

STUDENT ACHIEVEMENT STRATEGIES

BSEP Measure E1, Resource 0763

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

Measure E1 Purpose:

*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

Budget Manager: Jill Hoogendyk, Associate Superintendent, Educational Services

Background

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes. The 2021-22 Plan includes:

● RtI Elementary and Middle School Teachers	5.5 FTE
● K-5 Literacy Coaches	5.5 FTE
● Middle School Math Coach	0.6 FTE
● Black Studies Program Development	0.4 FTE
● African American Success Framework (AASF)	\$60,000
● Puente	\$40,000
● Be a Scientist	\$20,000

2021-22 Activities - K-8 Literacy Coaches and RtI Teachers

Lit Coaches and RtI teachers work with students performing below grade level to do targeted interventions. RtI Teachers and Literacy Coaches provide additional supports for students identified through grade-level data, including teacher input, formative and summative assessments, and progress towards grade level standards. RtI Teachers and literacy Coach impact can focus on student performance in core classes as reported by the classroom teacher, and in the STAR test, and at SBAC scores when available. Both positions serve critical roles on the Coordination of Services (CoS) teams the District has been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific academic or behavioral outcomes, both positions play key direct service roles with our students.

¹ BSEP Measure E1 Section 3.A

The Response to Intervention (RtI) Teachers in elementary and middle schools, and elementary Literacy Coaches remain key in efforts to support struggling students. The plan provides 2.75 FTE RtI teachers for the 11 elementary schools (.25 FTE at each) and 2.75 FTE RtI teachers for middle schools (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King).

Literacy Coaches are allocated to each of the 11 BUSD elementary schools including 0.5 FTE from this funding source. The BSEP Professional Development Resource funds an additional 0.25 FTE for each elementary site. The co-funding through the Professional Development budget and the Student Achievement Strategies budget reflects the multiple roles fulfilled by this position. Each elementary school rounds out a full-time position at the site by providing funding for 0.25 FTE from site BSEP or Title I funds.

in 2021-22, the Literacy coaches and the RtI Teachers supported the following projects and activities as part of the Professional Development Department:

- **Silicon Valley Math Initiative** - BUSD continued its work with SVMl to support math professional development. Many sites are implementing the MARS tasks as formative assessment for student learning. Classroom teachers also attend their summer institute and after school training. During the 2020-2021 school year, K-5 Math Teacher Leaders attended the five SVMl 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. Additionally, the district implemented a collaboration with the Special Education department. A team (12 participants) made up of math coaches, Special Education TSAs, classroom Special Education teachers, and RtI teachers attended the Silicon Valley Math Initiative professional development meetings with follow up coaching.
- **District wide K-2 training on the implementation of DIBELS** - Site Literacy Coaches and RtI Leads assisted with implementation of a district wide K-2 training on the implementation of DIBELS, the newly adopted universal screener. Teachers unpacked the skills assessed on each subtest of DIBELS and received training in how they could use the data to inform instructional next steps. **DIBELS usage data** - 100% of K-2 classrooms were given DIBELS (which includes 3-5 subtests) used for benchmarks
- **Shifting the Balance** - Site Literacy Coaches and RtI Leads engaged in a book study on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.
- **CAASPP in ELA Training** - All elementary sites participated in site specific training led by district staff on Tools for Preparing for CAASPP in ELA. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

2022-23 Update - K-8 Literacy Coaches and RtI Teachers

This fall, the Literacy Coaches and the RtI Teachers supported the following projects and activities as part of the Professional Development Department:

- **October 10, 2022 Staff Development Day:** All TK-5 classroom teachers, specialists, and interventionists engaged in professional development focused on Shifts in literacy

instruction based on the Science of Reading. Staff was trained and read about Phonological/Phonemic Awareness and learned high leverage strategies to build phonological awareness with students that they could bring back to their classrooms.

- **Six Shifts on the Science of Reading:** Year-Long (7-8 Wednesdays for K-5 Elementary School sites). All staff engaged by Literacy Coach in Book study and professional development inquiry work around the shifts in literacy instruction based on the Science of Reading; Topics include:
 - Shift 1: Rethinking how reading comprehension begins
 - Shift 2: Recommitting to Phonemic Awareness Instruction
 - Shift 3: Reimagining the way we teach phonics
 - Shift 4: Revising high-frequency word instruction
 - Shift 5: Reinventing the ways we use MSV (3 cueing systems)
 - Shift 6: Reconsidering texts for beginning readers
- **DIBELS** professional development for 2022-23 is also focused on training interventionists on the progress monitoring component of DIBELS.

