

Changes from the 4/9/24 1st Reading version include additional U9 content beginning on page 2 (updated for V2 on 4/23/24).

Program Manager

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BSEP Measure E1 Stated Purpose and Uses?

Sixty-six percent (66%) of the Available Revenues shall be dedicated annually to 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.

Rationale

The funded staffing detailed in this plan encompasses a comprehensive approach to supporting student success and enriching the educational experience within the Berkeley Unified School District (BUSD). Programs such as U9 Support, BHS Student Activities Director, BHS Dean of Attendance, 504 Coordinator, International Baccalaureate Support, and Sylvia Mendez TWI Support are strategically designed to address diverse student needs and promote engagement across various grade levels. From facilitating smooth transitions into high school to fostering leadership development, improving attendance, providing accommodations, supporting specialized programs like International Baccalaureate, and promoting bilingualism, these initiatives play pivotal roles in enhancing academic achievement, social-emotional well-being, and overall school culture. Through targeted interventions, collaborative efforts, and alignment with district goals, these programs contribute to creating inclusive and supportive learning environments where all students have the opportunity to thrive.

Goal

The goal of the Classroom Support program is to provide additional FTE for special programs in need of support beyond that provided through the Teacher Template calculation.

Funded Staffing 15.2 FTE

- 5.0 FTE BHS U9 Support (Teachers)
- 1.0 FTE BHS Dean of Attendance
- 1.0 FTE BHS 504 Coordinator
- 1.0 FTE BHS Student Activities Director
- 0.4 FTE BHS International Baccalaureate (IB) Support
- 1.0 FTE Two-Way Immersion Math Support Sylvia Mendez, Thousand Oaks, Longfellow

- 0.6 FTE Sylvia Mendez Two-Way Immersion Program Support
- 0.2 FTE Willard Math Support
- 5.0 FTE Support for Students with Disabilities

Changes from the 4/9/24 1st Reading version are included below in blue font

U9 Support

5.0 FTE

Description

With the inception of the Universal 9th Grade program at BHS, additional FTE was needed to provide more individualized attention as the students transition into high school. In 2018-19, BSEP took on 2.0 FTE of the needed 5.6 FTE, with the remainder provided by LCAP and the General Fund. In 2019-20, the BSEP portion of the FTE was increased to 5.0 FTE, to relieve the General Fund during a period of budget reductions.

The FTE in this plan supports LEAP, which stands for Learn Engage Accelerate Persist, and is a UC/CSU approved G elective which is offered to 9th graders (not in Special Education) who need extra support with core academic skills, and personalized exposure to college and career options. Each hive has 3 LEAP classes with a maximum of 12 students. LEAP classes are taught by the regular content teachers, so all students have their LEAP teacher at another point in the day.

Building Teacher Capacity:

- Teacher capacity building is part of the professional development structure. Both the Leading for Equity Grants do this but also the Monday morning structure. Hive Leads, who also each receive 0.2FTE to run all of the U9 professional development , leading their department (Ethnic Studies, Physics, Math, English) or leading their Hives (student support, meeting with case manager/academic counselor/intervention counselor and coordinating hive field trips and activities).
- Each year, U9 receives funding from the Berkeley Schools Fund for Leading For Equity Grants ranging from \$20,000 - \$40,000 for professional development activities.

Targeted Student Groups

Struggling students who previously lacked any targeted intervention receive consistent and coordinated academic help in LEAP classes. Students select LEAP as an elective after BHS counselors visit their middle schools or through middle school counselor recommendations which we follow up with a phone call to families.

Offerings, Access and Participation
 2023-24 LEAP Participation (updated on 4/23/24)

Number and Percent	2021-22	2022-23	2023-24
Number of LEAP Students	108	129	118
Race / Ethnicity			
Asian	1 (1%)	9 (7%)	6 (5%)
Black/African-American	35 (32%)	35 (27%)	37 (31%)
Filipino	0	0	2 (2%)
Hispanic/LatinX	32 (30%)	45 (35%)	35 (30%)
MultiEthnic	14 (13%)	13 (10%)	15 (13%)
White	26 (24%)	26 (20%)	22 (19%)
By Program			
SPED	8 (7%)	6 (5%)	3 (3%)
EL	5 (5%)	5 (4%)	3 (3%)
His/LatinX EL	4 (4%)	3 (2%)	3 (3%)
McKiney Vento	7 (6%)	2 (2%)	3 (3%)
Foster Youth	0	1 (1%)	1 (1%)
Free and reduced Lunch	61 (56%)	50 (39%)	59 (50%)

