections:

Section 1: Proposed Budget reductions 2018-2019

Section 2: Proposed Additions to Ongoing Base Grant Funding for 2018-2019

Section 3: Other Ongoing Budget Priority Considerations (Dependent on Additional Funding)

Section 4: Proposed One-Time Expenditures for 2018-2019

Given the circumstances and the financial challenges BUSD may face over the next few years, Section 3 will be longer than in most years as staff, despite limited resources, wants to explicitly acknowledge and articulate a more comprehensive list of district-wide needs that would be prioritized for near-term funding if the status of ongoing revenue were to change for the better. Staff believes that while new funding may not be readily available for adding expenditures in 2018-2019, it is critical to demonstrate an understanding and recognition of needs that exist in a variety of areas across our District.

SECTION 1:

PROPOSED BUDGET REDUCTIONS 2018-2019

In the additional attachments to this Board item you will find “attachment B” which reflects the most current list of proposed reductions toward the overall budget reduction target of \$1.8 million in ongoing expenditures for the 2018-2019 school year.

These proposals have been considered by the Superintendent’s Budget Advisory Committee (SBAC), a group consisting of representatives from parent groups, unions, district staff, and community members. This committee has discussed and reviewed these proposals, along with significant community input and public comment, at a series of seven public meetings between May 30, 2017 and January 23, 2018.

On January 24, 2018, the Board will review and weigh in on these proposed reductions in the first of three discussions, the second and third of which will be held at regularly scheduled Board meetings on February 7 and February 21 respectively.

OVERVIEW OF PROPOSED ONGOING AND ONE-TIME EXPENDITURES FOR 19-19

Description	Proposed On-Going Base Grant Funding 2018-19	Proposed One-Time Expenditures 2018-19
Bilingual Support Teacher at LeConte Elementary	\$102,000.00	
Additional Safety Officer for King Middle School	\$67,500.00	
Clerical Support Title IX Office and K-8 Director/PD Department	\$120,000.00	
Personnel Cost Variance (3%)	\$8,685.00	
Indirect Costs (6.5%)	\$19,382.03	
Common Core Implementation and Professional Learning		\$509,000.00
Thousand Oaks Program Transition Support (.6 through 20-21)		\$180,000.00
Structured Literacy Instruction Program Model and Accompanying Materials and Professional Development K-8		\$300,000.00
9th Grade Mathematics Coordinator (.6 through 19-20)		\$144,000.00
BHS 2018-2019 Accreditation Visit Coordination (WASC)		\$21,000.00
Disaster Preparedness/Safety Equipment		\$200,000.00
Technology Improvements		\$100,000.00
Clerical Support for Title IX and K-8 Director/Professional Learning Department		\$120,000.00
MEET Program		\$30,000.00
BAS older Adults Program		\$60,000.00
Sexual and Racial Harassment Awareness and Training Funds		\$100,000.00

Screening Tools and Classroom Technology Supports for Mathematics		\$40,000.00
NGSS /Science Transition Costs at Secondary Schools		\$50,000.00
Personnel Cost Variance (3%)		\$55,620.00
Indirect Costs (6.5%)		\$124,125.30
Total	\$317,567.03	\$2,033,745.30

SECTION 2: PROPOSED ADDITIONS TO ONGOING BASE GRANT FUNDING

Given the current direction to reduce ongoing costs across the District by \$1.8 million for 2018-2019, our annual presentation of the Superintendent’s Budget Priorities has added complexity and challenges during this particular budget cycle and leads us to recommend a significantly smaller list of proposed additions to ongoing expenditures than what would be proposed in years where multi-year revenue was not a concern.

Total new ongoing revenue for 2018-2019 is projected to be \$3.3 million (an increase of \$1.3 million coming after the first interim report based on the governor’s January budget). However, staff cannot recommend immediate or extensive use of this “new revenue” to offset the currently proposed budget reductions because those reductions are not being suggested to address school year 2018-2019 alone. The proposed reductions are necessary to protect the District relative to multi-year, structural deficit concerns.

Adjustments to multi-year projections could create conditions wherein staff could amend or revise these current recommendations for new and ongoing expenses later in the Spring, yet those revisions would be dependent upon an unlikely scenario where revisions to the Governor’s budget in May would result in additional or unforeseen revenue coming to the District for 2018-2019.