2021-22 Activities - African American Success Framework In 2021-22, the following activities took place:

- The African American American Success Framework (AASF) was developed further. It is a comprehensive plan to disrupt predictable patterns of student achievement. It takes into account all current District initiatives including: LCAP, BLM Resolution, CCEIS, LCP, etc. and provides a single framework to support achievement.
- The data dashboard was created, provided by an African American Success Framework provider to analyze district data provided by BREA with a focus on African American student outcomes. This multi-measure system includes academic, social-emotional and climate with the goal of making African American students visible and to effectively implement the AASF's Theory of Transformation which starts with a data rich needs assessment. Key aspects of the dashboard include:
 - Converts institutional data into meaning so that one can understand the impact of system decisions and take appropriate action for students and staff
 - Provides direct multi-measure feedback on African American student performance Identifies areas where things are going well and areas in need of support (e.g. evaluate performance against targets)
 - Does not give complete picture of what is happening but is intended to drive important questions
- The BSEP funded report [ASSP - Umoja Program Report](#), was developed by Freedom Media Education Initiatives.

2022-23 Update - African American Success Framework

In 2022-23, staff will implement the AASF work plan (developed in Spring of 2022) . Funding will support programming and activities suggested in the AASF, specifically recommendations, and strategic actions created to ensure long term practices to sustain and scale best practices to achieve transformative results for Black/African American students. In the fall, the [African](#)

[American Success Framework Progress Report \(Fall 2022\)](#) was presented to the Board of Education.

2021-22 Activites - Puente

The Puente program addresses long term inequities for Latinx students that can limit their ability to attend college. Funding was used to support a contract with UC Regents to provide program support. Additional support for Puente was provided through the A-G State Grant. Pre and post data for cohorts will be gathered and analyzed for students enrolled in the Puente program to understand gains and areas of improvement moving forward. Summer 2022 activities included training for staff.

2022-23 Update - Puente

In 2022-23, cohorts have been launched including a 7th grade cohort at Longfellow and 10th grade cohort at Berkeley High School. This program is open to all students and aims to serve 1st Generation Latinx students and English Learners to become college ready. Outreach to students and families occurred in the fall of 2022.

2021-22 Activities - Black Studies 0.4 FTE

The intention of this funding is to expand course offerings at Berkeley High School by providing funding for two Teacher leaders in the African American Studies Department to have a planning period each to expand department activities and develop course offerings. In 21-22, the two 0.2 FTE positions were filled. In 2021-22, a total of six courses with 10 sections were provided in Black Studies with 296 students enrolled.

BHS African American Studies Dept. Course Offerings, 2021-22

2021-22 Course / Number of Sections	Number of Students Enrolled
African American Literature (2)	53
African American History (2)	62
African American Economics (1)	33
African American Psychology / Sociology (1)	30
African American Beginning Dance (2)	61
African American Advanced Dance (2)	57

In 2022-23, two new courses were introduced with 4 sections and 128 students enrolled

2022-22 New Courses / Number of Sections	Number of Students Enrolled
Patterns in Black Literature (3 sections)	98
Spanish I in the African Diaspora (1 section)	30

2021-22 Activities - Middle School Math Coach TSA 0.6 FTE

The Middle school math coach is co-funded by LCAP for a total 1.0 FTE and in 2021-22, supported the following projects and activities as part of the Professional Development Department:

