
Changes for the 4/23/24 version are included below in blue font on pages 3, 16 -24

Program Manager

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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.”

Rationale

The Classroom Support Strategies Program is designed to address the diverse needs of BUSD students and educators within our school district. Each component of this program serves a vital purpose in promoting academic excellence, equity, and student success.

Comprehensive Student Support: By allocating resources towards Response to Intervention (RtI) teachers and K-5 literacy coaches, we prioritize early intervention and support for students who may be at risk academically. These professionals provide targeted interventions, personalized instruction, and ongoing assessments to ensure that all students have the necessary foundation for learning and academic growth.

Subject-Specific Expertise: The inclusion of a middle school math coach ensures that educators have access to specialized support in a critical subject area. By enhancing instructional practices and teacher effectiveness in mathematics, we aim to improve student proficiency, confidence, and engagement in this fundamental discipline.

Diversity, Equity, and Inclusion: Initiatives such as Black Studies Program Development and the African American Success Framework (AASF) are essential for promoting diversity, equity, and inclusion within our curriculum and educational practices. These initiatives are based upon recognized equity gaps and provide opportunities for students to see themselves reflected in the curriculum, fostering a sense of belonging and empowering them to succeed academically.

College and Career Readiness: Investments in programs like the Puente Program and Be a Scientist Program are essential for preparing students for post-secondary education and future careers. These programs offer mentorship, experiential learning opportunities, and support services that equip students

with the skills, knowledge, and confidence needed to excel in college and pursue careers in high-demand fields such as STEM.

Overall, the Classroom Support Strategies Program embodies BUSD's commitment to providing a holistic and equitable education for all students. By addressing the diverse needs of learners and educators alike, we create an inclusive and supportive learning environment where every student has the opportunity to thrive academically, socially, and personally.

Goal

The staffing and activities funded by Student Achievement Strategies aim to improve the following:

Improve Academic Achievement: The primary goal of the Classroom Support Strategies Program is to enhance academic performance across all subject areas by providing targeted interventions, professional development, and resources to support student learning and teacher effectiveness.

Reduce Achievement Gaps: Through initiatives like Rtl, literacy coaching, and targeted support for underrepresented student populations, the program aims to narrow achievement gaps based on factors such as race, ethnicity, socio-economic status, and learning abilities, ensuring that all students have equitable access to high-quality education and opportunities for success.

Enhance Educator Capacity: Another goal is to strengthen educator capacity by providing ongoing training, coaching, and support in evidence-based instructional practices, curriculum development, and culturally responsive teaching strategies, empowering teachers to meet the diverse needs of their students effectively.

Foster Inclusivity and Diversity: The program seeks to create an inclusive and culturally responsive learning environment where students from diverse backgrounds feel valued, respected, and represented in the curriculum, promoting diversity, equity, and social justice within the school community.

Promote College and Career Readiness: Finally, the program aims to prepare students for post-secondary education and future careers by offering targeted support, mentorship, and experiential learning opportunities that develop critical thinking skills, STEM proficiency, and college readiness skills essential for success in today's global economy.

Improve Organizational Clarity: The investments are aligned with the district-wide goal of organizational clarity. There are programs that focus on the District's identified focal populations of Black/African American (e.g., African American Success Framework) and Spanish-speaking Latinx students (e.g., Puente). The investments consider the required infrastructure to operate and sustain the programs and the monitoring and support for implementation.

Description

The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes. The 2024-25 Plan includes:

| | |
|--|--------------------------------|
| ● Rtl Elementary and Middle School Teachers | 5.5 FTE 6.6 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 | \$25,000 (increase of \$5,000) |
| ● One-Time Curriculum Adoption Costs | \$600,000 |

Literacy Coaches (2.75 FTE) and Response to Intervention (Rtl) Teachers (6.6 FTE)

Description

BUSD Literacy Coaches and Rtl teachers work with students performing below grade level to do targeted interventions. Rtl Teachers and Literacy Coaches provide additional academic support and intervention 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.

The plan provides 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).

Change for the 4/23/24 version:

The plan provides **3.85 FTE Rtl teachers** for the 11 elementary schools (**.35 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). The increase of 1.1 FTE is necessary to alleviate reductions in LCAP Supplemental funding in 2024-25. The increase of 0.1 FTE for each elementary site does not represent an increase in overall FTE, but rather a change to the funding source.

The plan for 2024-25 is to continue to fund 0.50 FTE for each of the 11 BUSD elementary schools. 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.

These positions remain vital as BUSD is currently conducting a comprehensive language arts curriculum adoption at the primary level. Through this adoption and during the implementation phase afterwards, BUSD Literacy Coaches and RTI teachers will play instrumental roles in rolling out training and gathering the date to ensure our new curriculum materials are meeting the needs of our BUSD students. The services provided by these educational experts are both direct and indirect.

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.

