

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Brent Stephens, Superintendent and
Bajé Thiara, Associate Superintendent for Educational Services
DATE: April 15, 2020
SUBJECT: Recommendation for Expenditure of BSEP Funds for Support for
Teaching in FY 2020-21

BACKGROUND INFORMATION

According to Measure E1 of 2016, “sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings.”¹ These purposes, of reducing class sizes and supporting excellence in teaching, are together referred to as the High Quality Instruction (HQI) budget for BSEP Measure E1.

Class Size Reduction and the Teacher Template

The contribution of BSEP Class Size Reduction (CSR) Funds for classroom teachers is estimated using a planning tool known as the “Teacher Template” . The Teacher Template calculates student enrollment and staffing for class size ratios to be paid for by General Fund (GF) resources, and then calculates additional staffing to be paid for by BSEP funds to determine the total number of teacher staffing, expressed as Full Time Equivalent (FTE).

The Teacher Template for 2020-21 was presented separately to the P&O at the 2/11/2020 meeting and approved at the 2/25/2020 meeting. The Board approved the Teacher Template at its regularly scheduled 3/11/2020 meeting. The projected CSR costs associated with the Teacher Template are included in the full HQI budget summary in this document, along with the costs of the plans for the “Support for Teaching” purposes, so that the full budget can be seen in context.

PROGRAM SUMMARY - Support for Teaching

In addition to the Class Size Reduction goal, which is achieved through the aforementioned transfer of funds from BSEP to the General Fund, this resource supports a number of expenses in support of high quality instruction, as permitted by the Measure. These expenses, under the rubric of “Support for Teaching”, may include Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support. Unlike the “teacher

¹ BSEP Measure E1 of 2016, Section 3.A

transfer” which is calculated at the end of the year, these expenses are “directly charged” at the time the actual costs for the programs are incurred.

An initial budget for this resource begins with the proposed costs of the Teacher Template transfers to the General Fund to achieve the class size reduction targets. For 2020-21, this calculation, together with the fund balance from the first years of the measure, is projected to provide sufficient funding to support significant program elements, as summarized below, while reserving some fund balance for future needs.

Professional Development

The Professional Development (PD) Department works to build and sustain teacher capacity. With the arrival of the Common Core State Standards, the 2012 ELD Standards and corresponding ELA/ELD Framework, the 2016 Dyslexia Guidelines; as well as the Next Generation Science Standards (NGSS), professional learning efforts in ELD, math, literacy, and science have required deep investments as well as intensive and expansive coordination. The District’s PD Coordinator oversees and coordinates professional learning in all core subject areas at district-wide events, and at teacher-led Wednesday staff meetings throughout BUSD. The Professional Development Department also plays a leadership role in support for three student groups that have historically been underserved in the district: English Learners, students with disabilities, and African American students. ~~In the coming year, the Professional Development department will also play a lead role in support for expanded educational experiences related to healthy relationships, consent, and positive gender identity.~~

In addition, the PD funds support the development of professional learning community (PLC) work and protocols at all levels of the District. A particularly important support funded through this budget is the district’s K-5 Lead Literacy Coach who both supports students and supports the teachers working with students who face the largest and most pronounced literacy challenges. At Berkeley High, the budget also forms the core of a teacher-led professional development team that works on curriculum as well as culturally-responsive teaching.

The full proposal for the Professional Development plan for 2020-21 was presented for P&O discussion on March 10 and March 24, 2020.

Program Evaluation

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. Equity-driven and data-driven decision-

making is critical to student success, and therefore, the District established the Berkeley Research, Evaluation, and Assessment (BREA) office to provide needed expertise.

BREA's evaluations improve the ability of the School Board, staff, School Site Councils (SSCs) and the public to make informed decisions about the effectiveness of programs in order to maximize the use of resources to meet the needs of students, and in particular our most underserved students. BREA develops and maintains a central data warehouse of district and state mandated assessments which may be analyzed at the site, classroom, case-management or student levels to identify students who should be engaged through the intervention model. In addition, BREA teams with the Professional Development staff to support the development of data reporting systems across a range of program needs and works with the Office of Family Engagement and Equity in their efforts to document family and student engagement efforts.

