

Classroom Support Supplemental Information 4/23/24

1. U9 data update

- The BSEP 2024- 25 Classroom Support Plan for P&O Action was updated on 4/19/24 with additional information for U9 (also below).
- Additional data added 4//23/24
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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 (data for 2021-22 and 2022-23 is forthcoming)

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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%)
McKinney 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.

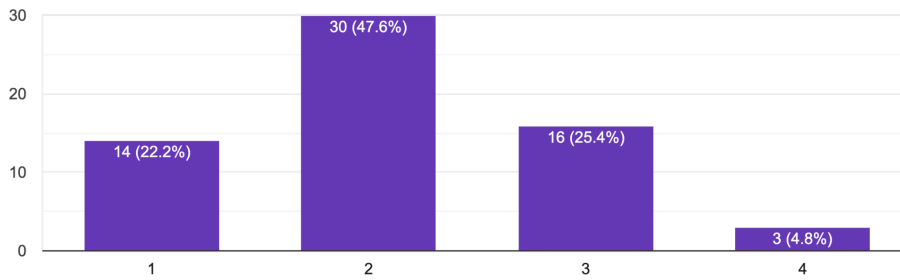
In the mid-year LAEP participant data, students are asked a number of questions related to academic skill development. LEAP 2023-24 student survey results include:

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

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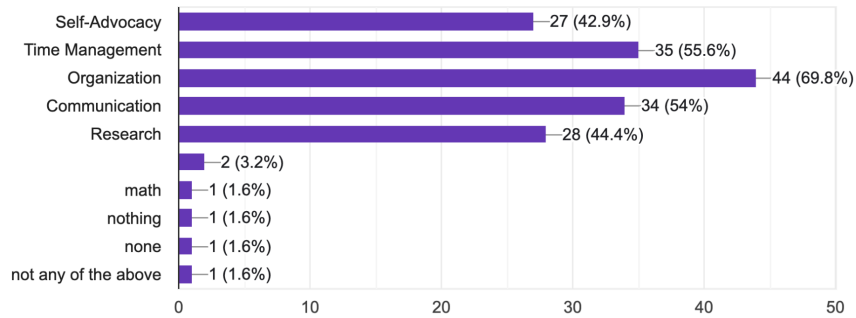
LEAP helps me learn important student skills.

63 responses



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

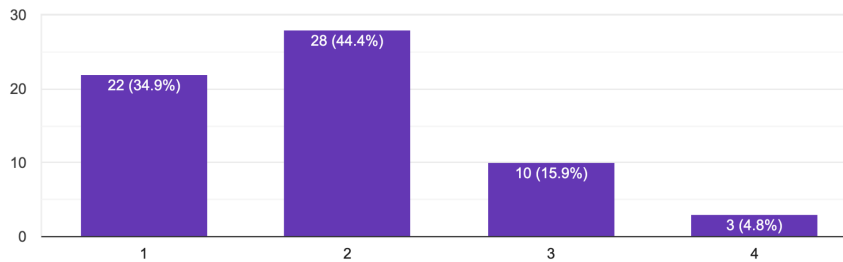
63 responses



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

LEAP supports my learning in my Core classes.

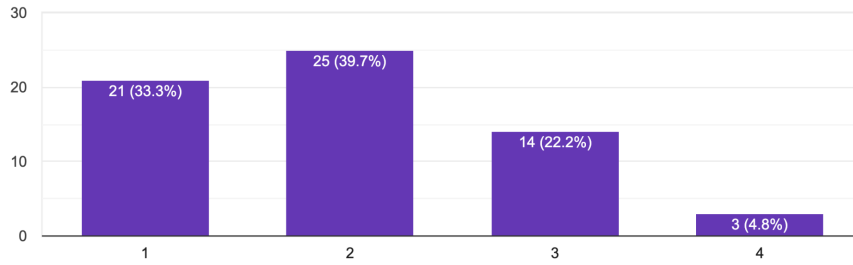
63 responses



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

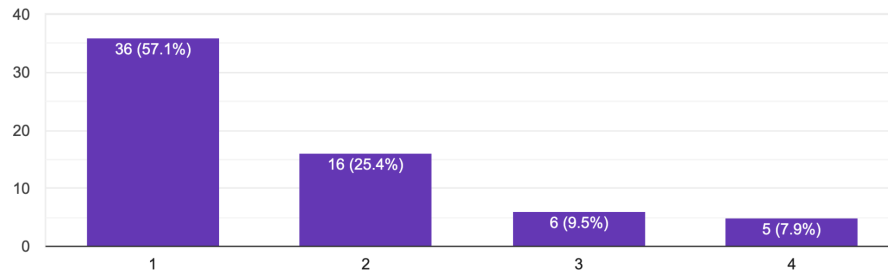
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I did better in my academic classes because of my LEAP class
63 responses



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

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



- 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.
- Improve outcomes for students' grades in core classes

	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

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2. Demonstrate growth in reading and math through:

- NWEA MAP assessment - new for this year, results will be reported next year.
- STAR testing - will be used next year (3x annually)

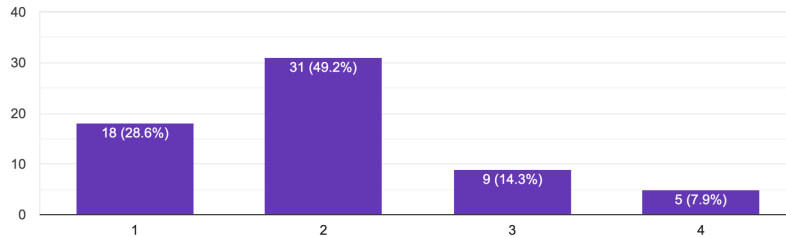
Student Social-Emotional Growth

- 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.
- 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.)

