



**Student Achievement Strategies
&
Classroom Support**

Annual Report FY 2022-23

Planning and Oversight Committee 1/30/24

Excellence • Equity • Engagement • Enrichment

Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Excellence

Equity

Engagement

Enrichment

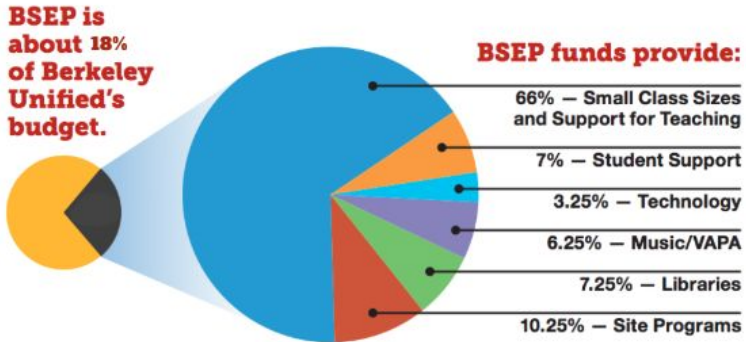
Classroom Support

BSEP Measure E1 Purpose:

“Reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, **classroom support**, program evaluation, and expanded course offerings.”

Program Summary:

The Classroom Support resource may provide additional FTE for special programs in need of support beyond that provided through the Teacher Template calculation. Many of the positions in Classroom Support are co-funded by GF or LCAP, or were previously funded through those sources, or through one-time funds.



Classroom Support is part of the **Support for Teaching Budget**. In 2022-23, the approved budget was \$1,866,420

Classroom Support

K-8

Sylvia Mendez Two Way Immersion Program Support - An additional 0.6 FTE was allocated for a teacher who provided small group support to help manage a gap in proficiency in a student's home language while growing their skills in a second language. The small group intensive reading and writing groups help support students and families in dual language instruction, providing support for students who are struggling academically in general and who did not have the advantage of bilingual preschools or other preparation. This position was filled in 2022-23 and is also filled in 2023-24.

TWI/Math support: Sylvia Mendez, Thousand Oaks, Longfellow - 1.0 FTE

Longfellow Middle School, Sylvia Mendez Elementary, and Thousand Oaks Elementary each receive funding for math support for their Two Way Immersion (TWI), or bilingual programs. The support pays for a percentage of a certificated staff position with Longfellow receiving 0.6 FTE, and Sylvia Mendez and Thousand Oaks receiving 0.2 FTE each.

Willard Math Support - 0.2 FTE was allocated to a class for students who are below grade level in math to provide extra support.

Classroom Support - 5.0 FTE Support for Students with Disabilities

Support for Students with Disabilities - 5.0 FTE provided additional support for students with disabilities. Special Education teachers were assigned from the Special Education department to provide case management and Specialized Academic Instruction (SAI) for students with IEPs in the schools with the highest average caseloads. The reductions of caseload size and providing support with Special Education assessments allows the Special Education teachers to better progress monitor each student's individualized IEP goals, as well as, support the general education classroom with accommodations and modifications needed to ensure students are served in the Least Restrictive Environment.

In the 2022-23 year, 4.5 positions were filled and support was allocated as follows:

- 1.0 FTE - Assessments Support and Coaching Across BUSD Schools
- 1.0 FTE - Virtual Academy/ Assessment Support Across BUSD
- 1.0 FTE - Supporting Malcolm X with case load and assessments
- 0.5 FTE - Supporting Rosa Parks with case load and assessments
- 0.5 FTE - Supporting Longfellow with case load and assessments
- 0.5 FTE - Supporting Sylvia Mendez with case load and assessments
- 0.5 FTE was open for the year and we were unable to fill

This year, 2023-24, 4.5 FTE are currently allocated with anticipation to a fill the 0.5 by second week to allocated as follows:

- 1.0 FTE - Supporting Malcolm X with case load and assessments
- 1.5 -Supporting Ruth Acty caseload and assessments
- 0.5 FTE - supporting Washington with caseload and assessments (will be filled)
- 1.0 FTE - supporting Washington, Sylvia Mendez, Emerson, Thousand Oaks with Assessments and Coaching
- 1.0 FTE supporting with Assessments John Muir, BAM, Cragmont, Oxford

Staffing BHS

BHS U9 Support - BSEP funded 5.0 FTE of the total 5.6 FTE for the Universal 9th Grade program.

BHS Student Activities Director - 1.0 FTE supported Students in their engagement in a wide range of extracurricular activities which provide opportunities for student leadership, volunteerism, activism, social support, athletics, arts, and more. The Director of Student Activities (DOSA) oversees more than 75 registered student clubs and their staff sponsors who provide options for peer engagement activities during lunch and after school, collaborates with athletics, arts, academics departments, students and administrators to offer a variety of educational and social programs.