At present, given these conditions and commitments, staff will be recommending a comparatively smaller list of priorities this year than in less challenging and complicated fiscal years. Staff must also note that actually funding any new items in 2018-2019 may require additional cuts to make room for those added ongoing costs or communicate widely that any new monies spent on new expenditures are monies that will not be available to offset proposed reductions for 2018-2019 or to protect against the potential for short and long term negative fiscal impact created by a multi-year structural deficit and/or lowered overall base grant revenue.

Staff is recommending the following limited additions to ongoing base-grant funding for 2018-2019 given the importance and impact of these proposed items on schools and programs.

The section that follows, SECTION 3, represents a longer, more comprehensive list of items, staffing, and programming that the District feels are important and would therefore recommend for funding if additional ongoing revenue became available.

**Limited List of Additional Ongoing Expenditures Proposed for 2018-2019
(Additional details for each item listed below)**

PROPOSED ONGOING ITEMS FOR 18-19	COST
Bilingual Support Teacher at LeConte Elementary	\$102,000.00
Additional Safety Officer for King Middle School	\$67,500.00
Clerical Support Title IX Office and K-8 Director/PD Department	\$120,000.00
Subtotal	\$289,500.00
Personnel Cost Variance (3%)	\$8,685.00
Subtotal	\$298,185.00
Indirect Costs (6.5%)	\$19,382.03
TOTAL	\$317,567.03

Full-Time Bilingual TWI Support Teacher for LeConte Elementary School
\$102,000

On a day-to-day basis, finding substitute teachers who can provide Spanish language instruction in our Two Way Immersion (TWI) program can be quite challenging. The impact on students and instruction in this program is even greater when long term teacher absences occur as a result of medical leaves, child-rearing leaves, or a variety of other legitimate reasons.

Staff is proposing to hire a full-time, highly qualified bilingual teacher to serve as a permanent standby substitute for both day-to-day and longer term absences in the TWI program.

On days when no substitute is needed, days that are rare, this support teacher could push into classrooms to team teach, could facilitate small group instruction, or could provide specific supports to focal or high needs students at the direction of the school principal.

This expenditure would be offset with savings generated by a reduced need for day-to-day and long term substitutes throughout the year.

Addition of 1.0 School Safety Officer for MLK Middle School \$67,500

King Middle School has the second largest enrollment in BUSD and is comparable in acreage to BHS. Safety staff is asked to supervise west to east from the tennis courts to the garden, and south to north from the track bordering Hopkins to Rose St.

Each floor needs minimally 2 people monitoring the halls during passing periods since the halls curve and create significant visibility challenges. A minimum of 6 people are required in the halls during passing periods which leaves a gap for the other areas---blacktop (PE), courtyard, science wing, M building (Seneca and other classes).

Lunchtime presents sizeable challenges as well requiring supervision of 2 sides of the Dining Commons full of 350 eighth graders while also supervising 350 seventh graders outside for recess.

King's staffing in this area has not increased even though enrollment has grown by approximately 200 students over the past ten years.

King currently is staffed with 3 safety officers who are there during the day (two from 8:00-4:00 and one from 10:00-6:00).

Clerical Support for Title IX Office and K-8 Director/ PD Department \$120,000

In recent years the District has added the positions of Title IX Coordinator and Director of K-8 Schools to generate continuous improvement in two distinct areas.

With the Director of K-8 schools, BUSD has created the capacity to have a daily, district supervisory and instructional leadership position integrated into our K-8 schools doing walkthroughs and collaborating with principals, as well as supervising and evaluating all K-8 principals. Additionally, the Director works tightly with the Coordinator of Professional Development, a partnership that has expanded professional learning opportunities for teachers across the District by a significant margin. Managing the planning, development, logistics and coordination of these workshops and opportunities requires significant clerical support with everything from scheduling, communication, filing, timesheets for teachers, and a host of other support tasks. Additionally, the K-8 Director serves as the primary facilitator and leader of principals meetings and bears responsibility for the evaluation load of all K-8 principals.

The Title IX Officer was a position put in place to, among other things, improve systems and responsiveness for complaints, and to expand the District's capacity to process those complaints and improve relationships with our parent community through them. The Title IX Officer has numerous responsibilities and complaints and compliance are just a few. The position is key in our efforts to create schools that are free from sexual harm or sexual violence as well as discrimination, and that are welcoming and supportive of all students.

Deadlines, turnaround times, and a wholly unpredictable, incident-based workflow, combined with significant amounts of documentation make clerical support vital to the success of this office and its efforts.

