Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

BSEP and BERRA Program Evaluation and Equity Measures

Planning and Oversight Committee

November 9, 2021

Agenda

- Why Evaluate?

- Challenges to Program Evaluation

- Where are we now? Evaluation and Equity Measures to Date

- District Mission, LCAP Goals, and District Priorities & Initiatives

- BSEP and BERRA Investments

- Ways to Look at Program Impact

- Program Specific Measures and a Logic Model Approach

- Potential Next Steps

- Discussion

Why Evaluate?

Important to understand the impact of BSEP and BERRA. Gathering information and data helps us to:

- See where programs are effective

- Identify equity and access challenges/opportunities

- Identify gaps in offerings and participation

- Improve programs and services outcomes

- Increase efficient use of funds

- Build and sustain public trust

- Identify changes/improvements for the next measure

- Communicate the impact of the tax measures to the citizens of Berkeley

Challenges to Program Evaluation

- BSEP and BERRA comprise a large portion of the district budget ~25%

- BSEP and BERRA fund a wide variety of programs and activities and thus require different approaches to evaluation

- Multiple funding sources for many of the programs

- Unique portfolio of investments - hard to evaluate as a whole

- Students participate in multiple programs - cannot always isolate students who participate vs. those who don't

- BSEP has existed in various iterations since 1986 - makes it difficult to compare before and current

- Program evaluation can be time consuming and expensive

Where Are We Now - Evaluation and Equity Measures to Date

In addition to proposed program activities and budgets, 2021-22 Plans, for the first time, include equity and program evaluation information:

- PARTICIPATION and OUTREACH: How do programs address issues of equity, access, and opportunity, including targeted funding and supports?

- REPRESENTATION, DIVERSITY and INCLUSION: How do programs reflect and support the diversity of our families and students?

- STAFFING/PROFESSIONAL DEVELOPMENT: How does staffing and/or professional development of this program address equity and district goals?

- DATA/OUTCOMES: What data/metrics could be used to report on outcomes? Are there SMART goals?

- QUALITATIVE BENEFITS: What elements are not quantitative but of significant value to the program and/or district?

Where Are We Now - Some Examples

BSEP Program - Libraries

Participation and Outreach	Representation, Diversity and Inclusion	Staffing, Professional Development	Data/Outcomes	Qualitative Benefits
The BUSD Library program serves all students, from Preschool to 12th grade. Policies ensure that every student has access to a variety of reading materials and participates fully in the library program. Additionally, library staff work directly with reading support staff to ensure that any struggling readers receive additional support and access to materials.	*The library collections in every school reflect the rich diversity of our world. We strive to create inclusive collections by continuously looking for new books to bring into school libraries while simultaneously taking a critical view of our current holdings.*	*Library staff - both classified and credentialed - have taken courses in auditing their library program for diversity. Staff share title recommendations regularly at staff meetings with an eye toward expanding our diverse collections. Featured title lists such as our "Black Lives Matter" and "Transgender Day of Remembrance" recommended reading lists support staff in finding excellent titles for their libraries and keep us all focused on ensuring that our collections reflect our students' needs.*	*We are currently collecting data on the books selected for read-alouds to elementary school students.* *In the fall, we plan to do a review of circulation statistics with an eye toward race and grade-level.*	*Libraries are at every school site and staffed every day. Library staff support reading initiatives, district-wide projects, and serve as experts to collaborate with teachers.* *The TSAs for library services support instructional technology throughout the district.*