In addition to the direct service that Literacy Coaches and RTI teachers provide each and every day at their individual school sites, during the 2023-24 SY these specialists also supported the following district wide initiatives and priorities:

- BUSD's K-5 Language Arts Curriculum Adoption
- BUSD's COS team program development
- BUSD's MTSS Intervention data collection
- BUSD's literacy professional development initiatives
- BUSD's literacy assessment alignment

Targeted Student Groups

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.

Offerings, Access and Participation

- Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes Fall 2024: [Math: 189](#) [ELA: 241](#)
- Literacy Coaches and RTI teachers direct services to students in Elementary Fall 2024: [548 students](#)

Outcomes

| 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 |

African American Success Framework

\$60,000

The African American Success Framework (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 an implementation timeline. The AASF provides a vision for ongoing investment, support, and accountability for African American students and their families.

In 2024-25, staff will implement Year 3 of 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. Provided below is an annual report released each August on AASF implementation and impact. Additional updates and resources are housed on the initiative webpage, [BUSD African American Resources](#).

- [August 2023 African American Success Framework Report](#)
- [August 2022 African American Success Framework Report](#)

Activities for the African American Success Framework include support of Vision Scholar/CCEIS Program activities that focus on the elimination of the significant disproportionality in the identification of Black/African American students for special education. The activities are focused on four AASF Goals:

- Goal 1: Improve Academic Achievement for Black/African American Students
- Goal 2: Improve Experiences of Black/African American Students via Professional Learning for Staff
- Goal 3: Improve Sense of Belonging, Safety, and Cultural Affirmation in School Culture/Climate
- Goal 4: Improve Family Engagement as Partners for Learning

In 2024-25, the following is planned:

- Hourly Pay Certificated (\$15,000)
 - Support for Certificated Staff (teachers, counselors, administrators) to participate in and facilitate activities (e.g., targeted tutoring, mentoring, family meetings, PDs).
- Hourly Pay Classified (\$15,000)
 - Support for Classified Staff (instructional aides, family engagement & equity specialists, custodians, afterschool staff) to participate in and facilitate activities (e.g., mentoring, family meetings, PDs).
- Materials & Supplies (\$10,000)
 - Materials and supplies for student programs (Vision Scholar, Umoja, AASF Summer, Black History Oratorical Fest), PDs (Antiracist Practices, AASF Leadership Development) and family engagement events (Equity Saturdays, Black-2-School, Transition Fair).
- Travel & Conferences (\$10,000)
 - Field trips for student programs (Vision Scholar, Umoja, AASF Summer)
 - Conference registration and travel expenses for staff attendance at regional and state conferences focused on Black/African American student achievement and family engagement.
- Contracted Services (\$10,000)
 - Contracted services for student mentorship programs
 - Contracted services for professional learning facilitation

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.

Targeted Student Groups

The African American American Success Framework provides a comprehensive plan to disrupt predictable patterns of Black/African American student achievement in grades PreK-12. It includes support for students enrolled in programs predominantly serving Black/African American students (e.g., Vision Scholars, Umoja, AASF Focal Students). Some activities are focused on services and enrichment for all Black/African American students (e.g., Black-2-School, Black History Oratorical Fest), while others focus on students with identified achievement gaps for literacy, math, attendance, or behavior (e.g., Vision Scholars, AASF Summer). Data is reviewed regularly to inform student recruitment and outreach efforts, program design, and PD design.

Offerings, Access and Participation

| African American Success Framework | 2021-22 | 2022-23 | 2023-24 As of 3/31/24 |
|--|---|--|---|
| Access and Participation | | | |
| Number of students participating in program activities | AASF: N/A Umoja: 40 Vision Scholars: 167 | AASF Focused Outreach: 420 Umoja: 42 Vision Scholars: 165 | AASF Focused Outreach: 415 Umoja: 49 Vision Scholars: 176 |
| Number of events/activities for families and students | 10 | 50 | 40 |

