

## **Effective Student Support: Student Achievement Strategies**

### **Plan Overview: FY 2017-18**

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#### **Budget Manager:**

Pasquale Scuderi. Assistant Superintendent for Educational Services

The Response to Intervention (RtI) Teachers in elementary and middle schools, and Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams that we have been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific outcomes, both positions play key direct services roles with our students.

#### **BUDGET RECOMMENDATIONS FOR FY 2017-18**

<b>Staff</b>	<b>\$866,700</b>
• RTI <sup>2</sup> Teachers	5.50 FTE
• Literacy Coaches	3.30 FTE

The **RtI teacher** 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). Better still, 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. The current plan is to fund through this resource:

**2.75 FTE RTI<sup>2</sup> teachers** for the 11 elementary schools (.25 FTE at each elementary school).

**2.75 FTE RTI<sup>2</sup> teachers** for the three middle schools (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King)

The **Literacy Coach** positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies respectively. The funding of Literacy Coaches through both the professional development budget and the Student Support budget (as well as site funds) reflects the multiple roles fulfilled by this position.

**3.3 FTE elementary school Literacy Coaches/Teachers;** (.3 FTE for each of the 11 elementary schools).

### **Be A Scientist**

**\$10,000**

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-docs from UC Berkeley) mentor 7th grade students through the 6-week project of designing, conducting, and presenting independent research projects in science lab class.

The program is in the third year of a successful pilot in partnership with Community Resources for Science, serving about 700 BUSD students, every 7th grade science teacher, and involving nearly 200 mentors. The contribution from BSEP funds toward a contract with Community Resources for Science will be matched by LCAP funds, a Chancellor’s Grant, funding from the Berkeley Public Schools Fund and other sources to provide a robust program that reaches every 7th grade science class.

### **BUDGET SUMMARY**

Following is the proposal for expenditures for Student Achievement Strategies from funds allocated to this purpose in accordance with *The Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1).

<b>Revenue</b>	1,053,700
<b>Expense</b>	
Literacy Coaches	352,700
RTI TSAs	514,000
Contracts	10,000
Reserve for Personnel Variance	10,000
Indirect Cost	52,847
<b>Total Expense</b>	<u>939,547</u>
<b>Fund Balance</b>	114,153