SECTION 3: Other Ongoing Budget Priority Considerations (Dependent on additional funding)

TECHNOLOGY SERVER SPECIALIST - \$120,000 ongoing cost

While the creation of the Technology Supervisor has led to much improved response to technology needs at the schools, there is still a significant lack of capacity to maintain our VMWare server infrastructure, which includes PowerSchool, Print Servers for schools, VersaTrans and Fleet Vision (Transportation), Destiny (Library), Read 180 (instructional), ShoreTel and Mitel (telephones), Food Service (Nutrition Services), and other servers. Currently, the server responsibilities are juggled by several people in the Tech Department, but the lack of a clearly identified point person causes issues with timely support and the ability to fix issues quickly. Staff has identified the need for a Server Specialist to support these needs. This position is not fully costed out, but with fringe benefits would likely be \$110,000-\$120,000.

SECOND REGISTERED NURSE (RN)- \$120,000 ongoing cost to be split cost 50/50 with Medi-Cal Collaborative Funding

Due to the significant increase in the number of students with diabetes, and given the new regulations regarding EpiPen maintenance and training, Hearing/Vision screenings, and pre-enrollment immunization requirements, our current 1.0 FTE RN is unable to sustain the needs of these students along with the additional duties to assess, serve, and support students with IEPs who have significant health conditions.

A bill currently pending in legislation proposes a staffing ratio for nurses as 1:750 healthy students. Currently in BUSD the ratio is 1:6,500 (K-8 only).

Staff is identifying a need for an additional 1.0 FTE for another District Registered Nurse (RN) for \$120,000 including benefits to be split 50/50 with Medi-Cal Collaborative funding.

OCCUPATIONAL THERAPIST (OT) - Ongoing \$100,000 cost split cost 50/50 with Medi-Cal Collaborative Funding

Currently Special Education staffs 5.0 FTE for occupational therapist service providers + 1.0 FTE for a Certified Occupational Therapy Assistant (COTA) to serve students with IEPs. However, there is a significant need for OTs to provide services to students who do not have an IEP via RtI support, teacher training or for 504 Plan services. Currently the SpEd OTs serve 25% of their time addressing general education student & staff needs which takes away their available time to serve students with IEPs who require their services.

Staff is identifying a need for an additional 1.0 FTE for another Occupational Therapist (OT) for \$100,000 including benefits to be split 50/50 with Medi-Cal Collaborative funding.

HUMAN RESOURCES GENERALIST - ongoing \$128,000 base grant funds

The Payroll Department performs some of the duties which should be performed in Human Resources. This has been a concern for many years but there have not been enough resources in Human Resources to address it. The job functions that Payroll performs on behalf of Human Resources include employee setups in the system, salary schedules, and STRS and PERS monitoring and compliance. Based on auditing standards, there should be a segregation of duties between employment processing of new hires and processing of payroll. Currently Payroll performs both sides of the transaction due to the lack of resources in Human Resources to perform this function. The compensating control is that HR provides a supporting document to payroll for the salary placement for Payroll staff to input the information on their behalf which creates a lot of unnecessary paperwork. In other Districts, the employee setup in the

system is performed in Human Resources. The input of employee setups by Human Resources will prevent duplication of work and reduce the volume of paperwork flowing between departments. Payroll operates with a Payroll Supervisor and two Payroll Specialist and due to the enormous workflow have not been able to ensure accuracy with salary payment and STRS and PERS reporting. The District was recently audited and many discrepancies were noted with the STRS and PERS reporting in that Human Resources should be monitoring and processing.

Compared to most school districts with the size of Berkeley's budget, the Human Resource department is larger and contain more than one HR Generalist. The HR Generalist will focus on transactional and administrative duties to increase the efficiency of customer service delivery. A Generalist assists senior management by providing human resources services including talent acquisition, employment processing, compensation management, training and development and records management. In addition, develops human resources solutions by collecting and analyzing information and recommending courses of action. This includes organizational data maintenance, leveraging knowledge base to troubleshoot and resolve a variety of system challenges, conducting regular audits and reconciling data to ensure accuracy, leveraging workflow tools, and collaborating with other departments to establish sound operational systems and procedures. The Generalist prepares reports by collecting, analyzing and summarizing data and trends. The Generalist also ensures compliance with federal, state and local legal requirements including STRS and PERS by studying existing and new legislation, anticipating legislation and enforcing adherence to requirements and advising management on needed actions. Staff is identifying the need for an HR Generalist in Human Resources for \$128,000 including benefits.

