

BSEP

**Student Support:
Student Achievement Strategies**

**2022-23 Annual Plan
2nd Draft for Approval**



P&O Committee 4-12-22

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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

Student Achievement Strategies

5. BSEP BUDGET SUMMARY

Budget Summary		
Student Achievement Strategies 2022-23		
Measure E1, Resource 0763		
April 12, 2022		
		DRAFT
		2022-23
Revenue		1,628,344
Expense		
Staffing	12.0 FTE	1,375,624
Contracts		120,000
Reserve for Personnel Variance		68,781
Indirect Cost		100,748
Total Expenses		1,665,153
Net Change to Fund Balance		(36,809)
Beginning Fund Balance		459,175 <small>2021-22 2nd Interim</small>
Net Increase/(Decrease) in Fund Balance		(36,809)
Ending Fund Balance		422,366

6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- Literacy Coaches are co-funded through BSEP Professional Development and Site Funds/Title I
- Additional support for the African American Success Initiative is provided through other sources to be determined.
- Additional support for Puente is provided through the A-G State Grant.

Student Achievement Strategies

Equity

1. PARTICIPATION and OUTREACH:

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

- 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.
- The African American American Success Framework will provide 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 Puente program addresses long term inequities for Latinx students that can limit their ability to attend college.

2. REPRESENTATION, DIVERSITY and INCLUSION:

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

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes.

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.

Student Achievement Strategies

Measures and Data

4. DATA/OUTCOMES:

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

- 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.
- The data dashboard is a service provided by an African American Success Framework (AASF) 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
- Pre and post data for cohort will be gathered and analyzed for students enrolled in the Puente program to understand gains and areas of improvement moving forward.

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.

Student Achievement Strategies

Plan Narrative

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

Rtl Teachers **5.50 FTE**

The plan for 2022-23 is to continue to fund 2.75 FTE Rtl teachers for the 11 elementary schools (.25 FTE at each) and 2.75 FTE Rtl 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.

Student Achievement Strategies

Program Expenditures **\$120,000**

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

In 2021-22 BSEP funds were used for targeted initiatives that support African American students and families, including a program review of the Umoja program at Longfellow Middle School to understand impact and feasibility of scaling the program to additional sites. Additionally, actions were taken in support of the ongoing development of an African American Success Framework (AASF). The AASF is a written document that expresses the district’s and community’s view of the strengths, opportunities, and challenges present for African American students; and the “theory of change” that leads to a coherent set of decisions about eliminating barriers to success. The AASF is a 3-year strategic plan with recommendations, action steps, and implementation timeline. The AASF provides a vision for ongoing investment, support, and accountability for African American Students and their Families.

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.

[3-23-22 Board Presentation of the African American Success Framework](#)

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 2022-23, cohorts will be 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. Summer 2022 activities include training for staff and outreach to students and families will occur in the fall of 2022.

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.