The full proposal for the Program Evaluation plan for 2020-21 was presented for P&O discussion on March 10 and March 24, 2020.

Expanded Course Offerings (ECO)

This 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. For example, ECO classes at Berkeley High include Advanced Placement (AP) augmentation classes, providing access to AP coursework for students who might not otherwise have such access, as well as AVID class, science labs, yearbook and music.

The proposal for 2020-21 is to have BSEP continue to provide 7.6 FTE, as follows:

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

Classroom Support

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

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.

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.

In addition to the 6.0 FTE for Classroom Support listed above, a continuation of BSEP funding from 2019-20, there are 8.0 FTE proposed for funding from this resource beginning in 2020-21, as follows:

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.

Resource Summary for High Quality Instruction 2020-21 BSEP Measure E1, Resource 0741

Since the inception of BSEP Measure E1, the BSEP resource for High Quality instruction, under the subsection of Classroom Support, has taken on the funding of a total of 13 FTE in ongoing costs ~~added since the inception of the BSEP E1 Measure~~. In addition, the 2019-20 recalculation of the Direct Support contribution is providing a nearly \$200,000 increase in the transfer from BSEP to the General Fund, and the 2020-21 adjustment of the GF/BSEP contributions to Class Size would provide nearly \$1.2M in additional transfer to the GF, while maintaining the promised class size targets.

These costs are being supported through the additional revenues provided through the Measure E1 special tax. The allowed COLA increases of 2.9% and 4.5%, in the second and third years of the Measure, have provided revenue to mitigate some of the reductions in expenditures needed in the General Fund. These adjustments appear to be reasonable and sustainable. Initial budget models for the Measure had been conservatively predicated on lower COLA increases, as in the four years prior to Measure E1, there had been COLAs of zero to 1.57%, averaging 0.86%. Given the experience of the 10 year BSEP Measure A, which had been challenged by these low COLAs in the face of rising costs, the budgeting models and measure language for Measure E1 allowed for the possibility of building a fund balance in case of flattening revenues and/or increased costs.

For 2020-21, a 2.5% COLA is not projected to keep pace with rising costs, (salary increases are already at 2.5%), without including mandatory costs such as STRS/PERS. Should BSEP revenues flatten further in later years, and/or costs increase substantially, it may be necessary to adjust the added FTE and/or recalibrate the allocation of costs between the BSEP funds and other sources such as the General Fund.

It should also be noted that for 2020-21, the amount of FTE being charged to BSEP for elementary school teachers (based on the Teacher Transfer) is likely to be lower than in future years, as we are still in the transition from the class size goals of Measure A to those of Measure E1, which means there are larger 4th and 5th grade classes currently, requiring fewer teachers for those grades. We expect additional FTE to be necessary as class sizes for those grades

decrease in the next two years. We also need to consider the possibility of enrollment growth requiring additional FTE, should BUSD experience an influx of students, as occurred in the mid years of Measure A during the great recession.

At this point, with five years to go in the Measure, the current plan is to begin to draw down on the fund balance at a sustainable rate; making adjustments, if necessary, in the later years of the Measure. Multi-year Projections are generated to aid the P&O Committee in the review of the proposed expenditures.