Outcomes

Student Academic Growth

The LEAP programs aims to:

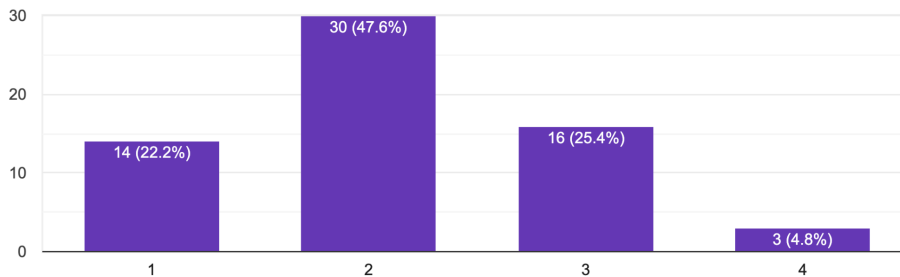
1. Develop students' academic skills necessary to improve academic outcomes.

In the mid-year LAEP participant data, students are asked a number of questions related to academic skill development. LEAP 2023-24 student survey results include:

On a scale 1 being Strongly Agree and 4 being Strongly Disagree

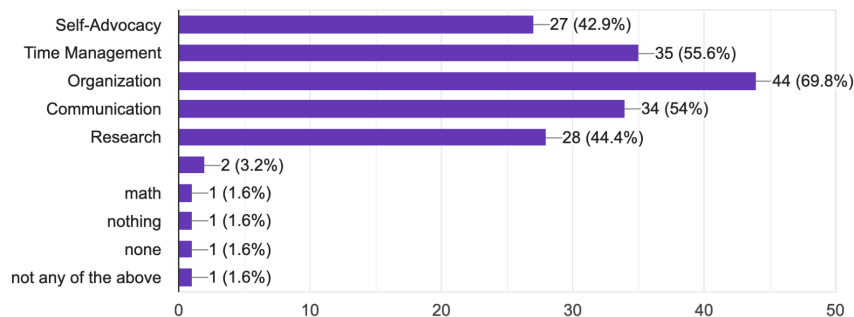
LEAP helps me learn important student skills.

63 responses



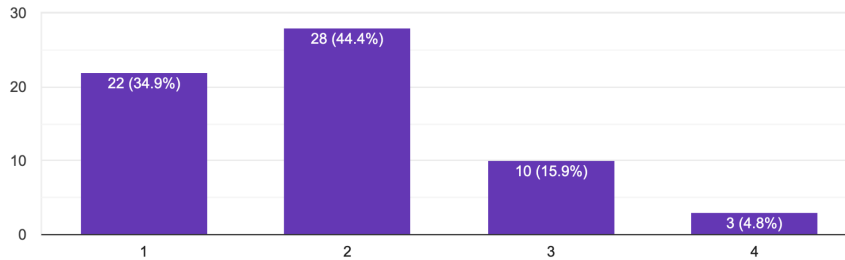
Some skills I've learned in LEAP class include (check as many boxes as you want):

63 responses



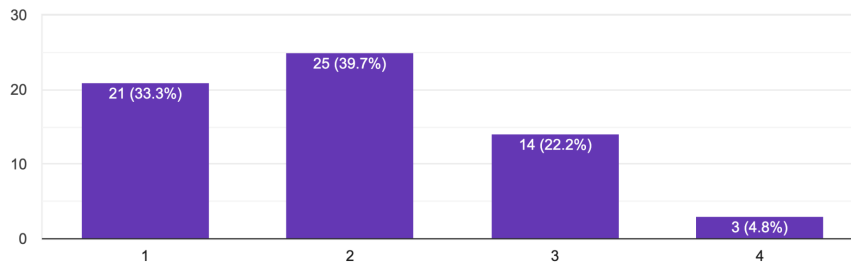
On a scale 1 being Strongly Agree and 4 being Strongly Disagree