Outcomes

| LCAP Goal | Program Actions | Program Measures |
|---|---|--|
| 1 - High quality classroom instruction & curriculum | <ul style="list-style-type: none"> Afro-centric and Culturally Responsive Instruction AASF Coursework (Umoja, AASF Summer) Individualized Learning Plans (Vision Scholars) Family Workshops Linking to Learning Professional Development | <p>2022-2023 SBAC ELA Baseline</p> <ul style="list-style-type: none"> Level 1-2: 185 (45.6%) Level 2-3: 115 (28.3%) Level 3-4: 106 (24.1%) <p>2023-2024 MoY DIBELS Composite</p> <ul style="list-style-type: none"> Well-Below Benchmark: 34 (45.3%) Below Benchmark: 18 (24%) At Benchmark: 18 (24%) Above Benchmark: 5 (6.7%) <p>2023-2024 MoY DIBELS Composite</p> <ul style="list-style-type: none"> Well-Below Benchmark: 33 (51.6%) Below Benchmark: 14 (21.9%) At Benchmark: 11 (17.2%) Above Benchmark: 6 (9.4%) <p>2023-2024 STAR ELA Level Fall</p> <ul style="list-style-type: none"> Level 1-2: 118 (35.1%) Level 2-3: 57 (17%) Level 3-4: 161 (47.9%) <p>2023-2024 STAR ELA Level Winter</p> <ul style="list-style-type: none"> Level 1-2: 143 (42.9%) Level 2-3: 58 (17.4%) Level 3-4: 132 (39.6%) |
| 2 - Necessary and timely academic interventions | <ul style="list-style-type: none"> Tutoring & Mentoring Opportunities | |
| 3 - Safe, welcoming and inclusive climates | <ul style="list-style-type: none"> Cultural Enrichment Professional Development | <p>2023-2024 Chronic Absenteeism (90% or lower attendance) through March 2024:</p> <ul style="list-style-type: none"> Not Chronically Absent: 375 (68.6%) Chronically Absent: 172 (31.4%) <p>2023-2024 Behavior Referrals through March 2024:</p> <ul style="list-style-type: none"> 0-1 Referral: 507 (92.7%) 2+ Referrals: 40 (7.3%) <p>2023-2024 Suspensions through March 2024:</p> <ul style="list-style-type: none"> 0 Suspensions: 519 (94.9%) 1 Suspension: 18 (3.3%) 2+ Suspensions: 10 (1.8%) |
| 4 - Use of local and state measures to track progress | <ul style="list-style-type: none"> eduCLIMBER program tags and data monitoring | |

Puente

\$40,000

The Puente 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. It is a University of California program with curriculum for middle school, high school, community college, and university students.

Puente Mission:

To increase the number of educationally underrepresented students who...

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as leaders and mentors

Puente Model:

- Rigorous **language arts** instruction
- Culturally relevant and engaging curriculum
- Sustained **academic counseling**
- Structured participation in **leadership** activities and **community service**
- **Parents** as partners

In 2024-25, support for the 7th and 8th grade cohorts at Longfellow and 10th and 11th grade cohorts at Berkeley High School will continue with an expansion into a 12th grade cohort. This program is open to all students and aims to serve first-generation Latinx students and English Learners to become college ready.

In 2023-24, Puente cohorts expanded to four English language arts classes at Longfellow (two 7th grade classes, two 8th grade classes) and two classes at Berkeley High (one 10th grade World Literature class, one 11th grade AP Language & Composition 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.

Staff collaborated to develop a shared vision of Puente Values to anchor program design and integrate into instruction and activities.

- *Comunidad*: Community/Family/Roots
- *Conocimiento*: Wisdom/Understanding
- *Cariño*: Care/Kindness
- *Corazón*: Passion/Heart
- *Con Ganas*: Effort/Resilience

For 2024-25, the Puente program will develop the 12th grade English course and graduate its first cohort of Puentistas. The program will continue to develop alignment across schools and cohorts through regular

collaboration meetings and professional learning. The program will also expand its family engagement efforts.

Targeted Student Groups *Who is the program serving? Is the program serving all in the students district, which grades, specific student groups? How does the information included in the Data and Measure Section below inform programming?*

The Puente program addresses long term inequities for Latinx students that can limit their ability to attend college. Focus is on Latinx students, first-generation college graduates and Spanish-speaking long-term English learners.

Offerings, Access and Participation

| Puente | 2021-22 | 2022-23 | 2023-24 As of 3/31/24 |
|--|---------|---------|-----------------------------|
| Access and Participation | | | |
| Number of students participating in program activities | N/A | 65 | 121 |
| Number of events/activities for families and students | N/A | 2 | 5 |