Budget Summary for High Quality Instruction 2020-21
Measure E1, Resource 0741

Revenue	\$ 20,941,424
Transfers to the General Fund	
Teacher Compensation	\$(14,533,500)
Direct Support	\$ (573,600)
Sub Compensation	\$ (257,600)
Total Transfers to the General Fund	<u>\$(15,364,700)</u>
Net Revenue	\$ 5,576,724
Directly Charged Expense	
Professional Development	\$ 1,812,400
Program Evaluation	\$ 608,500
ECO	\$ 843,700
Classroom Support	\$ 1,589,900
Unallocated Reserve	\$ 425,000
Total Directly Charged Expense	<u>\$ 5,279,500</u>
Indirect Cost	\$ 1,083,821
Total Expense	\$ 6,363,321
Total Transfers and Expense	\$ 21,728,021
Revenue Less Transfers and Expense	\$ (786,597)
Beginning Fund Balance	\$ 4,528,733
Net Increase/(Decrease) in Fund Balance	\$ (786,597)
Ending Fund Balance	<u>3,742,137</u>

BERKELEY UNIFIED SCHOOL DISTRICT

Teacher Template - Class Size Reduction Planning Document

FY 2020-21

GRADE LEVEL	STAFFING ENROLLMENT BY GRADE	GENERAL FUND * CLASS SIZE FTE	Meas. E1 CSR FTE	Meas. E1 Necessary FTE	Meas. E1 CSR FTE
ELEMENTARY SCHOOL	STUDENTS	36 :1	18 :1		
TK	123	3.42	3.41	0.17	
Kindergarten	683	18.97	11.52	0.51	
Grade 1	700	19.44	11.47		
- Release Time and adjustment		3.11	1.84	1.27	
Grade 2	706	19.61	11.22		
- Release Time and adjustment		3.14	1.80	2.52	
Grade 3	647	17.97	9.98		
- Release Time		2.88	1.60		
3 Adjustments				4.70	
Grade 4	678	18.83	7.25		
- Release Time ** and adjustment		3.01	1.16	2.23	
Grade 5	689	19.14	7.36		
- Release Time **		3.06	1.18		
5 Adjustments				0.58	
K-5 TOTAL		132.58	69.79	11.98	81.77
Grade K-5 Special Day Class	5	0.14	0.14	0.00	0.14
Release time Special Day Class		0.02	0.02		0.02
MIDDLE SCHOOL		36 :1	28 :1		
Grade 6	716	19.89	5.68		
- Release Time		3.98	1.14		
Grade 6 Necessary Adjustments				0.51	
Grade 7	734	24.47	6.99		
Grade 8	720	24.00	6.86		
Grade 7-8 Adjustments				0.29	
6-8 TOTAL		72.34	20.67	0.80	21.47
Grade 6-8 Special Day Class	12	0.40	0.40		0.40
Release time Special Day Class		0.08	0.08		0.08
HIGH SCHOOL ***		36 :1	28 :1		
Grade 9	777	25.91	7.40		
Grade 10	732	24.39	6.97		
Grade 11	740	24.66	7.04		
Grade 12	691	23.02	6.58		27.99
Grade 9-12 Special Day Class	33	1.10	1.10		1.10
BTA	77	2.57	2.56		2.56
Grade 9-12 Adjustments				0.09	0.09

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Teacher Template - Class Size Reduction Planning Document

GRADE LEVEL	STAFFING	GENERAL	Meas. E1	Meas. E1	Meas. E1
	ENROLLMENT	FUND	CSR	Necessary	CSR
	BY GRADE	CLASS SIZE	FTE	FTE	FTE
TOTALS	TOTAL 9-12	FTE			
Elementary School	4,231	117.52	62.35	11.98	81.93
- Release Time		15.22	7.60		
Middle School	2,182	68.76	19.93	0.80	21.95
- Release Time		4.06	1.22	0.00	
High School	3,049	101.65	31.65	0.09	31.74
	9,462	307.21	122.75	12.87	135.62

BSEP/MEAS E1 PROJECTED EXPENSE FOR CSR					
FTE Ave Compensation	107,166	\$32,922,500	\$13,154,600	\$1,378,900	\$14,533,500
Sub Ave Compensation	\$1,900	\$583,700	\$233,200	\$24,400	\$257,600
Direct Support - revised	\$4,230	1,299,500	\$519,200	\$54,400	\$573,600
Preliminary Measure E1 Transfer	113,296	\$34,805,700	\$13,907,000	\$1,457,700	\$15,364,700

BSEP High Quality Instruction
Support for Teaching: **Professional Development**
Plan Overview: FY 2020-21
April 15, 2020

Budget Managers:

Bajé Thiara, Associate Superintendent for Educational Services
Susanne Reed, Coordinator of Professional Development

Plan Update

Based on discussions with the Planning and Oversight Committee about concerns for the sustainability of the BSEP funds for the long-term, the Professional Development budget was reduced by \$70,000 by removing the proposed Literacy Improvement Program, which may be possible to fund through General Fund sources.