- **Grading for Equity (6-8):** The district formed a team of six piloting teachers who engaged in a book study of Grading for Equity. The goal of the pilot team was to design, refine, and present consistent and effective grading practices and philosophy to be implemented in more math classrooms and adopted in other departments (humanities, science, etc) and/or K-5 math. The measurable outcomes for the work were: to see a higher percentage of students meeting and/or exceeding expectations in math, students developing an understanding of grading practices that put them in control of working toward the grades they want, and students developing a growth mindset in mathematics. The team would pick focal students to focus on and gather data based on the outcomes.
- **Site focused:** One site engaged in deepening understanding on Fluency/Number Sense Building Routines with follow up coaching. Another site focused on selecting and administering MAC/MARS math assessments with two full days for grade level teams to score, analyze, and plan.
- Math Middle School Teacher Leaders met twice a month and led collaboration days around increasing student voice in the mathematics classroom. They supported the implementation of our supplemental curriculum (Desmos).
- 2222-23 PD Report update: Middle School Collaborations: Middle School District Wide Collaboration: September 28th, 2022, November 9th 2022, January 25th, 2022, February 22nd, 2023, and March 15th, 2023. All 6-8th grade teachers are engaging in deepening understanding of the implementation of Universal Design for Learning, specifically on increasing student voice in the classroom with an emphasis on focal students. The feedback has been overwhelmingly positive with: 92% stating that- The collaboration time helped me reflect on my practice and 89% stating that- The collaboration was an effective use of time.

Be A Scientist \$20,000

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 the 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. Scientists and engineers (mostly graduate students and post-doctoral researchers from UC Berkeley) mentor 7th grade students through the 6-week project of designing, conducting, and presenting independent research projects in science lab class.

In 2021-22, this program is in the fifth year of a successful partnership with Community Resources for Science, serving approximately 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors reaching every 7th grade science class. Other funding sources contribute to this contract each year.

Student Achievement Strategies Program Measures	2021-22
Access and Participation	
Number of courses/section offered in Black Studies	6/10
Number of students enrolled in Black Studies courses	296
Number of students participating in the Puente program	TBD
Number of Puente events/activities for families	TBD
Number and percent of 7th Grade students participating on the “Be a Scientist” program	~700/100%
Professional Capacity	2022-23 FALL
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)	68
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)	100%
Diversity, Equity and Inclusion	2022-23 FALL
Number of students receiving Literacy Coaches and/or RTI teachers direct services in Elementary School in Q1	588
Number of students receiving Literacy Coaches and/or RTI teachers direct services in Middle School for Math in Q1	289
Number of students receiving Literacy Coaches and/or RTI teachers direct services in Middle School for ELA in Q1	162

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Student Achievement (Measure E1/ Resource 0763)
Revenue and Expenditures
Comparison Report 10/31/22

Purpose: 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.

Budget Manager: Jill Hoogendyk, Associate Superintendent of Educational Services

	Adopted Budget 2020/21 as of 07/01/20	Unaudited Actuals 2020/21 as of 06/30/21	Adopted Budget 2021/22 as of 07/01/21	Unaudited Actuals 2021/22 as of 06/30/22	Adopted Budget vs. Unaudited Actuals 2021/22	Adopted Budget 2022/23 as of 07/01/22	1st Interim 2022/23 as of 10/31/2022
REVENUE							
Parcel Tax Revenue	1,538,877	1,552,938	1,559,425	1,623,075	63,650	1,628,344	1,628,344
Parcel Tax Revenue-Prior Year		15,215		17,404	17,404		
Net Revenue	1,538,877	1,568,153	1,559,425	1,640,480	81,055	1,628,344	1,628,344
EXPENDITURES							
Certificated Salaries	1,018,611	900,977	1,164,634	953,349	211,285	1,042,860	1,122,393
Classified Salaries	0	0	0	0	0	0	487
Employee Benefits	294,327	235,814	320,250	270,810	49,440	325,020	345,073
Books & Supplies	0	0	0	0	0	0	0
Unallocated Reserve and Carryover	105,332	0	68,700	0	68,700	76,525	0
Contracted Services	110,000	229,984	7,112	58,000	(50,888)	120,000	99,368
Indirect Costs	70,842	65,058	84,590	69,493	15,097	100,748	100,748
TOTAL EXPENDITURES	1,599,112	1,431,833	1,645,286	1,351,652	293,634	1,665,153	1,668,069
NET INCREASE (DECREASE)	(60,235)	136,320	(85,861)	288,828	374,689	(36,809)	(39,725)
FUND BALANCE ANALYSIS							
Beginning Fund Balance	257,960	471,969	411,733	608,288	196,555	459,175	897,116
Net Increase (Decrease) in Fund Balance	(60,235)	136,320	(85,861)	288,828	374,689	(36,809)	(39,725)
Ending Fund Balance	197,725	608,288	325,872	897,116	571,244	422,366	857,391