Outcomes

| LCAP Goal | Program Actions | Program Measures |
|---|--|--|
| 1 - High quality classroom instruction & curriculum | <ul style="list-style-type: none"> a) Dedicated Puente English Class b) Puente AP Language & Composition (11th Grade) c) Shared Writing Rubrics & Writing Portfolio Practice d) Culturally Responsive Literature and Instructional Design e) Focus on Integrated ELD f) College Visits & College Prep Instruction | <p>2023-2024 Sem 1 Grades (English):</p> <ul style="list-style-type: none"> ● Grade 7: 68.4% (26) Advanced; 28.9% (11) Proficient; 2.6% (1) Approaching ● Grade 8: 47.7% (21) Advanced; 40.9% (18) Proficient; 11.4% (5) Approaching ● Grade 10 (AC World Lit): 11.8% (2) A; 58.8% (10) A-; 11.8% (2) C; 11.8% (2) C-; 5.9% (1) B- ● Grade 11 (AC AP Lang & Comp): 13.6% (3) A; 18.2% (4) A-; 4.5% (1) B+; 13.6% (3) B; 13.6% (3) B-; 13.6% (3) C; 4.5% (1) C-; 13.6% (3) D; 4.5% (1) F <p>SBAC 2022-2023 Baseline:</p> <ul style="list-style-type: none"> ● 36.4% (28) Level 4 ● 39% (30) Level 3 ● 24.7% (19) Level 2 <p>Program End-of-Year Survey: <i>Data to be collected in May</i></p> <p>Student Writing Portfolio Evaluation: <i>Data to be collected in May</i></p> |
| 2 - Necessary and timely academic interventions | <ul style="list-style-type: none"> a) Counseling Support for Academics b) Counseling Referral to Academic Support Programs c) Access to On-Demand Tutoring | <p>Program End-of-Year Survey: <i>Data to be collected in May</i></p> |
| 3 - Safe, welcoming and inclusive climates | <ul style="list-style-type: none"> a) Common Puente Core Values: Corazón (community), Comunidad (community), Con ganas (effort), Conocimiento (knowledge), Cariño (care) b) Puente Club (BHS) c) Puente Field Trips & Community Service d) Puente Student Leadership Conference (10th Grade) | <p>2023-2024 Semester 1 Attendance:</p> <ul style="list-style-type: none"> ● 24% (29) Chronically Absent ● 76% (92) Not Chronically Absent <p>2023-2024 Semester 1 Behavior Referrals: 95% (115) No Referrals; 3.3% (4): 1 Referral; 0.8% (1) 2+ Referrals</p> <p>2023-2024 Semester 1 Suspensions: 98.3% (119) No Suspensions; 0% (0) 1 Suspension; 1.7% (2) 2+ Suspensions</p> |
| 4 - Use of local and state measures to track progress | <ul style="list-style-type: none"> a) Puente tag in eduCLIMBER b) Puente Program oversight: District-level review, statewide program review c) Puente Program Consultation from UC Regents | <p>Student Tags in eduCLIMBER: 100% tagged</p> <p>Program Evaluation: <i>To be collected June 2024</i></p> |

Middle School Math Coach

0.6 FTE

BUSD's middle school math coach plays a pivotal role in supporting both teachers and students to excel in mathematics. The MS Math Coach serves as mentors, instructional leaders, and curriculum specialists, working closely with teachers to enhance their pedagogical practices, develop effective instructional strategies, and integrate technology into their teaching. The math coach collaborates with teachers to analyze student data, identify learning gaps, and design targeted interventions to address individual needs. Additionally, they facilitate professional development workshops, model lessons, and provide ongoing feedback and support to foster a collaborative learning community focused on improving student achievement in mathematics. Through their guidance and expertise, BUSD's MS Math Coach empowers teachers to create engaging and rigorous learning experiences that promote mathematical reasoning, problem-solving skills, and a growth mindset among students. BUSD's MS Math Coach works with Math Teach Leaders (MTL), and provides coaching to support teachers in grades 6-8 schools with high quality, differentiated common-core aligned instruction and support the BHS integrated Math Pathway, with a concentrated focus on unduplicated students, African American students, and Students with Disabilities.

2024-25 Activities

The Middle school math coach is co-funded by LCAP for a total 1.0 FTE and in 2024-25 will support the following projects and activities as part of the Professional Development Department:

- **Math Teacher Leader Collaboration & Planning:** 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).
- **Site Based Coaching:** BUSD's Middle School Math Coach TSA provides guidance, support, and mentorship to fellow math teachers to enhance their teaching skills and improve student outcomes. They offer personalized assistance in curriculum development, instructional strategies, classroom management techniques, and assessment methods tailored to individual teacher's needs and the specific challenges they face. Through collaborative planning sessions, model teaching demonstrations, and constructive feedback.
- **Math Intervention Program Review:** BUSD's Middle School Math Coach TSA conducted a comprehensive compilation or assessment tool that catalogs various math intervention programs available for educators to use with students who require additional support in mathematics. It includes details such as program objectives, target grade levels, instructional methodologies, resources required, and evidence of effectiveness. This inventory serves as a valuable resource for BUSD teachers and administrators to identify suitable interventions tailored to the specific needs of their students, enabling them to make informed decisions about which programs to implement to improve mathematical proficiency and address learning gaps effectively.
- **Adult Learning Facilitation and Planning:** BUSD's Middle School Math Coach TSA facilitates professional development workshops, lead discussions on best practices, and stay abreast of current research in mathematics education to continuously refine their coaching approach and ensure its effectiveness.

Targeted Student Groups

This program serves BUSD’s Middle Schools, BHS, BIS, and B-tech. The intentionality around the position is to provide additional resources to ensure our classroom teachers have the support they need to raise the achievement of our most historically underserved students.

Offerings, Access and Participation

The offerings provided include the following: Adult Learning Facilitation, Instructional Coaching, Curriculum Resources, Math Teacher Leader Collaboration and Planning, Tk-12 Alignment and Coherence building. During the 24/25 SY at least two teachers at each site will receive instructional coaching, adult learning opportunities will be provided to 100% of BUSD’s math educators as a result of this position.

Outcomes

| LCAP Goal | Program Actions | Summarize 2024-25 Program Measures |
|---|---|---|
| 1 - High quality classroom instruction & curriculum | Instructional Coaching | Provide instructional coaching to math educators in their first and second year in the profession. |
| 2 - Necessary and timely academic interventions | Intervention Curriculum Offerings and Support | Increase the alignment and coherence in Math intervention. Identifying a common program that is implemented with fidelity across BUSD school sites. |

Be A Scientist

\$25,000

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.