Circumstances associated with the COVID-19 pandemic introduce several new considerations, to include:

- How does the work intersect with current and future distance learning needs?
- Do our previous/current needs still resonate (especially if the shelter-in-place were to extend into the summer)?
- What changes, redirection of resources might result from this time away from the school site?
- Considerations related to capacity building for distance learning, including professional development on hardware & software
- Intervention: Addressing a possible wave of skill regression at multiple grade levels

Program Objectives

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. Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

PROGRAM SUMMARY

Staffing

- K-5 Lead Literacy Coach 0.50 FTE
- Elementary Literacy Site Coaches 2.75 FTE
- Middle School Literacy Site Coaches 1.20 FTE
- BHS Professional Development Leaders 4.40 FTE

\$1,422,400

- BHS Instructional Technology TSA 1.00 FTE
- District K-5 Math Coach 1.00 FTE
- District K-8 Science TSA 0.40 FTE
- Professional Development Coordinator 1.00 FTE

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 2020-2021, 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 2020-2022, 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. Additional funding for Middle School Literacy Coaches in the 2020-2021 school year is proposed to come from the LCAP Supplemental Budget.

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.

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

0.4 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.

Middle School Literacy Coach TSA FTE

1.0 FTE

FTE needed to provide support to King Middle school and District

BHS Instructional Technology Teachers (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.

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.

Program Expenditures

K-8 Curriculum Teacher Leaders

\$70,000

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding for 2019-20 will provide for 14 Math Teacher Leaders, 11 Equity Teacher Leaders, 1 TK Teacher Leader, and 1 K-5 PE Teacher Leader. The increase in Math Teacher Leaders is to support the need for continuous professional development at sites; formerly this funding had come in part from common core and LCAP.

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 20-21 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.

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: \$145,000
~~\$295,000~~

The following are priority areas for 2020-21, 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. ~~The sum total of these initiatives exceeds the current year budget by over \$100,000; a revision of costs is pending further discussion with the P&O and within Ed. Services.~~

Math Training \$75,000

BUSD has worked with SVMII 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 2018-2019 school year, K-5 Math Teacher Leaders attended the five SVMII 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 (SVMII) professional development days for the 20-21 school year, as well as other research based math professional development.

Integrated ELD Training and Support

\$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 to attend five days of Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2020-2021, 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.

~~**Culturally Responsive Lab Classrooms**~~~~\$30,000~~

~~These funds would provide professional development for teachers in culturally responsive, anti racist teaching practices in order to implement Culturally Responsive Teaching (CRT) Lab Classrooms. These labs would give teachers the opportunity to observe and participate in classrooms that have teachers trained in explicit Culturally Responsive Teaching (CRT) practices. These funds would cover training for CRT lab teachers, planning time, and substitute costs for teachers to observe Lab Classrooms across content areas.~~

~~**Social Emotional Learning K-8**~~~~\$50,000~~

~~These funds would provide professional development for teachers on social-emotional learning, including consent education to elementary 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.~~

**One Time Funds from BSEP Measure A Carryover
Resource 0855 Professional Development**
Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) Training
\$40,000

In 19-20, Funds supported the training of RTI teachers and district staff as BUSD transitions from an RTI framework to using the Multi-Tiered System of Support (MTSS). For the 2020-2021 school year, funds would be used to support and train 3-4 pilot school teams in implementing the MTSS framework using Universal Design for Learning strategies. Site teams will include Special Education teachers, site administration, Response to Intervention teachers,

and literacy coaches to support Tier 1 instructional design to provide access for all students.

