

BSEP

**Student Support:
Student Achievement Strategies**

**2022-23 Annual Plan
1st Draft**



P&O Committee 3-22-22

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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	0.60 FTE
● Black Studies	0.40 FTE
	Contracts: \$120,000

4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

No changes from prior year

5. BSEP BUDGET SUMMARY

Student Achievement Strategies

	2022-23 Draft Budget 3/22/22	
Revenue	1,628,344	
Expense		
Staffing	1,375,624	
Contracts	120,000	
Variance/Reserve	68,781	
Indirect Cost	100,748	
Total Expense	1,665,153	
Net Change to Fund Balance	(36,809)	
Beginning Fund Balance	608,288	<i>21-22 1st Interim amount</i>
Net Increase/(Decrease) in Fund Balance	(36,809)	
Ending Fund Balance	571,479	

6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

Literacy Coaches are co-funded through BSEP Professional Development and Site Funds/Title I

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Equity

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 Rtl teachers work with students performing below grade level to do targeted interventions.

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Measures and Data

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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Plan Narrative

Staff **\$1,375,624**

RtI Teachers **5.50 FTE**

The plan for 2022-23 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 2022-23 is to continue to fund 0.50 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 by providing funding for two Teacher Leaders in the African American Studies Department to expand Department activities and develop further course offerings.

Middle School Math Coach **0.6 FTE**

This position has previously been funded by LCAP, which due to reduced funding, can no longer support this key position.

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Program Expenditures **\$120,000**

African American Success Project **\$60,000**

BUSD will continue to 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. In a first year of development with BUSD, funds may be used for preliminary work to embed this program in our schools.

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. 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.