



Classroom Support Program Overview

Chris Albeck -Director, Curriculum and Instruction

Juan Raygoza - Principal, BHS

Dr. Lena Sweeney - Director, Berkeley Evaluation, Research & Assessment

Planning and Oversight Committee

1/13/26

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

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.”

BSEP Measure H of 2024 Framework	
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	Share 7%
Counseling and Behavioral Health	
Family Engagement	
Measure Oversight, Communication, and Translation	2.5% of net receipts

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, Longfellow
- 0.8 FTE Sylvia Mendez Two-Way Immersion Program Support
- 1.0 FTE Middle School Math Support [Plan Update](#)
- 5.0 FTE Support for Students with Disabilities
- 4.2 FTE BHS U9 Support (Teachers) [Plan Update](#)
- 1.0 FTE BHS Dean of ~~Attendance~~ Students
- 1.0 FTE BHS 504 Coordinator
- 1.0 FTE BHS Student Activities Director
- 0.4 FTE BHS International Baccalaureate (IB) Support
- 0.34 FTE Cooking and Gardening Program [Plan Update](#)

BSEP Measure H Resource 0841 - 068	
Classroom Support Budget	
Update 4-22-25*	
	2025-26
	DRAFT
	4/22/25
Expense	
Staffing	\$ 2,285,388
Reserve for Personnel Variance	\$ 114,269
Subtotal Expense	\$ 2,399,657
*4/22/25 Update includes increase of \$47,250 (0.34 FTE) for Cooking and Gardening Program	

[2025-26 BSEP Classroom Support Plan](#)

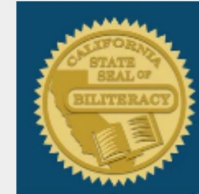
Classroom Support K-8

1.0 FTE TWI/Math support: Sylvia Mendez, Longfellow

The Two Way Immersion (TWI) program implemented at Longfellow Middle School, Sylvia Mendez Elementary, aims to foster bilingualism and biliteracy among participating students while promoting academic excellence in mathematics. This program is designed to provide equitable educational opportunities for Multilingual 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.

Progress Measure: Tracking the number of students who receive the Biliteracy Award and the Seal of Biliteracy. Review of grades in classes delivered in Spanish and English. Performance of ELs in the TWI program.

California State Seal of Biliteracy					
Year	Chinese	French	Spanish	Other	Totals
2021-22	4	2	39	0	45
2022-23	6	7	72	1	88
2023-24	8	9	74	6	97
2024-25	8	11	75	8	102



Other languages include: Bengali, German, Italian, Japanese, Latin, and Russian



Classroom Support K-8

0.8 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.

Year 1: Roll out + Training Plan– Spring and Summer 2025

	Phonemic Awareness	Phonics	Knowledge Building (Reading + Writing)
K	T1: Heggerty Spanish T2, T3: Heggerty English	Esperanza	SLA
		✓	June 11th *
1st	T1 - T3: Heggerty English	Esperanza	SLA
		May 6th + 7th	June 11th *
2nd	Key: SLA: HMH Arriba la Lectura/Into Reading EO: Fishtank ELA and Morphology/Phonics	Functional Phonics	SLA
		June 10th *	June 11th *
3rd		Functional Phonics	SLA/ELA
		June 10th *	June 11th*
4th		Functional Morphology	EO
		May 27th	May 28th
5th		Functional Morphology	EO
		June 10th *	June 9th*

BUSD TWO-WAY IMMERSION SYLVIA MENDEZ LITERACY FRAMEWORK



We, in Berkeley Unified School District, believe that biliteracy is a fundamental human right and empowers individuals to engage meaningfully in civic life, challenge inequities, and shape their own destinies--in two languages. We commit to providing rigorous, research-aligned biliteracy instruction through the grades so that ALL of our students can build their own biliteracy skills to make positive contributions to the world.