Resource Summary

~~Budget Summary for Professional Development in 2019-20~~

~~BSEP Measure E1, Resource 0741~~

Budget Summary for Professional Development 2020-21

BSEP Measure E1 Resource 0741

Expense

Staff	1,422,400
K-8 Curriculum Teacher Leader Stipends	70,000
Culturally Responsive Teaching Workshops	40,000
Teacher Initiated Professional Development (TIP)	50,000
Math Training	75,000
Integrated ELD Training and Support	70,000
Reserve for Personnel Variance	85,000

Subtotal Expense 1,812,400

BSEP Measure A (Resource 0855)

Revenue 0

Expense

MTSS Training Support	30,000
Indirect Cost	1,575

Total Expense 31,575

Excess (Deficiency) of Revenues Over Expenses (31,575)

Fund Balance

Beginning Fund Balance 40,650

Excess (Deficiency) of Revenues Over Expenses (31,575)

Ending Fund Balance 9,075

BSEP High Quality Instruction
Support for Teaching: **Program Evaluation**
Plan Overview: FY 2020-21
April 15, 2020

Budget Manager:

Bajé Thiara, Associate Superintendent for Educational Services
Thomas Reinhardt, Coordinator of Research and Evaluation

Program Objectives

As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. The theory is that 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 useful services for the students, staff and BUSD community at large.

In 2018-19, as part of the \$1.8 million cut target to sustain the central budget, in order to make room in BSEP funds for other costs, the position of Director of Research and Evaluation was eliminated, and discretionary expenditures for stipends and workshops were reduced by about \$36,500. The Associate Superintendent took on the responsibility for oversight of the Berkeley Research, Evaluation and Assessment (BREA) department, with some additional TSA staffing providing more support for sites and programs during this transition.

In 2019-20, when the position of Director of Programs and Special Projects was eliminated, additional responsibilities fell to the Associate Superintendent and the Director of K-8 Schools, including increased demands for support of the LCAP-associated work of the BREA department.

In the 2019-2020 school year, as the new Superintendent joined BUSD, there was nearly 100% turnover in the BREA team, with the TSA team leaving to work in another organization for a former BUSD supervisor. The district's recruitment efforts resulted in the hiring of a new BREA Coordinator at the midpoint of the year, but the remainder of the TSA positions remained unfilled. In order to inform the best use of this resource, the Superintendent hired Dr. Linda Wing as a consultant to interview principals, district office administrators, union officials, parent organizations, community partners, and student leaders about the data they currently use and the data they ideally want to use to advance their work on behalf of students.

The full report tells seven data stories that emerged from the interviews. They focus on: 1) the Star Early Literacy Assessment for K-2 and the Star Reading Assessment for G3-5; 2) The TCRWP Literacy Program; 3) Smarter Balanced Assessments; 4) Parent Leadership; 5) English Learners; 6) High School Students; and 7) BREA. Findings from the report will inform both the Spring hiring process, as well as the redesign of the BREA team.

BREA staffing for the 2020-2021 school year is contemplated as one Coordinator, three staff members (two TSA's and a classified analysts), and one administrative assistant. Key projects for the BREA team in 2020-2021 will include:

- Support for the revision of procedures related to English Learners, including identification, progress monitoring, reclassification, and post-reclassification monitoring.
- Support for the development of improvement metrics for students with phonological processing challenges, including placement in structured literacy interventions and progress monitoring.
- Ongoing improvement in CAASPP participation rates at Berkeley High School.
- Program evaluation for key BUSD investments such as U9, the Office of Family Engagement and Equity, and RTI.
- The development of an enhanced set of improvement metrics for African American students, such as time in class or access to enrichment opportunities.

