

Effective Student Support: Student Achievement Strategies

Plan Overview: FY 2018-19

Budget Manager:

Pasquale Scuderi, Associate Superintendent for Educational Services

The Response to Intervention (Rtl) Teachers in elementary and middle schools, and elementary Literacy Coaches remain key to our efforts to support struggling students. 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.

BUDGET RECOMMENDATIONS FOR FY 2018-19

Staff	\$930,100
• Rtl Teachers	5.50 FTE
• Literacy Coaches	3.30 FTE

The **Rtl 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 this staffing with this resource:

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

2.75 FTE Rtl 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 and LCAP) 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 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. Well-prepared 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.

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 toward a contract with Community Resources for Science 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.

BUDGET SUMMARY

Following is the proposal for expenditures for Student Achievement Strategies from funds allocated to this purpose in accordance with *The Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1).

Resource 0763 Student Achievement Strategies: Budget Summary		
Revenue Allocation for FY 2018-19	1,039,436	
Projected Expenditures		
Literacy Coaches	367,250	
RTI TSAs	562,850	
Contracts	10,000	
Indirect Cost	55,748	
Total Expense	995,848	
Net Change to Fund Balance	43,588	
Beginning Fund Balance	68,889	
Net Change to Fund Balance	43,588	
Ending Fund Balance	112,477	