LEAP supports my learning in my Core classes.
 63 responses



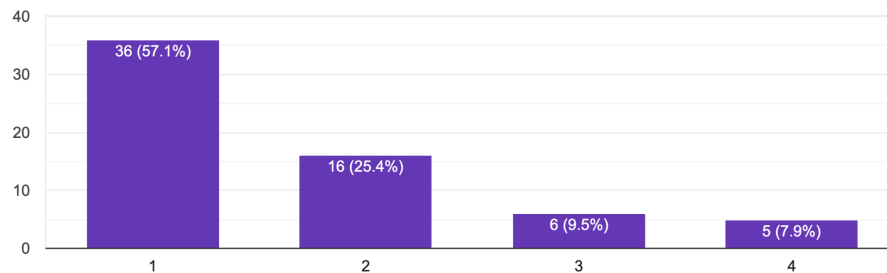
On a scale 1 being Strongly Agree and 4 being Strongly Disagree

I did better in my academic classes because of my LEAP class
 63 responses



On a scale 1 being Strongly Agree and 4 being Strongly Disagree

I would recommend taking LEAP to incoming 9th grade students
 63 responses



2. Increase of LEAP students who leave 9th grade eligible to apply to a CSU (minimum 2.5 GPA), demonstrated by growth in GPA over academic year.
3. Improve outcomes for students' grades in core classes

Additional DATA added 4/23/24:

	2021-22		2022-23		2023-24	
Number of LEAP Students	108		129		118	
	Fall	Spring	Fall	Spring	Fall	Spring
Average GPA	2.6	2.5	2.7	2.6	2.7	n/a
Number/percent of students with Ds and Fs	47 (44%)	52(48%)	56 (43%)	54 (42%)	48 (41%)	n/a

4. Demonstrate growth in reading and math through:
 - a. NWEA MAP assessment - new for this year, results will be reported next year.
 - b. STAR testing - will be used next year (3x annually)

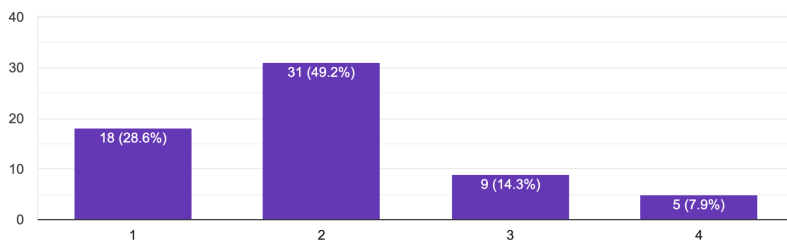
Student Social-Emotional Growth

1. A Social Emotional Learning screener is being developed for use next year and will include 9th grade students. Results for LEAP students will be included in the reporting.
2. In the mid-year LAEP participant data, students are asked questions related to social emotional growth. The LEAP 2023-24 mid-year student survey results include:

On a scale 1 being Strongly Agree and 4 being Strongly Disagree

My LEAP teacher supported me non-academically this year (i.e. setting non-academic goals, making me feel comfortable at school, etc.)

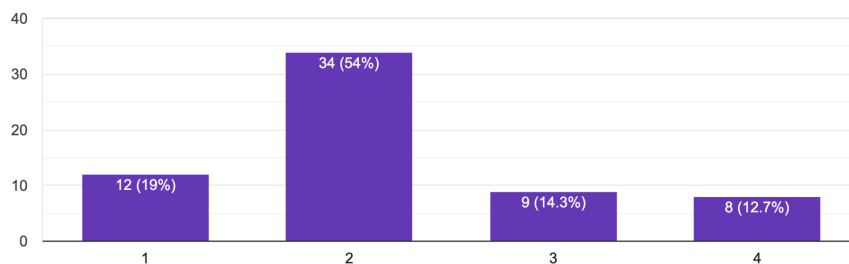
63 responses



On a scale 1 being Strongly Agree and 4 being Strongly Disagree

I felt connected to other students in my LEAP class

63 responses



BHS Student Activities Director

1.0 FTE

Description

Students at Berkeley High are supported 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 100 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.

