

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Pasquale Scuderi, Asst. Superintendent for Educational Services
DATE: April 11, 2017
SUBJECT: Recommendation for Allocation of BSEP Effective Student Support Funds for 2017-18

BACKGROUND INFORMATION

According to BSEP Measure E1 of 2016, “seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child.

These revenues may be allocated to programs in any district-operated school for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.”¹

Under BSEP Measure A of 2006, these student support purposes had been a less visible component of the measure - middle school counseling and student achievement strategies (called “program support”) had been among the possible purposes of available funds within the class size reduction resource, and family engagement (called “parent outreach”) had received a small portion of the section of Measure A devoted to “enhance student learning”. With the restructuring of Measure E1, these student supports are united into one resource for a more coherent approach to support our students’ socio-emotional and academic needs. For the first year of Measure E1, the 7% allocation is proposed to be allocated in percentages that sustain essential programs:

Family Engagement	1.25%
Middle School Counseling	2.25%
Academic Strategies	3.50%

PROGRAM SUMMARY

Family Engagement

\$398,622

The Office of Family Engagement and Equity (OFEE) was developed to create a welcoming and equitable school environment. Family Engagement and Equity Specialists at the elementary and high school level provide targeted support

¹ BSEP Measure E1 of 2016, Section 3.C

and guidance to school staff and families in order to build meaningful partnerships that foster success for all students. The staff is working to strengthen a district and school climate and culture in which family engagement skills are part of every Principal, teacher and staff's daily practice.

The BSEP Family Engagement Plan for 2017-18 is found in Appendix A.

Counseling and Behavioral Health **\$618,542**

Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges as well as the social and emotional barriers that create those challenges. Middle school counselors support students during some of the most intense developmental periods of their youth, and are often their primary supports, chief advocates, and confidants when it comes to not only academic issues, but on “highly personal matters and individualized choices often fraught with challenge and complexity due to family, cultural, and contextual considerations (Elias 2010).” Counselors at the secondary level in BUSD provide a wealth of supports and services, including direct instruction in classrooms on life skills and decision making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed.

Achievement Strategies **\$938,951**

The Response to Intervention (RtI) Teachers in elementary and middle schools, and Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams that we have been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific outcomes, both positions play key direct services roles with our students.

The **RtI teacher** allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with individualized education plans (IEP). Better still, this focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student. The current plan is to fund through this resource:

2.75 FTE RTI² teachers for the 11 elementary schools (.25 FTE at each elementary school).

2.75 FTE RTI² teachers for the three middle schools (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King)

The **Literacy Coach** positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies respectively. The funding of Literacy Coaches through both the professional development budget and the Student Support budget (as well as site funds) reflects the multiple roles fulfilled by this position.

3.3 FTE elementary school Literacy Coaches/Teachers; (.3 FTE for each of the 11 elementary schools).

Be A Scientist

\$10,000

The “Be A Scientist” program provides students with support to engage in authentic science and engineering practices. Previously, teachers lacked the time and resources to mentor students through individual science research projects, and traditional “science fair project” was assigned as an out of school homework project, contributing to inequities in learning opportunities dependent on resources and support available outside of school. Well-prepared scientists and engineers (mostly graduate students and post-docs from UC Berkeley) mentor 7th grade students through 6-week project of designing, conducting, and presenting independent research projects in science lab class. The program is in the third year of a successful pilot in partnership with Community Resources for Science, serving about 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors. The contribution from BSEP funds will be matched by LCAP funds, a Chancellor’s Grant, funding from the Berkeley Public Schools Fund and other sources to provide a robust program that reaches every 7th grade science class.

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