Where Are We Now - Some Examples

BERRA Program - Recruitment and Retention

Participation and Outreach	Representation, Diversity and Inclusion	Staffing, Professional Development	Data/Outcomes	Qualitative Benefits
The Classified professional development and pathway supports are one way to increase opportunities for BUSD staff while also providing role models for our diverse student body. The Berkeley Pathway to Achieving Credentialed Teachers (BPACT) provides tuition support to classified staff in earning degrees and credentials and is a State Funded Grant. The BERRA funds provide for a dedicated amount of FTE to support the program and offer ongoing support to the fellows in the program.	*The BERRA recruitment and retention program includes support for recruitment, retention and support of Teachers of Color, as well as classified pathways, in order to better reflect the population the staff serves.*	*The BERRA program components described above, including professional development for classified, recruitment and retention for hard to fill positions such as Special Education, and support for Teachers of Color, are all devised to support high quality instruction from a diverse and well-supported certificated and classified staff.*	**An Excerpt** (*see plan for complete section*) **Continued Goal:** *By April 2022, demonstrate a gain in the percentage of educators of color who work for BUSD through recruitment and retention efforts.* ***By November 2021,*** *in collaboration with the existing Teachers of Color Network to review the plan to increase the participation of our teachers in supporting each other, provide support to* ***build capacity within our current staff, and a recruitment plan to hire high quality educators of color in Spring 2022.*** ***Throughout the 2022-2022 school year,*** *implement technology, change processes, and seek grants to* ***improve the recruitment of staff into hard to fill positions and hire a more diverse staff.***	*The goal of "a stable team of highly qualified professionals" underpins our District's mission to "enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world."*

District Mission

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

LCAP Goals

LCAP Goal 1

Provide high quality classroom **instruction and curriculum** that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

LCAP Goal 2

Provide necessary and timely **academic interventions** to eliminate barriers to student success.

LCAP Goal 3

Ensure all school sites have **safe, welcoming, and inclusive climates** for all students and their families, so that all students are in their classes ready to learn.

LCAP Goal 4

Use local and state measures to assess student progress resulting from district programs in order to **evaluate and improve** planned actions and services.

2021-22 BUSD Educational and Operational Priorities

BLACK LIVES MATTER Ensure adequate funding for the Board's "Black Lives Matter" resolution, including professional development and student programming; and continue the development of a BUSD African American Success Framework	**SUPPORT FOR LATINX STUDENTS** Develop culturally and linguistically affirming programs for Latinx students.	**FAMILY ENGAGEMENT** Improve BUSD's current engagement with families, an in particular with the African American and Latinx communities	**GENDER EQUITY** Supplement BUSD's most recent investments in consent education and Title IX	**MENTAL HEALTH SUPPORTS** Provide increased support to students through expanded mental health services.	**COMMUNICATIONS** Improve the district's ability to reach all families
	EARLY LITERACY Continue improvements to BUSD's early literacy screening, assessment system, instruction, intervention, and progress monitoring	**ETHNIC STUDIES** Improve BUSD's current capacity to develop and implement ethnic students, TK-12	**LABOR PARTNERS** Work with our labor partners to approve new contracts for the 2022-2024 school years	**MATHEMATICS** Strategies for improving math outcomes for all students	**BUSINESS ENTERPRISE SYSTEM** Upgrade the district's current business and human resources software

Programs List

BSEP - Berkeley Schools Excellence Program
$33 Million

- **Small Class Size**
- **Professional Development**
- **Program Evaluation**
- **Expanded Course Offerings**
- **Classroom Support**

- **School Program Budgets**
- **Music and APA**
- **Libraries**
- **Instructional Technology**

- **Student Achievement Strategies**
- **Counseling and Behavioral Health**

Communications & Oversight

BERRA - Berkeley Educator Recruitment and Retention Act
$10 Million

Recruitment and Retention

95% for salary increases - 7% increase

5% for Recruitment and Retention Programs - Focus on Teachers of Color

- Teachers
- Classified
- Admins

Logic Model

A logic model depicts the ways in which various aspects of an initiative connect to one another and how they can be expected to produce the desired outcomes.

The evaluation field promotes a logic model approach for evaluating complex, multifaceted school or community-wide initiatives because it not only produces useful and credible evaluation results, but also a valuable program or initiative planning tool that is a foundation for monitoring implementation.

Logic Model

LCAP GOALS DISTRICT PRIORITIES	INPUTS	OUTPUTS	IMMEDIATE OUTCOMES	LONG TERM OUTCOMES
LCAP Goals and District Initiatives guide the investments decisions for all district resources	Investments: how much and where BSEP/BERRA Funded Programs	Access Offerings Participation	School Climate, Culture, Engagement and connectedness Literacy and Math proficiency Staff capacity, recruitment and retention Student Social, emotional, physical health	District Mission Academic Achievement College and Career Ready

LCAP Goals & District Priorities	INPUTS	OUTPUTS	IMMEDIATE OUTCOMES	LONG TERM OUTCOMES
	BSEP/BERRA Funded Programs	**Access and Participation**	LCAP Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.	

