

BSEP

**Student Support:
Student Achievement Strategies**

**2023-24 Annual Plan
1st Reading**

BSEP  **Excellence!**

P&O Committee 4-25-23

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Student Achievement Strategies

Program Overview

1. PROGRAM MISSION and VISION:

The staffing and activities funded by Student Achievement Strategies aim to improve academic outcomes. Literacy Coaches and the Response to Intervention (RtI) teachers work with students performing below grade level with targeted interventions. Both positions serve critical roles on the Coordination of Services (CoS) teams the District has been building at elementary and middle schools.

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
● Contract:	\$120,000

4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

No changes from prior year

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5. BSEP BUDGET SUMMARY

Budget Summary for Student Achievement Strategies 2023-24		
Measure E1, Resource 0763		
April 25, 2023	2023-24	DRAFT 4-24-23
Revenue		1,735,891
Expense		
Staffing	12.0 FTE	1,641,798
Contracts		120,000
Reserve for Personnel Variance		49,254
Indirect Cost		111,199
Total Expenses		<u>1,922,250</u>
Net Change to Fund Balance		(186,359)
Beginning Fund Balance		
Net Increase/(Decrease) in Fund Balance		<u>(186,359)</u>
Ending Fund Balance		671,032

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 and Puente is provided through other sources.

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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 support 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 provides 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?

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

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.

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- 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 cohorts 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 academic support positions 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 **\$1,641,798**

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**

The funding for 0.4 FTE for Black Studies expands course offerings at Berkeley High School by providing funding for two Teacher Leaders in the African American Studies Department to grow 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 Framework

\$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 2023-24, 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.

[August, 2022 African American Success Framework Report](#)

In 2023-24, the following is planned:

- Goal 1: Academic Performance (\$30,000)
 - Hourly Pay (Certificated & Classified)
 - Tutoring
 - Lexia
 - Summer Learning Kits
 - Transition Fair
 - Curriculum Development & Materials for African American-centric units
 - PreK/TK/K Transition
 - Advanced Coursework Access & Success Activities
- Goal 2: PD (\$10,000)
 - Antiracist & cultural competence training resources
 - Release Time Subs
 - Hourly Pay (Certificated & Classified)
- Goal 3: Safe Climate (\$10,000)
 - BHOF Resources
 - Black Affinity Based Groups Report
 - Field Trips
- Goal 4: Family Engagement (\$10,000)
 - AASAC Materials & Food
 - Cultural Events: BHOF, Kwanzaa

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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 2023-24, support for the 7th grade cohort at Longfellow and 10th grade cohort at Berkeley High School will continue. This program is open to all students and aims to serve 1st Generation Latinx students and English Learners to become college ready.

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.

Student Achievement Strategies

Performance Measures

Student Achievement Strategies Program Measures	2021-22
Access and Participation	
Number of courses/section offered in Black Studies @ BHS	6/10
Number of students enrolled in Black Studies courses @ BHS	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