



Classroom Support Program Overview

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Planning and Oversight Committee Presentation
1/14/25

Our Mission

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

Excellence


Equity

Engagement

Enrichment

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.”

High Quality Instruction	66%
Class Size Reduction	
Support for Teaching:	
<i>Professional Development</i>	
<i>Program Evaluation</i>	
<i>Classroom Support</i>	
<i>Expanded Course Offerings</i>	

Essentials for Excellence	27%
School Site Programs	10.25%
Libraries	7.25%
Music/VAPA	6.25%
Instructional Technology	3.25%

Effective Student Support	7%
Student Achievement Strategies	
Counseling and Behavioral Health	

Measure Oversight, Communication, Translation, Community Engagement	2% of net receipts
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Program 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.

- The funded staffing encompass 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.

Classroom Support Staffing

- 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
- 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

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

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

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.

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.

0.6 FTE Sylvia Mendez Two-Way Immersion Program Support

- *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.*

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.*

Classroom Support K-8

Willard Math Support 0.2 FTE

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.

This funding provides one section of 7th grade math support at Willard MS. The goal is to achieve 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

These positions began in the BSEP budget in 2021-22 and continue in 2024-25 to provide additional support for students with disabilities.

Three 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 Individual Education Plans (IEP) 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 (LRE) and our the mission towards inclusion.

Classroom Support K-8

Support for Students with Disabilities

5.0 FTE

In the **2023-24** year, **5.0** positions were filled and support were 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 - Ruth Acty
- 0.5 Unfilled

This year, **2024-25**, **5.0 FTE** are currently allocated as follows:

- 1.0 FTE - Supporting Malcolm X with case load and assessments
- .75 -Supporting Ruth Acty caseload and assessments
- 1.0 FTE - Assessments and Coaching Across Sites
- 1.0 FTE - supporting with Assessments and Coaching across school sites
- 1.0 Supporting Washington caseload and assessments
- .25 Supporting Middle School FTE for caseload management

DATA

Support for Students with Disabilities
2023-24 Data

- Number of students served through case management to date*: 60
- Number of assessments completed to date: 37

*Case loads are capped at 21 students for mild moderate case managers by contract

Classroom Support BHS

2024-25 Staffing Summary - BHS

BHS

- 5.0 FTE BHS U9 Support (Teachers)
- 1.0 FTE BHS Student Activities Director
- 1.0 FTE BHS Dean of Attendance
- 1.0 FTE BHS 504 Supervisor
- 0.4 FTE BHS International Baccalaureate (IB) Support

U9 Support 5.0 FTE

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.

Teacher capacity building is part of the professional development structure. Hive Leads, who also each receive 0.2 FTE 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 eld trips and activities).

In 2023-24, BSEP supported 5.0 FTE of the 5.6 FTE total for LEAD/LEAP periods.

DATA

[Link to Data Report 4/23/24](#)

2023-24 Updated Data

	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	2.8
Number/percent of students with Ds and Fs	47 (44%)	52(48%)	56 (43%)	54 (42%)	48 (41%)	45%

1.0 FTE BHS Student Activities Director

- *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.*
- 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.

1.0 FTE BHS Dean of Attendance

- *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.*
- *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.*

Classroom Support BHS

1.0 FTE BHS 504 Supervisor

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.

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.

Outcomes

- *Outcomes for the 2024-25 school year include participating in articulating school-wide universal accommodations that support students through the tiered intervention process.*
- *In addition to providing Tier I intervention learning opportunities in small setting such as new teacher support meetings, Teacher Leader meetings, etc. the 504 Program Supervisor also provide school-wide professional development such as in an upcoming all staff PD offering on January 27th, working collaborative with the SPED Program Supervisor on implementation of accommodations and modifications.*

0.4 FTE BHS International Baccalaureate (IB) Support

The IB Coordinator is responsible for alignment of the IB curriculum and pedagogy, staff training & support, IB assessment, as well as organizing & facilitating the Core components of the IB program, including the Extended Essay and the Creativity, Activity, 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.

2023-24 Revenue and Expenditures Report

BERKELEY UNIFIED SCHOOL DISTRICT			
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)			
Revenue and Expenditures HQI - Classroom Support			
Comparison Report as of 10/31/24			
		Adopted Budget 2023/24 as of 06/30/23	Unaudited Actuals 2023/24 as of 06/30/24
EXPENDITURES			
	Certificated Salaries	\$ 1,536,322.00	\$ 1,483,938.41
	Classified Salaries	\$ -	\$ -
	Employee Benefits	\$ 473,132.00	\$ 422,143.63
	Books & Supplies	\$ -	\$ -
	Unallocated Reserve and Carryover	\$ 58,635.00	\$ -
	Contracted Services	\$ -	\$ -
	Capital Outlay	\$ -	\$ -
	Indirect Costs	\$ -	\$ -
	TOTAL EXPENDITURES	\$ 2,068,089.00	\$ 1,906,082.04

Thank you