Targeted Student Groups

This program serves all BUSD MS students. Data is collected at the end of each cycle. Data represents the positive and enriching experience that this program provides BUSD middle school students.

Offerings, Access and Participation

This program serves all BUSD MS students. The services that are provided come in the form of a collaboration between UC Berkeley and CRS. If one were to walk into a “Be a Scientist” class, you would observe a 1-4 ratio of mentorship within the 7th grade science class.

Outcomes

Student comments after working with their mentors:

- *I didn't have to compromise, and I could make the project something I was excited about*
- *Doing this project has helped me see all the different ways science is happening all around me.*
- *Things I like about doing my own science investigation include being able to choose what to do and being able to have fun doing something interesting.*
- *I also liked how we could actually collect data, interpret that data, and make assumptions and hypothesis from it, and also think about what we could improve if we were to do it again.*
- *I liked how (my mentor) Cynthia made sure we were doing all our work, but at the same time, let us create our own ideas and make our own choices*

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 2023-24, a total of six courses with 12 sections were provided in Black Studies with 343 students enrolled.

Targeted Student Groups

The course offerings are intended to serve all students at BHS.

Additionally, the following activities were developed and implemented this year:

- Black Month History Events: Video bulletin of Black historical figures
- Lawyers from the Charles Houston Bar Association coming to talk to Black ninth graders about the importance of succeeding in school
- City of Berkeley Black History Month Contest & Awards Ceremony
- Black Student Union is hosting a BHM Spirit Week, with activities at lunch and T-shirt Dress up days.
- BSU & Black Scholar Center Workers are hosting our Black History Month Assembly.
- Black Scholar Awards Ceremony
- BSU T-Shirt Photo
- Fall and Spring Afro-Haitian Performances in the Community Theatre
- Black Scholars Center: Weekly on Monday -Thursdays, Optional student, peer to peer tutoring

- Annual Black Scholars Event (Family meal and awards presentation)
- Black Graduation

Offerings, Access and Participation

| 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 |

Changes for 4/23/24 version:

One-Time Curriculum Adoption Costs \$600,000

Goals and Description:

The additional \$600,000 request for instructional materials aligns directly with the goals and objectives of the Classroom Support Strategies Program, reinforcing BUSD's commitment to providing a comprehensive and equitable education for all students. These expenditures serve to enhance the effectiveness of classroom instruction, support teacher professional development, and promote student achievement across all subject areas.

1. Improving Academic Achievement: The purchase of instructional materials such as Fasttrack, IBD, Eureka Math, Desmos, Fast Track Phonics, Heggerty, and OG subscriptions provides educators with the tools and resources necessary to deliver high-quality instruction tailored to meet the diverse needs of BUSD students. These materials support curriculum implementation, reinforce foundational skills, and facilitate differentiated instruction, ultimately contributing to improved academic outcomes for all learners.
2. Reducing Achievement Gaps: By investing in targeted intervention materials for middle school students and providing resources to support literacy and math interventions, the program aims to narrow achievement gaps among students from historically marginalized or underserved populations. These materials enable educators to address individual learning needs, provide additional support where necessary, and ensure equitable access to high-quality instruction for all students.
3. Enhancing Educator Capacity: The acquisition of instructional materials is accompanied by professional development opportunities aimed at enhancing educator capacity in evidence-based instructional practices. By providing teachers with access to high-quality curriculum materials and ongoing support, the program empowers educators to deliver effective instruction, implement research-based interventions, and meet the diverse needs of their students with confidence and competence.
4. Fostering Inclusivity and Diversity: The purchase of instructional materials reflects BUSD's commitment to creating an inclusive and culturally responsive learning environment where students from diverse backgrounds feel valued, respected, and represented. By incorporating materials that reflect the cultural diversity of our student population and promote equity and social justice, the program promotes inclusivity, celebrates diversity, and fosters a sense of belonging among all learners.

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5. Promoting College and Career Readiness: Through the acquisition of instructional materials that support STEM education, literacy development, and college readiness skills, the program aims to prepare students for success in post-secondary education and future careers. By providing students with access to rigorous and relevant curriculum materials, the program equips them with the knowledge, skills, and competencies necessary to thrive in an increasingly complex and interconnected world.
 6. Improving Organizational Clarity: The investments in instructional materials are aligned with the district-wide goal of organizational clarity, ensuring that programs and initiatives are strategically aligned with the district's priorities and objectives. By providing the necessary infrastructure, support, and monitoring mechanisms, the program enables effective implementation and sustainability of initiatives such as the African American Success Framework and the Puente Program, ultimately driving positive outcomes for students and supporting the district's mission of educational excellence for all.