In addition, the DOSA teaches the elective course "Leadership Study and Practice" to six whole-school leadership teams, working directly with over 80 Associated Student Body (ASB) leadership students who earn elective credit for their participation at weekly meetings to plan activities for their classmates, guiding student leaders and providing input to administrators in shaping the culture and values of the BHS community towards the goals of the school wide action plan. The DOSA also works with over 130 junior and senior high school student Link Leaders who serve as ambassadors for the incoming 9th grade

students at orientation and beyond during monthly training sessions. This position was previously funded through the General Fund allocation to Berkeley High, and due to the close work with students across the school, is proposed for ongoing funding through this BSEP resource.

The DOSA Manages the school wide student bulletin that is broadcast across campus 3x per week, reviewing all bulletin requests, sending the bulletin video and email to all students and staff, the BHS website, social media, and the parent group email list. The DOSA also edits the video which is played during 2nd period classes.

Targeted Student Groups

The DOSA supports all grades 9th-12th for the leadership program as well as the Green Dot program. The Green Dot Program is an all-school program to prevent sexual abuse, bullying and dating violence. The DOSA also supports a 9th Grade Orientation that utilizes the support of upperclassmen in welcoming the incoming 9th grade class to campus.

Offerings, Access and Participation

ASB overall features a leadership team for each grade level and two school wide leadership teams. There are approximately 75 students on those teams that create events and activities for the entire student body of 3,300+. They utilize an annual budget of over \$125,000 for their efforts, working with parent groups such as the BHS Development Group and BHS PTSA to support a variety of student clubs.

There are over 100+ registered student clubs. We host 4 all-club events each year (Fall Club Fair, Spring Club Fair, Cultural Club Fair, and Carnival.) This year, the Class of 2024 senior class leadership team was able to distribute reduced prom tickets to over 150 students saving each of those tickets \$30 per person. That is an annual collaboration with the BHSDG. The BHSDG also supports the end of year carnival celebration.

This year, the Class of 2025 Junior Class Leadership team hosted therapy dogs on campus at least 3 times, hosted an AP test workshop, a final exams study session, and is planning the first ever all class field trip.

In another indicator of health for the leadership program there were over 60 applicants for elected candidates, which is double the number from the previous school year. We anticipate interviewing around 100+ candidates for the 55-65 available appointed leadership positions.

BHS Dean of Attendance

1.0 FTE

Description

The Dean of Attendance monitors and supports school-wide attendance, and makes direct interventions with students by meeting with families and students who are chronically absent from school. This position is responsible for the formal processes of the School Attendance Review Team (SART) which gathers teachers, counselors, student support staff, students, and families to create a plan to improve both the student's attendance and their academic success.

The Dean also refers students who do not show progress after the SART to the School Attendance Review Board (SARB), which includes collaboration with the District’s Student Services department. At the SARB, the Dean represents the school site and interventions implemented with the student and family in order to aid Student Services in creating a contract with the student to improve their attendance.

Targeted Student Groups

Berkeley High School serves 3200 students. The Dean of Attendance carefully monitors student attendance and identifies trends in student attendance and truancy in order to develop intervention plans to support students who need support with regular attendance.

Offerings, Access and Participation

So Far this year, 2023-2024, the Dean of Attendance has:

- Held 164 SART (Student Attendance Review Team) meetings
- Made 76 SARB (Student Attendance Review Board) referrals.
- Held Saturday Schools quarterly for attendance intervention
- Supported 341 students to engage in our Attendance Make-up program through after school tutorials
- Tracked attendance intervention of 477 through On Campus Intervention services to increase positive attendance

504 Program Supervisor

1.0 FTE

Description

At Berkeley High School, there are over 300 students with Section 504 accommodations to support their access to academic programming. Students with 504 plans, and the teachers who are responsible for the implementation of these accommodations, benefit from the continued guidance and supervision of a dedicated 504 coordinator. The section 504 program supervisor has multiple roles. They directly manage all ninth grade 504 plans. This includes coordinating with 8th grade teams in order to support the transition to ninth grade, meeting with the families and counselors of the ninth graders to review their 504, and supporting direct communication with the ninth grade teachers. Including managing the ninth grade 504 plans, the program supervisor spends time developing and attending professional development with the ninth grade teams.