SECTION 4: PROPOSED ONE-TIME EXPENDITURES FOR 2018-19

The District's early projections for one-time revenue for 2018-2019 appear to be nearly \$2.7 million dollars. Honoring previously reached agreements with local employee bargaining units related to compensation will mean approximately \$400,000 of that revenue will be used to meet those agreements in the form of one-time bonuses.

The resulting balance of one-time, limited term funding would then be approximately \$2.3 million dollars which could be used for a variety of one-time, short term, or limited term needs across BUSD.

BUSD's preliminary recommendations for one-time, short-term, or limited term funding are listed in the following table with additional detail on individual items below.

ONE TIME OR LIMITED TERM ITEM	COST
Common Core Implementation and Professional Learning	\$509,000.00
Thousand Oaks Program Transition Support (.6 through 20-21)	\$180,000.00
Structured Literacy Instruction Program Model and Accompanying Materials and Professional Development K-8	\$300,000.00
9th Grade Mathematics Coordinator (.6 through 19-20)	\$144,000.00
BHS 2018-2019 Accreditation Visit Coordination (WASC)	\$21,000.00
Disaster Preparedness/Safety Equipment	\$200,000.00
Technology Improvements	\$100,000.00
Clerical Support for Title IX and K-8 Director/Professional Learning Department	\$120,000.00
MEET Program	\$30,000.00
BAS older Adults Program	\$60,000.00
Sexual and Racial Harassment and Bullying Awareness and Training Funds	\$100,000.00
Screening Tools and Classroom Technology Supports for Mathematics	\$40,000.00
NGSS /Science Transition Costs at Secondary Schools	\$50,000.00

Subtotal	\$1,854,000.00
Personnel Cost Variance (3%)	\$55,620.00
Subtotal	\$1,909,620.00
Indirect Costs (6.5%)	\$124,125.30
TOTAL	\$2,033,745.30

*** if unable to fund with ongoing, fund one-time for 2018-2019 and revisit revenue options in January of 2019. Both departments have been expanded in scope to address a variety of needs and issues across BUSD.*

COMMON CORE IMPLEMENTATION AND PROFESSIONAL TRAINING - \$509,000 one-time funds

The District has made significant investments over the past three years to support the transition to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

Staff is requesting continued funding, at an amount reduced from \$1,070,000 in 2017-2018 to approximately \$509,000 in 2018-2019 for professional development and instructional coaching relative to new strategies, new curriculum, and key shifts in the approach to mathematics, science, and literacy instruction at elementary, middle, and high school.

Staff is attaching an updated budget proposal for common core/NGSS that requests \$509,000 for the 2018-2019 School Year.

At some point, common core will be fully implemented, and therefore these costs are reducing. This allocation represents a substantial reduction based on the premise that Common Core has progressed substantially in terms of implementation. . Should additional and/or more specific funding for common core become available between now and January of 2018, staff would obviously seek to first utilize those funds toward the proposed investments in common core and thus preserve more flexible funding like mandated cost reimbursements for other educational expenses.

ATTACHMENT C includes an updated version of the CCSS budget proposal.

Thousand Oaks Bilingual Program Transition Support \$180,000 (Over three years)

Last June the Board approved a proposal to phase out the bilingual maintenance program at Thousand Oaks Elementary. In an effort to ensure that school site staff is

able to support students and families in that program as it phases out, District staff, in consultation with the school's principal, is proposing to allocate .6 FTE to the school over the next three years to allow for the regrouping of students throughout the day to allow for periodic, grade-specific content instruction given that the program will be made up almost exclusively of combination classes as the program transitions.

This is comparable to the support that was given to Rosa Parks, Cragmont, and LeConte when transitioning out of their Two Way Immersion programs following the consolidation of that program to a single school site.

Structured Literacy Instruction Program Model and Accompanying Materials and Professional Development K-8 (\$300,000)

Includes materials and training to support a completely overhauled approach to literacy instruction that integrates screening and support mechanisms for children with dyslexia and other reading impacts, , Tier-1 phonics programs for all K-5 students, and specialized instruction for staff in Tiers 2 and 3. That includes increased development of staff in specialized, research based reading instruction.

BUSD's elementary base literacy program is not meeting the needs of all of our students. The teaching of reading must include explicit instruction in phonics and phonemic awareness in all tiers of instruction. Multi-modal approaches that incorporate visual, auditory and kinesthetic approaches will support diverse learning styles. The following program changes and accompanying professional development will support a structured literacy program that addresses the needs of students at all levels and develops the expertise of staff as reading specialists rather than specific curricula (TCRWP) experts.