More specifically, here is how each item within this program component connects with the goals of the Student Achievement Strategies plan:

1. Elementary Fastrack Phonics Consumables (\$45,000): Goal: Improve Academic Achievement
 - Fast Track Phonics Consumables equip elementary school teachers with the necessary materials and resources to deliver systematic phonics instruction, phonemic awareness activities, and decodable reading practice. By utilizing these materials, educators can enhance their capacity to teach foundational literacy skills effectively, differentiate instruction based on student needs, and support the development of early readers.
2. Middle School Inquiry by Design Reading Consumables: (\$63,000)
 - Goal: Enhance Educator Capacity Improve Academic Achievement
 - Inquiry by Design Reading Consumables provide middle school teachers with curriculum-aligned materials and resources to facilitate inquiry-based instruction, critical thinking, and literacy development. These materials enhance educator capacity by offering support for implementing research-based reading strategies, fostering a deeper understanding of complex texts, and promoting active engagement in the reading process.
3. Elementary School Eureka Math Consumables (\$90,000): Goal: Improve Academic Achievement
 - Eureka Math Consumables for elementary schools offer teachers curriculum-aligned materials and resources to support conceptual understanding, mathematical reasoning, and problem-solving skills among students. By utilizing these materials, educators can enhance the quality of math instruction, address learning gaps, and improve student achievement in mathematics.
4. Middle School Desmos Consumables: (\$52,000) Goal: Improve Academic Achievement
 - Desmos Consumables provide middle school teachers with interactive digital tools and resources to enhance mathematical learning experiences for students. By incorporating

Desmos activities into instruction, educators can promote conceptual understanding, engage students in authentic mathematical exploration, and facilitate collaborative problem-solving, ultimately improving academic achievement in mathematics.

5. [Decodable Readers for All 1st and 2nd Graders \(\\$31,000\)](#): Goal: Reduce Achievement Gaps
 - Providing decodable readers to all 1st and 2nd graders ensures equitable access to literacy resources that support early reading development. These readers offer systematic phonics instruction, scaffolded text, and opportunities for decoding practice, helping to narrow achievement gaps by ensuring that all students, including struggling readers, have access to appropriate materials and support for literacy growth.
6. [Heggerty Phonemic Awareness Consumables for all BUSD \(\\$2,300\)](#): Goal: Reduce Achievement Gaps
 - Heggerty Phonemic Awareness Consumables offer systematic, research-based instruction in phonological awareness skills essential for early literacy development. By providing these materials to all BUSD schools, educators can address foundational skills gaps, support emergent readers, and reduce achievement gaps by ensuring that all students have a strong foundation in phonemic awareness, a crucial component of literacy success.
7. [Orton Gillingham Subscription Renewals \(\\$3,100\)](#): Goal: Enhance Educator Capacity
 - Renewing subscriptions to Orton Gillingham programs provides educators with ongoing access to evidence-based literacy intervention resources and training. By renewing these subscriptions, educators can deepen their knowledge of effective reading instruction, implement specialized interventions for students with dyslexia and other reading difficulties, and enhance their capacity to support struggling readers effectively.
8. [Middle School Math Intervention Curriculum \(\\$50,000\)](#): Goal: Reduce Achievement Gaps
 - Middle School Math Intervention Curriculum provides targeted support for students who may be struggling with mathematical concepts or skills. By implementing evidence-based intervention strategies and providing additional resources, educators can address learning gaps, support student mastery of essential math skills, and reduce achievement gaps among middle school students.
9. [Middle School Literacy Intervention Curriculum \(\\$10,000\)](#): Goal: Reduce Achievement Gaps
 - Middle School Literacy Intervention Curriculum offers targeted support for students who may be struggling with reading comprehension, fluency, or vocabulary development. By implementing research-based intervention strategies and providing supplemental resources, educators can address literacy deficits, support student growth in reading proficiency, and narrow achievement gaps among middle school students.
10. [Elementary School FOSS Pathways Adoption Kits for all Kinder - 3rd Grade: \(\\$134,000\)](#)
 - Goal: Improve Academic Achievement
 - FOSS Pathways Adoption Kits provide elementary school teachers with comprehensive science curriculum materials aligned with Next Generation Science Standards (NGSS). By implementing the FOSS curriculum, educators can enhance science instruction, promote inquiry-based learning, and improve academic achievement in science for students in kindergarten through third grade.

11. Social Studies Curriculum Adoption Materials and Training for all K-5 Teachers: (\$120,000)
 - Goal: Improve Academic Achievement, Fostering Inclusivity and Diversity
 - Social Studies Curriculum Adoption Materials and Training offer curriculum components and professional development opportunities to support BUSD current K-5 social studies curriculum adoption rollout.