The 504 program supervisor is also an active member of the administrative team at BHS. They attend administrative meetings, participate in school wide events and professional development. The program supervisor manages data for the 504 program which includes providing regular updates on 504 plans by grade level and by learning community as well as other demographic data. The program supervisor also arranges accommodations for state testing for all students who have 504 plans. As the site with the largest number of 504 plans in the district, the program supervisor consults and supports other sites as they manage their data. They connect and collaborate with Berkeley Technology Academy and Berkeley

Independent Study.

Targeted Student Groups

While the program supervisor manages and supervises new 504 requests and evaluations for all students, the 10-12th grade students have their plans mostly managed by their school counselors. When needed, the program supervisor supports student success team meetings and 504 reviews for any students who are seeking 504 plan accommodations. The program is serving any general education student who may need accommodations due to their diagnosis or perceived diagnosis. Section 504 plans protect the rights of students who have disabilities and create a plan to support the student in accessing educational programming. The program is available to all Berkeley High Students who are currently enrolled.

Offerings, Access and Participation

The program serves focal students under the supervision of the focal counselors at Berkeley High. The 504 program supervisor supervises the focal counselors. As a team, the counselors and supervisor meet biweekly to go over focal student data, identify students who may need support, and refer students to 504 plans who may not have access to the same medical programming as non focal students. By doing this focal counselors are directly addressing an equity gap when it comes to 504 plans at BHS.

Outcomes

Outcomes for the 2024-25 school year include participating in articulating school-wide universal accommodations that support students through the tiered intervention process.

International Baccalaureate Support

0.4 FTE

Description

In 2019-20, as part of the reductions to costs in the General Fund, BSEP took on partial funding for the 1.0 position of International Baccalaureate Coordinator at Berkeley High School. The IB Coordinator is responsible for alignment of the 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.

Our mission is to create a dynamic learning environment that fosters confidence and the development of the intellectual self. Through exploring global perspectives and developing socio-emotional intelligence, students are prepared to critically analyze the world and navigate life's opportunities and challenges. This is in furtherance to the IBO's mission to develop: "[...] inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Offerings, Access and Participation & Outcomes

There are approximately 350-360 students in the BIHS 11th and 12th grade cohort each year. Note: Current enrollment levels are below this due to Covid impacts and the current 12th grade class is small. The current and anticipated incoming 10th grade classes are larger. Of these, around 30-40% will do the full IB Diploma and another 30-40% will take 1-3 IB Exams. 100% complete CAS and ER.

Academically, we will be able to use a variety of quantitative data, including: IB exam scores, numbers of students taking IB exams, numbers of students completing the full IB Diploma, student breakdown by subgroup for aforementioned data points, etc.

For qualitative data, BIHS regularly surveys students, as cohorts and in individual classes, where they provide feedback on their skill development, relevance of curriculum based on personal background and connections with the IB program and teachers. Additionally, we are in correspondence with alumni who provide us with testimonials as to how well-prepared they felt for college due to the IB courses they took. Submitted CAS portfolios also speak to holistic evidence of student development as they highlight various enrichment opportunities provided by the program.

Sylvia Mendez TWI Support

0.6 FTE

Description

The TWI (Two Way Immersion) Teacher Certificated Position at Sylvia Mendez Elementary School, operating at 0.6 FTE, extends beyond the classroom to encompass district-wide responsibilities. In addition to designing and delivering responsive curriculum to facilitate language acquisition and academic mastery in both English and Spanish this role collaborates with district-level administrators and fellow educators to align TWI program goals with broader district initiatives. This includes participating in district-wide professional development activities, sharing best practices with colleagues across schools, and contributing to the ongoing refinement of bilingual education policies and practices within the district. By engaging in these district-wide duties, the TWI teacher at Sylvia Mendez Elementary School plays a vital role in advancing bilingualism, biliteracy, and multiculturalism not only within their own classroom but throughout the entire district. The purpose of this role is in both direct and indirect service. This role is a liaison between the site and district, but performed 100% at the site.

Targeted Student Groups

The TWI (Two Way Immersion) program at Sylvia Mendez Elementary School serves a specific student demographic within the district. Targeted student groups include those enrolled in TWI classes, typically spanning multiple grade levels within the elementary school. These students come from diverse linguistic and cultural backgrounds and are committed to developing bilingualism and biliteracy in both English and Spanish. By providing a comprehensive and culturally responsive curriculum, the program aims to support the academic and linguistic growth of these students while promoting cross-cultural understanding and equity in education.

