

BSEP
Student Achievement Strategies
DRAFT Annual Plan
2021-22



March 23, 2021 - Second Draft

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Student Achievement Strategies Program Overview

1. PROGRAM MISSION and VISION:

The Response to Intervention (RtI) 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.

2. BSEP MEASURE E1 STATED PURPOSE and USES

“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.

3. BSEP FUND USE SUMMARY

● RtI Elementary and Middle School Teachers	5.50 FTE
● K-5 Literacy Coaches	5.50 FTE
● Middle School Math Coach (from LCAP)	0.60 FTE
● Black Studies	0.40 FTE

3. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

- Black Studies .4 FTE new investment in additional courses
- PUENTE - \$40,000 new investment
- African-American Success Program - Contract work - \$60K as a continuation of prior \$120K investment

4. BSEP BUDGET SUMMARY

BUSD CONTEXT

Revenue	\$1,550,425	Literacy Coaches Cofunded through BSEP Professional Development and Site Funds/Title I
Staffing	\$1,338,400	
Contracts	\$110,000	Math Coach was funded through LCAP.
Variance/Reserve	\$40,152	
Indirect Cost	\$80,680	Be A Scientist co-funded with Schools Fund.
Total Expense	\$1,569,232	AASP - City of Berkeley funding, LCAP funding, Expanded Learning Grant)
Net Change to Fund Balance	-\$18,807	
Beginning Fund Balance	411,734	Black Studies to be supplemented by an events and activities budget drawn from BSEP Measure A Carryover
Net Increase/(Decrease)	-18,807	
Ending Fund Balance	392,927	

Student Achievement Program Equity and Quality Measures

1. PARTICIPATION and OUTREACH:

How do programs address issues of equity, access, and opportunity, including targeted funding and supports?

Students are identified through grade-level data, including the STAR and benchmark tests. Will look at students historically to see how they did in the prior year.

2. REPRESENTATION, DIVERSITY and INCLUSION:

How do programs reflect and support the diversity of our families and students?

The focus is on students who are part of the opportunity gap data that we see in our district.

3. STAFFING/PROFESSIONAL DEVELOPMENT:

How does staffing and/or professional development address equity and district goals?

Professional Development has a focus on equity, referencing the work Gholdy Muhammed - Cultivating Genius - continues work in strengthening our equity framework to improve literacy. There are five strands, including Cultivating Joy. Lit Coaches and RtI teachers work with students performing below grade level to do targeted interventions.

We strive for staff to reflect the diversity of the students, and this is an area of concern and strong consideration in hiring.

4. DATA/OUTCOMES:

What data/metrics could be used to report on outcomes?

Look at student performance in core classes as reported by the classroom teacher, and in the STAR test, and at SBAC scores when available.

5. QUALITATIVE BENEFITS:

What elements are not quantitative but of significant value to the program and/or district?

Because these staff work with smaller groups of students, there is an opportunity to build a positive, caring relationship with an adult whose focus is on academics.

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STUDENT ACHIEVEMENT STRATEGIES BUDGET RECOMMENDATIONS FOR FY 2020-21

Staff **\$1,338,400**

RtI Teachers **5.50 FTE**

The plan for 2020-21 is to continue to fund 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).

This 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). 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.

Literacy Coaches **5.50 FTE**

The plan for 2020-21 is to continue to fund .50 FTE for each of the 11 BUSD elementary schools. These positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and in some cases, providing intensive one-on-one reading supports as well as intensive small group remediation.

The BSEP Professional Development Resource funds an additional .25 FTE for each elementary site. The co-funding through the Professional Development budget and the Student Support 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 .25 FTE from site BSEP or Title I funds.

Black Studies **0.4 FTE**

This funding would expand course offerings at Berkeley High School.
(further description pending)

Program Expenditures

\$110,000

African American Success Project

\$60,000

An addition to the Student Achievement Strategies for 2020-21 is a program that focuses on supports specific to African American students, who, as a group, continue to experience significant service gaps in Berkeley schools. These additional resources, currently envisioned as a dedicated Teacher on Special Assignment, along with contract support, 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.

Puente

\$40,000

The PUENTE High School Program is designed to help students graduate from high school, become college eligible, and enroll in college through the efforts and support provided by a PUENTE-trained team.

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 fifth year of a successful 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.