Instruction:

1. Tier One - Adopt and implement Tier One phonics program for grades K-5.
2. Tier Two and Three: Implement Wilson Reading Systems reading intervention program
3. All Tiers: Implement DIBELS or AIMS WEB reading screener- universal for grades K-8

Professional Development

1. All Tiers: Phonics program PD for all K-5 staff
2. DIBELS or AIMS WEB universal reading screener training for all staff
3. Specialized Trainings to develop expertise in Structured Literacy :
 - Slingerland Training: 10 week course led by expert Dr. Nancy Cushen White (<http://74.50.49.198/center/leadership/ncushenwhite>)
Mild/Moderate and Moderate/Severe Special Education teachers and other specialists
 - Reading Specialist Class: 8-10 week course proposed: Dr. Nancy Cushen White

Literacy Coaches, RTI teachers

9th Grade Mathematics Coordinator \$144,000 (Over two years)

With nearly \$500,000 invested in the development of new Common Core Curriculum in mathematics at Berkeley High School over the past three years, and in anticipation of a dramatic restructuring of the 9th grade program next year, staff sees a genuine opportunity to improve mathematics outcomes at Berkeley High by extending the capacity-building and curriculum development that has been invested in over the past few years with an added level of instructional leadership, collaboration, focus, and accountability.

While challenges exist in mathematics for all levels, the redesign being implemented in 18-19 provides an opportunity for us to focus on the key transitional year of 9th grade in an unprecedented and concentrated way, an area where D/F rates for students in particular subgroups remain high.

This proposed position, which we would like to make a full-time position over a 2 year period with additional funding from LCAP, could work in a smaller and more concentrated way with 9th grade math teachers in each of the seven houses next year. This position would provide the opportunity for sustained collaboration between a content-focused administrator and a smaller group of content area teachers, and would provide us with an avenue to deepen collaboration and involve an administrator in a deeper pedagogical way through modeling and team teaching. The position would play a significant part in the leadership of professional learning, as well add capacity to more intensively track and support the progress of unduplicated students or students with significant barriers to learning in the area of mathematics. The position would also work periodically with 8th grade and 10th grade math teachers to create smoother student transitions on both ends.

BHS WASC Coordinator Staffing for the 18-19 School Year .2 FTE \$20,000

Berkeley High School anticipates a WASC visit scheduled for mid-November 2018. Prior to that visit, the WASC coordinator will spend several months working on finalizing the multi-chapter WASC report to be shared in advance with the visiting team. The WASC Coordinator will also handle logistics surrounding the actual visit, coordinate visiting team meetings with a wide variety of stakeholders, and then process and coordinate the BHS response to the visiting team's recommendations for the remainder of the school year.

Disaster Preparedness and District-Wide Safety Investments \$200,000

BUSD, like many public school systems, prioritizes the safety and security of its students and staff. Staff is recommending an allocation of next year's one-time

funding in the amount of \$200,000 be allocated to improve our capacity and upgrade systems related to emergency and disaster preparedness and response.

The funds will be used to provide training, retain consultants, and upgrade equipment that is critical in order to effectively respond to incidents ranging from natural disasters to scenarios involving on-campus violence.

The Manager of Student Services will collaborate with the District Safety Committee to develop a prioritized list of areas and equipment that will be focused on over a 2-3 year period.

TECHNOLOGY IMPROVEMENTS (CHROMEBOOKS) - one-time \$91,000 base grant funds

Digital skills are now a necessity for students at all levels, and providing each student with the opportunity to master these skills is an essential component of the instructional day. From an equity lens, ensuring that these skills are integrated into our curriculum and taught during the school day, ensures all our students are equipped to access the curriculum.

There has been a very successful initiative in the elementary schools to have a cart with a Chromebook for each student in each grade 4 and 5 classroom and pairs of 3rd grade classrooms share Chromebook carts. Extensive PD and coaching was provided to classroom teachers (resulting in ~80 Google Certified Educators). An elementary Working Group developed an [Instructional Technology scope and sequence](#) that identified logical curricular tie-ins for increased use of technology, as well [guided lessons about digital citizenship](#) with the intention of achieving Common Sense Media Certification.

In a March 2017 survey of 4th and 5th grade teachers,

- In terms of change to their instructional day: 91% of teachers thought it made either a large (67%) or moderate (24%) amount of change in the instructional day
- In terms of engagement: 97% of teachers thought it made either a large (81%) or moderate (16%) amount of change in student engagement in their classroom
- In terms of student learning: 93% of teachers thought it made either a large (53%) or moderate (40%) amount of change in student learning in their classroom
- In terms of the teacher's ability to assess student learning, 87% of teachers thought it made a large (47%) or moderate (40%) amount of change in student learning

- Professional Development (three half-day sessions for all 4th-5th grade teachers) was very well-received (and attended) by the teachers.

