

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Brent Stephens, Superintendent and
Bajé Thiara, Associate Superintendent for Educational Service
DATE: February 11, 2020
SUBJECT: Some Additional Considerations for BSEP Support for Teaching
and Student Support in 2020-21

BACKGROUND INFORMATION

In addition to the High Quality Instruction summary document presented to the Planning and Oversight Committee on 2/11/2020, this document outlines a few additional considerations which are currently under discussion as possibilities for BSEP funding in the area of Support for Teaching (HQI Budget) and Student Support (Counseling, Student Achievement) for 2020-21.

Some of these are new or expanded programs and projects, some are items that are currently funded through other sources. The incorporation of these items into an appropriate funding source within BSEP will depend upon budgetary and program structure considerations, within BSEP, as well as the availability of other funding streams. By 2/25/2020, the P&O Committee may see several of these considerations incorporated in the next draft of plans. This is not an exhaustive list, but indicates where some additional funding may be sought.

African American Success Project

\$350,000

This program focuses on supports specific to African American students, who, as a group, continue to experience significant service gaps in Berkeley schools. Additional resources would build from current LCAP investments in the African American Success Project, which has, since its inception in the 2018-2019 school year, focused on student attendance, social-emotional support, and cultural affirming classroom content. To expand vital work in this area, BUSD will invest in the creation of an African American Success Framework, drawing from research, promising local practices, and empathy interviews to describe how additional staff positions, contracts, and programs can further support African American learners.

Program Evaluation

\$100,000

Additional resources may be needed for our program evaluation department (BREA), to be able to conduct program evaluations for critical BUSD program investments.

Professional Development

Several programs were funded last year out of carry-over funds in BSEP Measure A, or through a one or two-year Block Grant. In the coming year, BUSD has a number of professional development priorities, which include

- Ongoing work in early literacy screening, assessment, and intervention for students at-risk of phonological processing difficulties.
- Additional support for mathematics, including continuing opportunities for cross-grade calibration, the use of “rich math tasks” as a means of understanding students’ understanding, and embedded English language development strategies. At the high school level, this can include increased opportunities for professional development and coaching in the math department.
- In all grade levels, continued training for teachers on culturally responsive pedagogy, with an emphasis on the experience of African American students in our schools

Expanded Course Offerings (ECO)

The FTE provided to middle schools could be increased in order to account for Willard’s larger size and for Longfellow’s specific needs, pending further discussions with site Principals.

Classroom Support

The Dean of Attendance at Berkeley High, and the CTE Coordinator have been funded out of BSEP one-time funds.

Counseling

Currently, the BSEP Counseling resource provides for 2.4 FTE at King Middle School and 1.2 FTE counselors at Willard and at Longfellow. With Willard’s growth, the counseling caseload has grown considerably. An additional .5 FTE would be needed to balance caseloads. The funding in this resource is tight, but with reallocation of funding from the related resource of Student Achievement (moving a math coach funding into professional development), this could be achieved.

There are also important opportunities to expand education for high school students about healthy relationships, affirmative consent, harassment, and violence prevention. Currently, students take part in a course on these topics in the ninth grade, but due to resource constraints no offerings extend this initial class. Other related opportunities include training experiences specific to student athletes, such as the program “Coaching Boys Into Men”.

Also at the high school, the total number of students with Section 504 accommodations has exceeded 400. Students with 504 plans, and teachers

who are responsible for the implementation of these accommodations, would benefit from the guidance and supervision of a dedicated 504 Coordinator for the high school.

P&O Committee members are also reminded that there are two BHS counselors currently in one time BSEP funding. The BSEP resource does not have sufficient funding to absorb additional FTE beyond the middle school.

Family Engagement

This budget was zeroed out and funding moved to LCAP in an exchange in 2019-20 in which BSEP took on funding of literacy coaches from LCAP, and LCAP took on the funding for Family Engagement. Still, there are additional opportunities to expand services to families, particularly at the middle school level.