

STUDENT ACHIEVEMENT STRATEGIES

BSEP Measure E1, Resource 0763

ANNUAL REPORT: FY 2022-23

PROGRAM UPDATE: FY 2023-24

Measure E1 Purpose:

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.¹

Budget Manager:

Chris Albeck, Director of Curriculum and Instruction Development
Mathew Espinosa-Castro, Director of Equity, Achievement and Belonging
Juan Raygoza, Principal, Berkeley High School

Background

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes. The 2022-23 Plan includes:

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| ● Rtl Elementary and Middle School Teachers | 5.5 FTE |
| ● K-5 Literacy Coaches | 5.5 FTE |
| ● Middle School Math Coach | 0.6 FTE |
| ● Black Studies Program Development | 0.4 FTE |
| ● African American Success Framework (AASF) | \$60,000 |
| ● Puente | \$40,000 |
| ● Be a Scientist | \$20,000 |

2022-23 Activities - K-8 Literacy Coaches and Rtl Teachers

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

¹ BSEP Measure E1 Section 3.A

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

Literacy Coaches are allocated to each of the 11 BUSD elementary schools including 0.5 FTE from this funding source. The BSEP Professional Development Resource funds an additional 0.25 FTE for each elementary site. The co-funding through the Professional Development budget and the Student Achievement Strategies 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 0.25 FTE from site BSEP or Title I funds.

in 2022-23, the Literacy coaches and the RtI Teachers supported the following projects and activities as part of the Professional Development Department:

- **October 10, 2022 Staff Development Day:** All TK-5 classroom teachers, specialists, and interventionists engaged in professional development focused on Shifts in literacy instruction based on the Science of Reading. Staff was trained and read about Phonological/Phonemic Awareness and learned high leverage strategies to build phonological awareness with students that they could bring back to their classrooms.
- **Six Shifts on the Science of Reading:** Year-Long (7-8 Wednesdays for K-5 Elementary School sites). All staff engaged by Literacy Coach in Book study and professional development inquiry work around the shifts in literacy instruction based on the Science of Reading; Topics include:
 - Shift 1: Rethinking how reading comprehension begins
 - Shift 2: Recommitting to Phonemic Awareness Instruction
 - Shift 3: Reimagining the way we teach phonics
 - Shift 4: Revising high-frequency word instruction
 - Shift 5: Reinventing the ways we use MSV (3 cueing systems)
 - Shift 6: Reconsidering texts for beginning readers
- **DIBELS:** Professional development for 2022-23 was also focused on training interventionists on the progress monitoring component of DIBELS.
- **eduCLIMBER and Progress Monitoring:** Lit Coaches and RtI Teachers contributed to the development of standardized guidance for assessment, instruction, and monitoring of literacy development as part of the Literacy Action Plan. RtI Teachers learned to use eduCLIMBER to create intervention groups, set goals, and monitor progress toward goals using benchmark data from DIBELS, STAR, and NWEA-MAP.

2022-23 Activities - African American Success Framework In 2022-23, the following activities took place:

- The African American Success Framework (AASF) entered Year 1 of full implementation. Under the coordination of the newly formed Equity, Achievement and Belonging Department and with the contracted consultation of RT Fisher Enterprises, the first year launched a wide range of activities. Highlights of BSEP-supported activities are provided below. A link to the full [AASF Year 1 Implementation Report is here](#).

- Launch of the Black-to-School Strong Start event.
- Launch of the AASF Transition Fair for raising 6th, 9th, and 10th graders.
- Formation of the Superintendent’s African American Success Advisory Committee.
- Cultural Competency Training provided to focal “early adopter” schools (Longfellow and Mendez).
- eduCLIMBER was used to identify focal students for the academic intervention program, STEP UP! Academy for Summer 2023.
- The development of the new 2023 CCEIS (Comprehensive Coordinated Early Intervening Services) Plan was aligned with the AASF goals and activities to build stronger efficiencies and impact on improving outcomes for African American students.