A similar 1:1 environment in 6th grade was implemented in 2017-18, including the professional development for teachers..

Larger amounts of funds may be needed in out years depending on the long-term funding model for Chromebooks in elementary and middle schools. Professional development costs including the stipends for Google Certification and participation in the annual August Instructional Technology Institute held at our Adult School are already allocated for 18-19.

The requested funds will replace all 5-year-old HP14 Chromebooks throughout the district. Generally, chromebooks being purchased last 4.5 years.

As part of the Common Core one-time expenses, an Instructional Technology Coordinator was approved for 2016-17 and is proposed for 2017-18. It is understood the position is not funded for 2018-19. While this is expected, it removes the inspirational leader of this work from her position.

Clerical Support for Title IX Office and K-8 Director/ PD Department \$120,000

Please see description of same item in proposed ongoing expenditures.

Staff believes these support positions are crucial to improving the systems the administrators they will support are in charge of; however, understanding that the generalized budget picture may not lead to the approval of an ongoing commitment to these new positions at this time, staff is concurrently proposing these positions as one-year one-time expenditures which will bring short term relief and allow us to revisit available ongoing revenue next year.

MEET Program \$30,000

The Mental and Emotional Education Team (MEET) creators presented a proposal at the November 15 Board Meeting. The Berkeley City Council partially funded MEET at \$46,389 for Fiscal Year 2018-19 and staff is proposing to support this partnership for improved mental health services at the high school with a contribution of \$30,000 for 2018-2019.

BAS OLDER ADULT PROGRAM FUNDING - \$60,000 (A reduction from \$70,000 in base grant funding from the prior year)

In 2015-16, the State budget brought a new stream of revenue dedicated to adult education. The District's Adult Education Block Grant for 2016-17 is \$2.7 million. The adult education consortium increased the funding for 2016-17 by \$.3 million. The District received the same level of funding of \$3 million for 2017-18 school year. However, this new revenue stream has somewhat different requirements and restrictions than previous adult education revenue. The new funding can no longer cover the Older Adult Program which was covered from the prior Adult Education base grant funding used at the same level. The new funding is not to be used to support courses designed for older adults (e.g., exercise, the arts, memory health) which have been consistently offered by BAS for many years.

Older Adult Education programs include lifelong learning courses for active seniors as well as frail elderly programs that are often held at senior centers or convalescent facilities. These programs are in fact fee-based, yet large segments of the students enrolled in these programs receive significantly discounted enrollment fees as a result of lower incomes.

Despite the fact that the programs are fee-based, the preceding few years have seen fees covering only an approximate 7% of the total costs of lifelong learning and frail elderly programs combined.

Specifically, in 2016-2017, the total costs of older adult programs combined was \$207,527 while the fees collected is projected to total \$19,400. The Board approved one time base grant funds of \$100,000 to cover the balance.

For 2017-18, staff recommended a reduced one time funding of \$70,000 and increased fees in the amount \$30,000. Adult Education funds will cover the balance of the program cost with existing fees and unrestricted budget. The proposal for 2018-19, is to reduce the support from base grant funds to \$60,000.

Sexual and Racial Harassment Awareness and Training Funds \$100,000

Staff is proposing to create a one-time fund in the amount of \$100,000 to be used jointly by Student Services and Title IX in consultation with school leaders to develop or retain trainings, curriculum, awareness programs, and supports for students and staff related to the following areas:

- Sexual Harm or Harassment
- Racial Bias
- Discrimination based on race, disability, gender, etc.

- Various forms of bullying

Screening Tools and Classroom Technology Supports for Mathematics \$40,000

Staff is proposing to set aside one-time funding for the additional procurement of screening tools and technology supports for math interventions at the secondary level. Following a pilot this year at middle school, Educational Services would like to expand the use of the STAR math assessment system and extend to acquire an adaptive online math support program that would be used uniformly across middle schools and potentially 9th grade. A program like this may also provide more customized mathematics practice in spaces like after school programs where students are often supervised by staff that does not have a background in mathematics that would help students who are deeply challenged by math content.

Next Generation Science Standards Equipment Costs K-12 \$50,000

Extends our ability to provide new equipment and computer hardware to support the implementation of new science standards.