LCAP Goal 1: Provide high quality classroom **instruction and curriculum** that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

LCAP Goal 2: Provide necessary and timely **academic interventions** to eliminate barriers to student success.

LCAP Goal 3: Ensure all school sites have **safe, welcoming, and inclusive climates for all students and their families,** so that all students are in their classes ready to learn.

LCAP Goal 4: Use local and state measures to assess student progress resulting from district programs in order to **evaluate and improve** planned actions and services.

- **Small Class Size**
- **School Program Budgets**
- **Professional Development**
- **Program Evaluation**
- **Expanded Course Offerings**
- **Classroom Support**
- **Student Achievement Strategies**
- **Counseling and Behavioral Health**
- **Music/VAPA**
- **Libraries**
- **Instructional Technology**
- **Family Engagement and Access**
- **Recruitment and Retention**
- **Communication**
- **Oversight**

Staffing Allocations, Offerings, & Activities
- **Course offerings**
- **Course availability**
- **Services**
- **Events**
- **Trainings, Professional development offerings**
- **Equipment and materials**

Participation Rates
Number and percent
- **Students**
- **Teachers, admins, & staff**
- **Schools**
- **Families/ Communities**

DISAGGREGATED DATA

Staff
- **Qualifications, knowledge, capacity, and skills**
- **Recruitment and Retention rates**

Students
- **Literacy and Math proficiency**
- **Attendance**
- **Chronic Absenteeism**
- **School connectedness**
- **School engagement**
- **School climate**
- **Behavioral and Health Indicators**
- **Social emotional learning**
- **Fitness and Wellness**

Family and Community
- **Parent Participation**
- **Community Engagement**

DISAGGREGATED DATA

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

District Goals and Initiatives

Increased Academic Achievement & College and Career Ready
- *Graduation Rates*
- *Standardized test scores*
- *CAASPP/SBAC*
- *Other assessments*
- *A-g On track status*
- *college and career ready data*

DISAGGREGATED DATA

Data

Program Data	District Wide Data		Ways to Disaggregate
- Offerings, participation and enrollment in courses, activities & programs - Class/program ratios - Instruments, equipment, materials - Books, circulation and collections - Staff training, recruitment and retention - Surveys - student, teacher, staff, parent, community	- Literacy and Math proficiency - A-g On track status - College and career ready - Graduation Rates *CAASPP/SBAC* - Staff qualifications, knowledge, capacity, and skills - Staff Recruitment and Retention rates - Attendance - Chronic Absenteeism	- School connectedness indicators - School engagement - Behavioral and Health Indicators - Social emotional learning - Fitness and Wellness - Parent Participation - Community Engagement - School climate - Surveys - student, teacher, staff, parent, community	- Race and Ethnicity - English Language Learner Status - Students with IEPs - Free and Reduced Lunch Status - Gender - Geographical Locations/areas of City

What Some Next Steps Could Look Like

With feedback from P&O, District leaders, and Program Managers, develop an evaluation plan and timeline, potential activities:

- Adopt a broader approach and timeline to evaluate BSEP and BERRA

- Create an inventory of current measures and data

- Identify data sources that already exist - District wide

- If necessary, develop new measures with leadership, program managers and BREA Office

- Collect data and analyze disaggregated data with an equity lens

- Create an annual summary of outcomes and progress

- Use information to make improvements/changes

Discussion Prompts

- Where did you see equity reflected in the LCAP Goals, District Goal, District Initiatives, BSEP/BERRA Programs?

- How are BSEP/BERRA programs aligned/not aligned with LACP Goals/District Initiatives?

- What are your thoughts on current approach to evaluating BSEP/BERRA?

- Do you think a logic model could be useful in communicating the impact of BSEP/BERRA?

- How can we ensure Equity is a priority in programming, budgeting, evaluating and reporting?

- What do you think will resonate with the public for continued support of the tax measures?