2023-24 Update - African American Success Framework

In 2023-24, staff built on the progress made from Year 1 Implementation to develop, expand, and sustain services and activities. Below are highlighted activities being supported by BSEP funds.

Click the [link here to see ongoing updates for current AASF activities](#).

- Expansion of AASF Professional Learning Opportunities for Vision Schools: Malcolm X, Muir, Cragmont, Mendez, Oxford, Washington, Longfellow, Willard, King, BTA, and BHS.
- Intensive support for a Math 1 Pilot Program to examine the experiences of Black students in Math 1, design instructional supports, and provide training to the identified teacher.
- Expanded communication to promote events and resources (e.g., posters, social media, emails, phone calls, texts).
- Development of AASF affinity groups at BTA and middle schools.
- Contracted service from National Equity Project to develop liberatory design leadership skills and mindsets across Vision Schools to address focal equity challenges impacting the experiences of African American students.
- Purchase of materials and resources to support academic achievement for African American students.
- Support for AASF community and family events: AASF Transition Fair, Black-to-School, College Bound, African American Success Advisory Committee.

2022-23 Activities - African American Success Project

The BSEP funded report [ASSP - Umoja Program Report](#), was developed by Freedom Media Education Initiatives.

2023-24 Activities Update African American Success Project

BSEP funds were used to pilot a STEM Enrichment Club provided by Bay Area Sigmas, Inc. at Longfellow Middle School. The initiative specifically targeted African American boys. However, it was open to all students. Thirteen students enrolled in the Club.

The overarching goal of the STEM Enrichment Club is to provide access to STEM activities and encourage participants to consider STEM careers as viable future options, thus disrupting the

underrepresentation of Black males in STEM-related fields.

2022-23 Activites - Puente

The Puente Program addresses long-term inequities for Latinx students that can limit their ability to attend college. The core components of the program include a Latinx-centered English class, academic counseling, student leadership development and community service. Funding was used to support a contract with UC Regents to provide program support. Additional support for Puente was provided through the A-G State Grant. 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. Summer 2023 activities included training for new staff. The initial student cohorts consisted of two classes of 7th graders at Longfellow and one class of 10th graders at Berkeley High School. The funds were also used to support field trips for college tours, Latinx-centered instructional resources, and program promotional materials to facilitate recruitment.

2023-24 Update - Puente

In 2023-24, Puente cohorts expanded to four classes at Longfellow (two 7th grade classes, two 8th grade classes) and two classes at Berkeley High (one 10th grade class, one 11th grade class). Administrators, teachers, and counselors began meeting regularly in Fall 2023 to develop program alignment across sites and share resources. Students have participated in several field trips for community service, cultural experiences, and college tours. 10th grade students also participated in the Regional Puente Student Leadership Conference at UC Berkeley. Puente English teachers have developed a scope of literature and writing instruction that builds from 7th to 11th grade. Puente counselors have created family resources for college preparation and student recruitment.

2022-23 Activities - Black Studies 0.4 FTE

The intention of this funding is to expand and strengthen course offerings and student participation at Berkeley High School by providing funding for two Teacher leaders in the African American Studies Department to have a planning period each to expand department activities and develop course offerings. In 22-23, the two 0.2 FTE positions were filled. In 2023-24, a total of six courses with 12 sections were provided in Black Studies with 343 students enrolled.

BHS African American Studies Dept. Course Offerings, 2022-23

African American Department Courses Offered	2021-22 Number of Sections	2021-22 of Students Enrolled	2022-23 Number of Sections	2022-23 of Students Enrolled	2023-24 Number of Sections	2023-24 Number of Students Enrolled
African American Literature	2	53	2	43	2	30
African American History	2	62	2	65	2	63
African American Economics	1	33	2	58	3	87
African American Psychology / Sociology	1	30	NA	NA	NA	NA
African American Beginning/Intermediate Dance	2	61	2	74	2	79
Spanish in the African Diaspora	NA	NA	NA	NA	1	26
African American Advanced Dance	2	57	2	56	2	58
Total	10	296	10	296	12	343