2020-21 BUDGET AND PLAN DETAILS

Program Evaluation Staff

- | | |
|--|---------|
| ● Teachers on Special Assignment | 2.4 FTE |
| ● Coordinator of Research and Evaluation | .4 FTE |
| ● Evaluation and Assessment Analyst | 1.0 FTE |
| ● Administrative Staff | 0.5 FTE |

Teachers on Special Assignment (TSA)

2.4 FTE

TSAs provide staff development and research support to teachers, principals, district office staff and School Site Council (SSC/SGC) 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 focus of training is to empower staff with data collection and analysis skills to inform their decisions. This support with data literacy aims to further inform instruction in the classroom, and determine students' academic and social intervention needs and the effectiveness of programs. TSAs will also engage in

the development of evaluation research to determine the efficacy of educational service programs, including the use of internal and external academic assessments. Along with district-wide projects such as District Assessments, TSAs serve as the link between the site-based Professional Learning Communities (PLC) and the District. Specifically, the two TSAs will have roles aligned to the department's vision of supporting high quality academic programs.

- Assessment Specialist - responsible for training, co-development, data management, and analysis of all state, district, and local assessments.
- Research and Accountability Support Specialist - responsible for analysis and visualization of data in a manner suited to use by staff and community stakeholders, especially regarding site plans, LCAP, WASC, and other mandatory reports. This TSA will also lead the development of internal research studies.

Coordinator of Research and Evaluation

.4 FTE

With the direction from the School Board to reduce General Fund expenditures by up to \$2 Million in FY 2019-20, the position of the Director of Programs and Special Projects was eliminated, with a plan to distribute the work among existing positions, some of which would be upgraded to account for the increased responsibilities. One of the .4 TSA positions was upgraded to a Coordinator position, taking on responsibility for the state testing program; the coordinator position would be made whole through additional LCAP funds and some general fund savings brought about by the reorganization of the Educational Services division.

Under the guidance of the Superintendent and Dr. Linda Wing, the duties of the current Coordinator of Research, Evaluation, and Assessment should be expanded beyond LCAP oversight and management of the BREA team. Responding to the needs of site and district leaders for comprehensive research, assessment and program evaluation, this position is responsible for external research partnerships to ensure alignment to district priorities. Additionally, the position should head key internal research studies (including evaluation of U9; English Learner programs; identification and programs for literacy and phonological processing challenges; improvement in CAASPP participation rates, especially at the high school level; RTI program evaluation; Office of Family Engagement and Equity; and metrics on the state of African American education in BUSD) to determine the efficacy of BSEP and other district programs affecting our students. The administrator will be available to generate reports and meet with key stakeholders, including the Board of Directors and school community groups. As the head of research and evaluation, this position will lead the assessment and accountability work of the TSAs and manage the program evaluation budget. In summary, this position will expand the department's theory of action to better use data and research to guide educational equity work across BUSD.

Evaluation and Assessment Analyst (1.0 FTE)**Administrative Support (0.5 FTE)**

These two classified 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; and develop and maintain various databases and files. In addition, the Evaluation and Assessment Analyst serves as the manager of the data warehouse and supports staff by providing data requested for program evaluation.

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 **\$60,000****\$120,000**

Program evaluation is an important element of any district's ongoing improvement efforts. ~~This budget is expanded by \$60,000 over the previous year and will permit BUSD to contract with professional evaluation organizations to complete evaluations of new and existing programs, including RTI and U9, per Dr. Linda Wing's Report recommendations.~~

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

\$10,000

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

RESOURCE SUMMARY

Budget Summary for Program Evaluation in 2020-21

BSEP Measure E1, Resource 0741

	<u>2020/21</u>
<u>Expense</u>	
<u>Program Evaluation Staff</u>	<u>480,000</u>
<u>Certificated Hourly (Extra Duty)</u>	<u>12,000</u>
<u>Professional Development (BREA Staff)</u>	<u>6,500</u>
<u>Supplies and Equipment</u>	<u>10,000</u>
<u>Contracted Services</u>	<u>60,000</u>
<u>Reserve for Personnel Variance</u>	<u>40,000</u>
<u>Total Expense</u>	<u>608,500</u>