Targeted Student Groups:

1. Early Elementary Students (K-2):
 - Fast Track Phonics Consumables, Decodable Readers for 1st and 2nd Graders, and Heggerty Phonemic Awareness Consumables target early elementary students, particularly those in kindergarten through second grade. These materials support the development of foundational literacy skills, such as phonemic awareness, phonics, decoding, and early reading comprehension, ensuring that young learners have a strong literacy foundation.
2. All Elementary Students (3-5):
 - Eureka Math Consumables and Elementary School FOSS Pathways Adoption Kits focus on elementary students, specifically those in grades Tk through five. These materials provide comprehensive curriculum resources for mathematics and science education, supporting students in developing conceptual understanding, critical thinking skills, and scientific inquiry abilities.
3. Middle School Students (6-8):
 - Middle School Inquiry by Design Reading Consumables, Middle School Desmos Consumables, Orton Gillingham Subscription Renewals, Middle School Math Intervention Curriculum, and Middle School Literacy Intervention Curriculum cater to the needs of middle school students across various subjects. These materials target students in grades six through eight and aim to improve literacy skills, mathematical proficiency, and academic achievement, particularly among students who may be struggling or at risk of falling behind.

Outcomes:

1. Elementary Fasttrack Phonics Consumables:
 - Outcome: Increase in phonemic awareness skills among early elementary students, evidenced by improved performance on phonics assessments and reading fluency measures.
2. Middle School Inquiry by Design Reading Consumables:
 - Outcome: Improvement in students' ability to analyze complex texts, make evidence-based claims, and engage in meaningful discussions about literature, demonstrated through higher scores on reading comprehension assessments and increased participation in class discussions.
3. Elementary School Eureka Math Consumables:

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- Outcome: Growth in students' conceptual understanding of mathematical concepts and improved problem-solving skills, evidenced by higher scores on math assessments and increased confidence in mathematical reasoning.
4. Middle School Desmos Consumables:
 - Outcome: Enhanced student engagement and motivation in mathematics, demonstrated by increased participation in interactive math activities, higher completion rates of assignments, and improved attitudes towards learning math.
 5. Decodable Readers for All 1st and 2nd Graders:
 - Outcome: Improvement in early literacy skills among 1st and 2nd graders, evidenced by increased accuracy in decoding words, improved reading fluency, and higher levels of comprehension during guided reading sessions.
 6. Heggerty Phonemic Awareness Consumables for all BUSD:
 - Outcome: Strengthening of foundational literacy skills among students district-wide, leading to improved reading readiness, decreased reliance on guessing in reading, and increased accuracy in decoding words.
 7. Orton Gillingham Subscription Renewals:
 - Outcome: Increased effectiveness of literacy interventions for students with dyslexia and other reading difficulties, evidenced by improved reading fluency, comprehension, and spelling skills, as well as greater confidence in reading and writing tasks.
 8. Middle School Math Intervention Curriculum:
 - Outcome: Reduction in math achievement gaps among middle school students, demonstrated by improved performance on standardized math assessments, increased rates of proficiency in targeted math skills, and decreased need for remedial math support.
 9. Middle School Literacy Intervention Curriculum:
 - Outcome: Narrowing of literacy achievement gaps among middle school students, evidenced by improved performance on reading comprehension assessments, increased reading fluency, and greater engagement with grade-level texts.
 10. Elementary School FOSS Pathways Adoption Kits for all Kinder - 3rd Grade:
 - Outcome: Enhanced understanding of science concepts and improved scientific inquiry skills among elementary students, demonstrated through increased scores on science assessments, greater proficiency in conducting experiments, and improved ability to communicate scientific findings.
 11. Social Studies Curriculum Adoption Materials and Training for all K-5 Teachers:
 - Outcome: Development of culturally competent and socially aware students, evidenced by increased knowledge of diverse cultures, histories, and perspectives, greater empathy and understanding of social issues, and improved critical thinking skills in evaluating historical events and societal phenomena.

LCAP Goals

How does the proposed expenditure support the LCAP goals?

| LCAP Goal | Program Actions |
|--|--|
| <p>1 - High quality classroom instruction & curriculum</p> | <p>The expenditures outlined in our proposal align closely with Goal 1 which prioritizes high-quality classroom instruction and curriculum. By investing in instructional materials such as Fasttrack Phonics Consumables, Inquiry by Design Reading Consumables, Eureka Math Consumables, and Social Studies Curriculum Adoption Materials and Training, we are equipping teachers with the resources they need to deliver rigorous and effective instruction across various subjects and grade levels. These materials support the implementation of evidence-based instructional practices, promote inquiry-based learning, and foster a culturally responsive and inclusive learning environment. Through these investments, we are committed to providing all students with access to a high-quality education that prepares them for academic success and lifelong learning.</p> |
| <p>2 - Necessary and timely academic interventions</p> | <p>The proposed expenditures directly address Goal 2. Through investments in instructional materials such as Fasttrack Phonics Consumables, Inquiry by Design Reading Consumables, and Middle School Math Intervention Curriculum, we aim to provide educators with the tools and resources necessary to implement targeted interventions that address the diverse learning needs of students. These materials support timely academic interventions by offering evidence-based instructional strategies, differentiated resources, and supplementary materials to support students who may be struggling academically or at risk of falling behind. By equipping teachers with these resources, we can ensure that all students receive the necessary support and interventions to achieve academic success.</p> |
| <p>3 - Safe, welcoming and inclusive climates</p> | <p>The proposed expenditures contribute significantly to achieving Goal 3, which focuses on creating safe, welcoming, and inclusive climates within schools. By investing in instructional materials such as Social Studies Curriculum Adoption Materials and Training for all K-5 Teachers, we aim to promote inclusivity, diversity, and equity in the curriculum, fostering a sense of belonging and respect for all students. These materials provide educators with resources to deliver culturally responsive instruction, incorporate diverse perspectives and experiences into the curriculum, and create learning environments that celebrate the rich diversity of our student population. Through these investments, we are committed to creating safe and inclusive school climates where every student feels valued, supported,</p> |