BHS Dean of Attendance - 1.0 FTE monitored and supported school-wide attendance, and made direct interventions with students by meeting with families and students who are chronically absent from school.

BHS 504 Program Supervisor - 1.0 FTE supported the over 400 students with 504 plans in their and the teachers who are responsible for the implementation of accommodations.

BHS International Baccalaureate Support - 0.4 FTE (of a 1.0 FTE) to provide for alignment of the International Baccalaureate (IB) curriculum and pedagogy, staff training and support, IB assessment, components of the IB program, including the Extended Essay and the *Creativity, Action, Service* project. The Coordinator ensures compliance with all programmatic requirements of the International Baccalaureate Organization, and also facilitates family and student engagement for the 360 students enrolled in IB courses.

Classroom Support

Budget Report

Of the 15.2 FTE approved positions, 14.7 were filled. 0.5 FTE Unfilled for Support for Students with Disabilities

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
High Quality Instruction-Classroom Support
Comparison Report as of 12/4/24

	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
EXPENDITURES				
Certificated Salaries	1,356,133	1,224,429	1,536,322	1,536,322
Classified Salaries	0	0	0	0
Employee Benefits	417,180	360,255	473,132	473,132
Books & Supplies	0	0	0	0
Unallocated Reserve	90,450	0	58,635	58,635
Contracted Services	0	0	0	0
Capital Outlay	0	0	0	0
Indirect Costs	0	0	0	0
TOTAL EXPENDITURES	1,863,763	1,584,683	2,068,089	2,068,089

Classroom Support Potential Program Measures

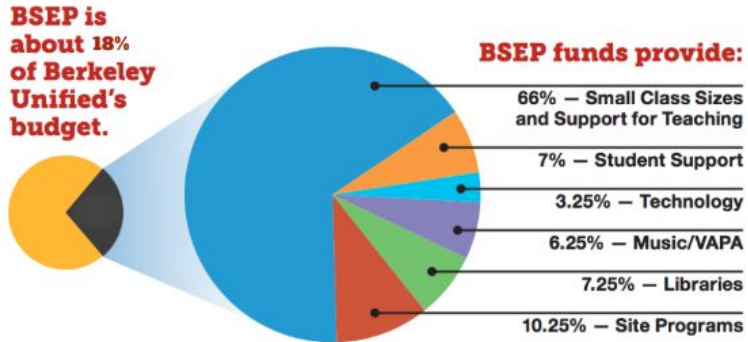
Program/Activity	Potential Performance Measures
U9 Support	U9 LEAP data by cohort for student academic and social-emotional growth.
International Baccalaureate Support	Enrollment and earned diploma rates overall and by subgroups
BHS 504 Coordinator (@ BHS)	Percentage of students with 504 plans who's plans are completed and implemented
BHS Student Activities Director	School connectedness indicators, California Healthy Kids Survey (CHKS)
BHS Dean of Attendance	Attendance rates, family surveys
Support for Students with Disabilities	Comparison of case size load, anecdotal evidence from Special Education Teachers
Sylvia Mendez TWI Support.	Student to teacher ratio and annual CAASPP progress
TWI/Math support	Student to teacher ratio and annual CAASPP progress
Willard Math Support	Student to teacher ratio and annual CAASPP progress

Student Achievement Strategies

BSEP 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.*

Program Summary:

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



Student Achievement Strategies is part of the **Student Support Budget**. In 2022-23, The budget was **\$1,665,153**

5.5 FTE RtI Elementary and Middle School Teachers & 5.5 FTE K-5 Literacy Coaches

Literacy Coaches and RtI teachers work with students performing below grade level to do targeted interventions. 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. 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.

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.
- **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.

Student Achievement Strategies

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.

Student Achievement Strategies

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

\$60,000 - African American Success Framework

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.

Student Achievement Strategies

\$60,000 - African American Success Framework

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.

Student Achievement Strategies

\$20,000 Puente

2022-23 Activities - 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.

Student Achievement Strategies

0.4 FTE BHS Black Studies Program Development

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

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	forthcoming	forthcoming	2	30
African American History	2	62	forthcoming	forthcoming	2	63
African American Economics	1	33	forthcoming	forthcoming	3	87
African American Psychology / Sociology	1	30	forthcoming	forthcoming	NA	NA
African American Beginning/Intermediate Dance	2	61	forthcoming	forthcoming	2	79
Spanish in the African Diaspora	NA	NA	forthcoming	forthcoming	1	26
African American Advanced Dance	2	57	forthcoming	forthcoming	2	58
Total	10	296	forthcoming	forthcoming	12	343

BHS African
American Studies
Dept. Course
Offerings @ BHS

Student Achievement Strategies

Data

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

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