2022-23 Activities - Middle School Math Coach TSA 0.6 FTE

The Middle school math coach is co-funded by LCAP for a total 1.0 FTE and in 2021-22, supported the following projects and activities as part of the Professional Development Department:

- **Grading for Equity (6-8):** The district formed a team of six piloting teachers who engaged in a book study of Grading for Equity. The goal of the pilot team was to design, refine, and present consistent and effective grading practices and philosophy to be implemented in more math classrooms and adopted in other departments (humanities, science, etc) and/or K-5 math. The measurable outcomes for the work were: to see a higher percentage of students meeting and/or exceeding expectations in math, students developing an understanding of grading practices that put them in control of working toward the grades they want, and students developing a growth mindset in mathematics. The team would pick focal students to focus on and gather data based on the outcomes.
- **Site focused:** One site engaged in deepening understanding on Fluency/Number Sense Building Routines with follow up coaching. Another site focused on selecting and administering MAC/MARS math assessments with two full days for grade level teams to score, analyze, and plan.
- Math Middle School Teacher Leaders met twice a month and led collaboration days around increasing student voice in the mathematics classroom. They supported the implementation of our supplemental curriculum (Desmos).
- 2222-23 PD Report update: Middle School Collaborations: Middle School District Wide Collaboration: September 28th, 2022, November 9th 2022, January 25th, 2022, February 22nd, 2023, and March 15th, 2023. All 6-8th grade teachers are engaging in deepening understanding of the implementation of Universal Design for Learning, specifically on increasing student voice in the classroom with an emphasis on focal students. The feedback has been overwhelmingly positive with: 92% stating that- The collaboration time helped me reflect on my practice and 89% stating that- The collaboration was an effective use of time.

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. 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.

In 2022-23, this program is in the sixth year of a successful partnership with Community Resources for Science, serving approximately 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors reaching every 7th grade science class. Other funding sources contribute to this contract each year.

Student Achievement Strategies Program Measures	2021-22	2022-23
Access and Participation		
Number of courses/section offered in Black Studies	6/10	forthcoming
Number of students enrolled in Black Studies courses	296	forthcoming
Number of students participating in the Puente program	N/A	65
Number of Puente events/activities for families	N/A	2
Number and percent of 7th Grade students participating on the “Be a Scientist” program	~700/100%	~700/100%
Professional Capacity	2022-23 Annual	2023-24 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)	Approx 60	81
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%	100%
Diversity, Equity and Inclusion	2022-23 Annual	2023-24 Fall
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes	Math: 261 ELA: 188	Math: 189 ELA: 241
Literacy Coaches and RTI teachers direct services to students in Elementary	528 students	548 students

Student Achievement Strategies Budget Report

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Revenue and Expenditures - Student Achievement Strategies
Comparison Report as of 12/4/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	1,628,344	1,628,344	1,735,891	1,735,891
Parcel Tax Revenue-Prior Year	0	0	0	0
Interest	0	0	0	0
Interest-Prior Year	0	0	0	0
NET REVENUE	1,628,344	1,628,344	1,735,891	1,735,891
EXPENDITURES				
Certificated Salaries	1,042,860	967,937	1,154,461	1,164,476
Classified Salaries	0	1,993	0	4,000
Employee Benefits	325,020	302,162	354,458	358,480
Books & Supplies	0	0	0	17,963
Unallocated Reserve	76,525	0	182,132	182,132
Contracted Services	120,000	57,791	120,000	84,000
Capital Outlay	0	0	0	0
Indirect Costs	100,748	86,224	111,199	111,199
TOTAL EXPENDITURES	1,665,153	1,416,108	1,922,250	1,922,250
NET INCREASE (DECREASE)	(36,809)	212,236	(186,359)	(186,359)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	459,175	897,116	857,391	1,109,352
Net Increase (Decrease) in Fund Balance	(36,809)	212,236	(186,359)	(186,359)
Ending Fund Balance	422,366	1,109,352	671,032	922,993