Offerings, Access and Participation

- Develop and implement culturally responsive and linguistically appropriate curriculum for TWI students.
- Plan and deliver engaging lessons that integrate language acquisition and content mastery in both English and the target language.
- Utilize diverse instructional strategies to meet the needs of TWI learners, including differentiation and scaffolding techniques.

Language Proficiency Development:

- Facilitate language acquisition in both English and the target language (e.g., Spanish, Mandarin) for students with varying levels of proficiency.
- Create opportunities for authentic language use and meaningful communication in both languages within the classroom setting.
- Support students in developing literacy skills in both languages through reading, writing, speaking, and listening activities.

Cultural Competence and Equity:

- Foster a culturally inclusive classroom environment that celebrates diversity and promotes cross-cultural understanding.
- Incorporate culturally relevant materials and perspectives into instruction to validate students' identities and experiences.
- Address issues of equity and social justice within the context of language learning and academic achievement.

Collaboration and Professional Development:

- Collaborate with colleagues, administrators, and families to support TWI program goals and student success.

- Participate in ongoing professional development to enhance teaching practices, language proficiency, and cultural competence.
- Engage in collaborative planning meetings, data analysis, and reflective practices to continuously improve instructional effectiveness.

Assessment and Data Analysis:

- Administer formative and summative assessments to monitor student progress in language proficiency and academic achievement.
- Analyze assessment data to inform instructional decisions and tailor interventions to meet individual student needs.
- Communicate assessment results and academic progress effectively with students, families, and stakeholders.

Community Engagement and Outreach:

- Cultivate positive relationships with students, families, and community members to support TWI program goals and student success.
- Engage parents/guardians in their children's language development and academic progress through regular communication and involvement opportunities.
- Collaborate with community organizations and resources to enhance the TWI program and promote language learning beyond the classroom.

This role requires a passionate and dedicated educator who is committed to promoting bilingualism, biliteracy, and multiculturalism among TWI students while fostering an inclusive and equitable learning environment.

Outcomes

Describe any outcomes to date, and intended outcomes for 2024-25. Refer to information included in the Data and Measure Section below. Describe by district-wide, school level, schools, and/or populations/communities served.

Improved Language Proficiency: By 2024-25, the TWI program aims to demonstrate increased language proficiency among students district-wide, evidenced by growth in comprehension, speaking, reading, and writing in both English and the target language.

Enhanced Academic Achievement: Targeting improved academic performance across subjects, the program intends to ensure TWI students achieve at levels comparable to or exceeding peers in monolingual classrooms, as measured by standardized assessments and classroom performance.

Increased Family and Community Engagement: By fostering stronger connections between the school, families, and community through regular events and communication channels, the program aims to deepen family and community engagement in students' language development and academic success.

Culturally Responsive Teaching Practices: Through professional development and collaborative learning communities, the program seeks to enhance culturally responsive teaching practices among educators, promoting environments where all students feel valued and affirmed.

Equitable Access and Opportunity: The program strives to promote equitable access to TWI classes for all eligible students within the district, identifying and addressing barriers to access to ensure equitable learning experiences for all.

TWI/Math support: Sylvia Mendez, Thousand Oaks, Longfellow

1.0 FTE

Description

The Two Way Immersion (TWI) program implemented at Longfellow Middle School, Sylvia Mendez Elementary, and formerly Thousand Oaks Elementary aims to foster bilingualism and biliteracy among participating students while promoting academic excellence in mathematics. This program is designed to address the rationale of providing equitable educational opportunities for English learners and native English speakers, ultimately aiming to close achievement gaps and enhance overall academic performance. Focal students, including English learners and native English speakers, benefit from bilingual instruction in both English and another target language, which facilitates language acquisition and cultural understanding. The program offers a range of instructional services and activities, including language immersion, specialized math support, and cultural enrichment initiatives. The data and measures included in the report inform programming by highlighting the effectiveness of current strategies, identifying areas for improvement, and guiding decision-making processes to ensure the continued success and sustainability of the TWI program.