| LCAP Goal | Program Actions |
|--|--|
| | and empowered to succeed. |
| 4 - Use of local and state measures to track progress | <p>The proposed expenditures directly support Goal 4 which emphasizes the use of local and state measures to track progress, particularly through assessments built into the curriculum. By investing in instructional materials such as Eureka Math Consumables, Fast Track Phonics Consumables, and Middle School Math Intervention Curriculum, we provide educators with resources that include built-in assessments and progress tracking tools. These materials enable teachers to assess student learning and progress effectively, identify areas of strength and areas needing improvement, and make data-informed decisions to support student success. Additionally, the adoption of Social Studies Curriculum Adoption Materials and Training for all K-5 Teachers includes assessment components aligned with state standards, allowing educators to assess students' understanding of social studies concepts and track their academic progress. Through these investments, we promote the use of local and state measures to monitor student progress, inform instructional practices, and ensure continuous improvement in student achievement.</p> |
| 5 - Increase access to school for students experiencing homelessness | <p>While the proposed expenditures primarily focus on instructional materials, they indirectly support this goal by promoting academic success and providing a supportive learning environment for all students, including those experiencing homelessness. By investing in high-quality instructional materials such as Eureka Math Consumables, Fast Track Phonics Consumables, and Middle School Literacy Intervention Curriculum, we aim to enhance educational opportunities and support academic achievement for all students, regardless of their housing situation. Additionally, by fostering inclusive and welcoming school climates through initiatives like Social Studies Curriculum Adoption Materials and Training for all K-5 Teachers, we create environments where students experiencing homelessness feel supported, valued, and motivated to engage in their education. Through these investments, we contribute to breaking down barriers to education and increasing access to school for students experiencing homelessness, ultimately promoting their academic success and well-being.</p> |

Budget Details

2024-25 BSEP Budget Overview - Proposed

The one-time cost for curriculum adoption has been added to the budget for 2024-25 using available fund balance as this resource may be used to provide academic support for students. Use of the available fund balance is necessary to alleviate the need to make further reductions to the general fund. Additionally, the budget can sustain the increase to BSEP for the 1.1 FTE RTI through the next measure. This shift in expenses is needed to absorb reductions to LCAP funding for next year.

**Budget Summary for Student Achievement Strategies
 2024-25**

**Measure E1, Resource 0763
 April 23, 2024**

| | Year 8 Measure E1 2024-25 | Year 8 Measure E1 2024-25 |
|--|--------------------------------------|--------------------------------------|
| | DRAFT 4-9-24 | DRAFT 4-23-24* |
| Revenue | 1,829,378 | 1,829,378 |
| Expense | | |
| *Staffing - additonal 1.1 FTE (0.1 FTE per elem site) shift from LCAP Supplemental | 1,549,719 | 1,698,219 |
| Contracts | 125,000 | 125,000 |
| *One Time Curriculum Adoption | | 600,000 |
| Reserve for Personnel Variance (5%) | 77,486 | 84,911 |
| Indirect Cost (7.78%) | 136,322 | 195,132 |
| Total Expenses | 1,888,526 | 2,703,262 |
| Net Change to Fund Balance | (59,148) | (873,884) |
| Beginning Fund Balance | 922,993 | 922,993 |
| Net Increase/(Decrease) in Fund Balance | (59,148) | (873,884) |
| Ending Fund Balance | 863,845 | 49,109 |

2024-25 Budget Details - Proposed

| Program Name 2024-25 Budget Details | 2,703,262 |
|---|------------------|
| Staffing | FTE |
| Literacy Coaches - Teachers on Special Assignment | 5.5 |

| Program Name 2024-25 Budget Details | 2,703,262 |
|--|--------------------------|
| Staffing | FTE |
| Response to Intervention Teachers | 5.5- 6.6 |
| Middle School MathCoch - Teacher on Special Assignment | 0.6 |
| Black Studies Teachers at Berkeley High School | 0.4 |
| Total | 12.0 |
| Professional Development | Amount |
| African American Success Framework | 60,000 |
| Puente | 40,000 |
| Be a Scientist | 25,000 |
| One-Time Curriculum Adoption Costs | 600,000 |
| Total | 125,000 |
| Reserve for Personnel Variance | 77,486 |
| Indirect Cost | 136,622 |
| Total | 2,703,262 |