

**BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning & Oversight Committee  
**FROM:** Debbi D'Angelo, Director, Berkeley Evaluation and Assessment,  
Pasquale Scuderi, Assistant Superintendent, Educational Services  
**DATE:** April 26, 2016  
**SUBJECT:** Recommendation for Expenditures of Funds from the  
Program  
Evaluation in 2016-17

**BACKGROUND INFORMATION:**

In compliance with

(BSEP/Measure A), nine percent (9%) of the available revenues of the Measure are allocated to three purposes: Professional Development,

Coordination of School Teams (COS)/RTI<sup>2</sup>, Positive Behavior and Intervention Systems (PBIS), Family Engagement and Cultural Competency, Indicators, English Learner Master Plan targets and WASC goals.

**ENGAGEMENT:**

BREA develops and maintains a central data warehouse to provide real-time web-based student information to engage staff members with district and state mandated assessments which may be drillable to the site, classroom, case-management and student level to identify students who should be engaged through the intervention model to access the curriculum at each level. In addition, BREA works with the Office of Family Engagement and Equity in their efforts to document family and student engagement efforts.

**ENRICHMENT:**

BREA uses Collaborative Inquiry as the model for professional development to ensure principals, teachers, staff and School Governance Council members to use data to inform teaching and learning and ensure that we are providing an enriched curriculum for students.

**SMART GOALS**

**A. Illuminate Goal:**

In 2016-2017 will have a systematic assessment / evaluation focus, beginning with lead teachers, BREA and PD staff training over the summer. The main objectives for staff (teachers, principals, inquiry teams) will be to access \_\_\_\_\_ to better understand both their students who are underserved as well as those needing enrichment. By 2016-17, 100% of staff will:

- access \_\_\_\_\_ and understand their classroom and student profiles to identify students needing intervention as well as those needing to expand their learning
- create and analyze formative and summative assessments
- use the inquiry process to evaluate student learning through the rigorous use of data

**B. Professional Learning Community Goal:**

By 2016-17, BREA staff members will partner with the Professional Learning Community team leaders. These "Inquiry" Teams become vital centers of collaboration, meeting regularly to engage in data-driven dialogue, using multiple data sources, including common and formative assessments, to make critical, research-based instructional improvements and to monitor their impact. These improvements and ongoing monitoring of student learning are necessary steps to improve results for students. To do this, we use the Professional Learning Community Model.

These PLC Inquiry sessions will guide sites to look at their achievement gaps and use the most current data to reflect upon teaching and learning. The sessions will focus the staff as a Professional Learning Community to ask these questions:

- a. What is it we want ALL students to know? (Plan)
- b. What instructional strategies target the needs and abilities within the classroom? What interventions are needed? (Teach)
- c. How will we know if students have learned it? (Assess)
- d. How will we respond when students experience difficulty in learning? How will we respond when students already know it? (Reflect)

**Educational Program Evaluation Staff**

**\$529,300**

Director - 1.0 FTE, Certificated

Teacher on Special Assignment - .8 FTE (out of 1.0 FTE)

Teacher on Special Assignment - .3 FTE (out of .7 FTE)

Teacher on Special Assignment - .4 FTE

Teacher on Special Assignment - .2 FTE (.8 FTE in classroom)

Data Technician - 1.0 FTE

Administrative Staff





**Professional Development for BREA Staff** **\$8,000**

Professional development will support staff facilitation of district evaluation and assessment activities, including the adoption of Common Core, and the roll-out of the on-line and instructional components of .

**Supplies and Equipment** **\$10,000**

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

**Carryover Priorities**

If funds permit, prioritization would \go to Tj(gmitl3 sng the aSummr Pnd dSchool)Tj0 -1.18