Targeted Student Groups

The Two Way Immersion (TWI) program serves a targeted student population within the district, including English learners and native English speakers across Longfellow Middle School, Sylvia Mendez Elementary, and Thousand Oaks Elementary. While the program aims to provide equitable educational opportunities for all students, it primarily caters to those enrolled in grades within the participating schools. Specific student groups served by the program may include English learners seeking language proficiency, native English speakers interested in bilingual education, and students from diverse cultural backgrounds aiming to enhance their academic and linguistic skills. The information contained in the Data and Measure Section informs programming by assessing the effectiveness of the TWI program in meeting the needs of targeted student groups. By analyzing data on academic performance, language proficiency, and program participation, educators can tailor instructional strategies, allocate resources, and implement interventions to better support the diverse needs of students within the TWI program, ultimately ensuring their success and academic achievement.

Offerings, Access and Participation

The offerings within the Two Way Immersion (TWI) program encompass a comprehensive array of bilingual instruction, specialized math support, and cultural enrichment activities. These services are provided collaboratively by educators, administrators, and support staff across Longfellow Middle School, Sylvia Mendez Elementary, and Thousand Oaks Elementary. Participation in the TWI program is open to eligible students within the district, spanning various grade levels and demographic backgrounds. At the district-wide level, the TWI program serves as a model for bilingual education, promoting language proficiency and academic excellence among a diverse student population. At the school level, each participating institution implements tailored instructional strategies and support systems to accommodate the unique needs of its student body.

Willard Math Support

0.2 FTE

Description

This funding will continue the FTE previously funded through LCAP to keep the Willard FTE at 0.6 FTE. This supports a class for students who are just below grade level in math where they review and reteach the lessons with the goal of students achieving mastery on the standards.

Targeted Student Groups

This funding will help support one section of math support at Willard MS.

Offerings, Access and Participation

One 7th grade section

Outcomes

A 75% improvement rate on the 24/25 SY Smarter Balanced Summative Assessment for students enrolled in the course.

Support for Students with Disabilities

5.0 FTE

Description

These positions began in the BSEP budget in 2021-22 and continue in 2024-25 to provide additional support for students with disabilities. First, three new Special Education teachers will be assigned from the Special Education department each year to provide case management and Specialized Academic Instruction (SAI) for students with IEPs in the schools with the highest average caseloads. Two of these teachers will work at the elementary level and one will be assigned to the middle school level. The remaining two teachers, of the five new teachers in total, will be deployed from the Special Education department to support Special Education assessments, with a particular focus on the completion of initial assessments. By providing this relief from caseload size and assessment, Special Education teachers will have more time to focus on classroom instruction and support, thereby bolstering the district's ongoing commitment to the tenets of Least Restrictive Environment and full inclusion.

Outcomes

Support for Students with Disabilities 2023-24 Data

- Number of students served through case management to date*: 60
- Number of assessments completed to date: 45

*Case loads are capped at 20 students for mild moderate case managers by contract

Budget

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. The number of FTEs in the Classroom Support Plan has remained consistent with 2023-24 levels. costs for 2024-25 reflect a projected increase in salaries and benefits.

Budget Details

2024-25 BSEP Budget Overview - Proposed

Classroom Support Budget	
1st Reading 4-9-24	
BSEP Measure E1 Resource 0741 - 068	
	2024-25
	DRAFT 4/9/24
Expense	
Staffing	\$ 2,135,780
Reserve for Personnel Variance	\$ 106,789
Subtotal Expense	\$ 2,242,569

2024-25 Budget Details - Proposed

Program Name 2024-25 Budget Details	2,242,569
Staffing	FTE
BHS U9 Support (Teachers)	5.0
BHS Dean of Attendance	1.0
BHS 504 Coordinator	1.0
BHS Student Activities Director	1.0
BHS International Baccalaureate (IB) Support	0.4
Two-Way Immersion Math Support Sylvia Mendez, Thousand Oaks, Longfellow	1.0
Sylvia Mendez Two-Way Immersion Program Support	0.6
Willard Math Support	0.2
Support for Students with Disabilities	5.0
Total	15.2
Reserve for Personnel Variance	106,789
Total	2,242,569