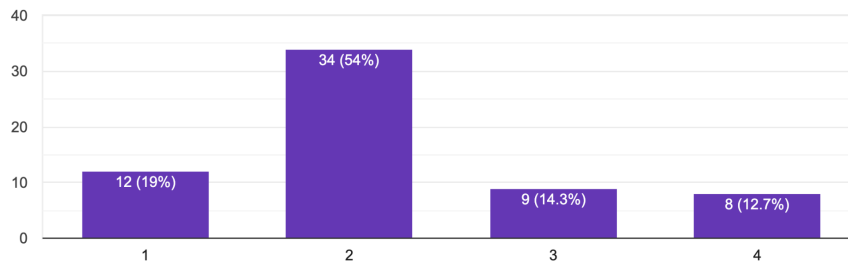
63 responses



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

I felt connected to other students in my LEAP class

63 responses



2. IB Coordinator – additional information requested

P&O questions received 4/11/24

Thanks for following up. I'm looking for some clarification about the size of the IB program. In item #14 on Tuesday's agenda, there's a mention of 350-360 students in the IB program, but that the current junior and senior cohorts are low.

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- What is the current size of each of the junior and the senior cohorts in the IB program?

P&O questions received 4/11/24

1. What is the current size of each of the junior and the senior cohorts in the International Baccalaureate Program (IB) program?

Response:

BIHS is a 10th-12th grade program and IB starts in 11th and 12th grade. All 10th graders are “pre-IB” in that curriculum and skill development prepare them for IB courses. In 11th and 12th grade all students become “IB” in that they all take 3 IB core courses and participate in the IB’s CAS program (a reflection portfolio on outside of class activities). In addition, students can choose how much more “

- *Currently enrolled in 10th grade: 198 (This is a BIHS number)*
- *Currently enrolled in 11th grade: 170*
- *Currently enrolled in 12th grade: 155*

11th and 12th grade ethnicity:

- *White: 51.6%*
- *Multiracial: 17.3%*
- *Latinx - 15.7%*
- *Asian - 8.6%*
- *Black - 5.8 %*
- *Filipino - 0.6%*

2. There's also a mention that the current 10th grade and next year's 10th grade cohorts are bigger.

Response:

- *COVID resulted in fewer students choosing the IB Diploma and BIHS in general. It appears that students are recovering from the distance learning year and returning to studies perceived as more challenging. As far as next year’s cohort, that is based on what counselors are saying about signups. They have not released data yet.*

3. How do current cohort 10th grade / next year's 10th grade cohort sizes compare to pre-pandemic cohort sizes?

Response:

- *BIHS is a 10th-12th grade program and IB starts in 11th and 12th grade. All 10th graders are “pre-IB” in that curriculum and skill development prepare them for IB courses. In 11th and 12th grade all students become “IB” in that they all take 3 IB core courses and participate in the IB’s CAS program (a reflection portfolio on outside of class activities). In addition, students can choose how much more “IB” they want to be by taking other IB courses including the option of doing the full IB Diploma.*

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- *Infinite Campus doesn't contain data from pre-pandemic years. Teachers report having 6 sections in each grade level for approximately 170-190 students per grade level.*
4. Is there gender and race/ethnicity data available for each cohort (next year's 10th, current 10th, 11th & 12th)?

2023-24	Grade	White	Multi-racial	Latinx	Asian	Black	Male	Female	Non-Binary
Class of 2024	12	49.4%	16.7%	19.2%	9%	7%	45.5%	53.8%	0.6%
Class of 2025	11	55%	20.7%	10.7%	8.9%	3.6%	45%	53%	2%
Class of 2026	10	51.3%	15.3%	16.9%	7.9%	7.9%	50.3%	48.1%	1.6%

3. Social Emotional Screener (from BREA).

SEL encompasses 5 main competencies, these include: self-awareness, self-management, social awareness, relationship skills and responsible decision making.

The State of California has adopted the CASEL competencies in order to create a consistent framework for school districts to use as they work to help students improve these important skills. Many of the issues that students in schools struggle with: attendance, discipline and academic underperformance, can often be tied back to struggles with SEL skills.

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

There is currently no consistent system across BUSD to gather SEL data. School sites might have curriculum that they use with different grade levels, but as part of building out a complete data system in eduCLIMBER, it became clear that gathering SEL data in a consistent way was a missing piece. The K-8 RTI team is in the process of building an SEL screener that will be piloted in the fall. The goal is to create a K-2, 3-5, 6-8 and 9-12 version that can be used at each level to gather data in a consistent way about which SEL competencies students have mastered and which they are struggling with. This is important in order to understand the underlying reasons why students might be finding school and learning challenging. Please note that this is not the same as a mental health screener which would tackle more personal and emotional issues.

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4. Willard 0.2 FTE - why does Willard receive 0.2 Math Support from BSEP and the other middle schools do not?

All middle schools receive a total of 0.6 FTE for math support (below are the allocations for 2023-24, the allocations from LCAP for 24-25 have not yet been approved):

	King	Longfellow	Willard
BSEP	0	0	0.2
LCAP	0.6	0.6	0.4