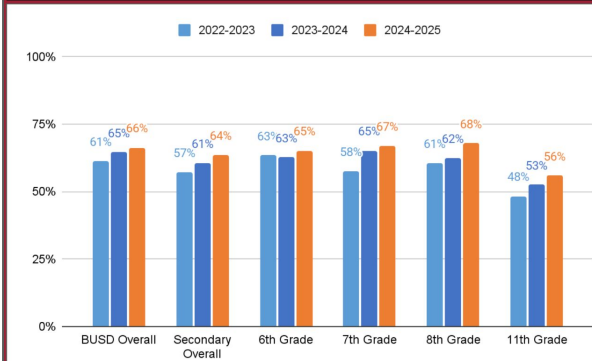
24/25
Annual
Report

Classroom Support K-8

Middle School Math Support 1.0 FTE

This funding will continue the FTE previously funded through LCAP to keep the MS FTE at 0.6 FTE for each site. This supports a classes 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. 8 FTE was shifted in from LCAP for 2025-26. The total number of MS Math Support classes is 9 sections (5 sections BSEP + 4 sections LCAP) .

The overall percentage of secondary students who showed proficiency on Math standards in 2024-25 (64%) increased by 3% from the previous year, with every secondary grade showing an increase.



Source: CDE CAASPP Data Files

N-count for overall secondary 23-24 #2428

SBA Math Performance Middle and High School (2023-24 to 2024-25)

BUSD Overall: ↑ 1.6%

3x5 Secondary: ↑ 3%

6th Grade: ↑ 2%

7th Grade: ↑ 2%

3x5 8th Grade: ↑ 6%

3x5 11th Grade: ↑ 3%



Classroom Support - 5.0 FTE Support for Students with Disabilities

Support for Students with Disabilities

5.0 FTE

- These positions provide additional support for students with disabilities.
- Three Special Education teachers are 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 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.

In 2024-25, 5.0 FTE were allocated as follows:

- 1.0 FTE - Supporting Malcolm X with case load and assessments
- .75 -Supporting Ruth Acty caseload and assessments
- .25 to Partially support Rosa Parks for caseload and assessments
- 1.0 FTE - Assessments and Coaching Across Sites
- 1.0 FTE - Assessments and Coaching Across Sites
- 1.0 Supporting Washington caseload and Assessments

DATA

Support for Students with Disabilities 2024-25 (as of May 2025)

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

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



2025-26 Staffing Summary - BHS

BHS

Changes from 2024-25 include:

- Reduction of .8 for U9 (see slide 11) *offsets increase in MS math sections shifted from LACP. No net change to FTE in Classroom Support*
- Dean of Attendance position eliminated and same BSEP funding used for Dean of Students position (absorbs duties for the Dean of Attendance) *(savings to the GF, no net change to BSEP).*

- ~~5.0 FTE~~ 4.2 BHS U9 Support (Teachers)
- 1.0 FTE BHS Student Activities Director
- 1.0 FTE BHS Dean of Attendance ~~Students~~
- 1.0 FTE BHS 504 Supervisor
- 0.4 FTE BHS International Baccalaureate (IB) Support

Classroom Support @ BHS

U9 Support

(reduction of .8 due to BHS restructuring of LEAP Sections)

4.2 FTE

Impact of Reduction in LEAP Sections

In recent years, the enrollment of the LEAP sections has remained below the 12 student per classroom cap and it is possible to consolidate sections so as not to exceed 12 students per section and still be able to provide needed support to students.

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.

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 1-2 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).

LEAP Enrollment by Subgroup

Number and Percent	2021-22	2022-23	2023-24	2024-25
Number of LEAP Students	108	129	118	114
Race / Ethnicity				
Asian	1 (1%)	9 (7%)	6 (5%)	9 (8%)
Black/African-American	35 (32%)	35 (27%)	37 (31%)	41 (35%)
Filipino	0	0	2 (2%)	2 (2%)
Hispanic/LatinX	32 (30%)	45 (35%)	35 (30%)	31 (27%)
MultiEthnic	14 (13%)	13 (10%)	15 (13%)	10 (9%)
White	26 (24%)	26 (20%)	22 (19%)	19 (16%)

Number and Percent	2021-22	2022-23	2023-24	2024-25
Number of LEAP Students	108	129	118	114
By Program				
SPED	8 (7%)	6 (5%)	3 (3%)	3 (3%)
EL	5 (5%)	5 (4%)	3 (3%)	14 (12%)
His/LatinX EL	4 (4%)	3 (2%)	3 (3%)	5 (4%)
McKiney Vento	7 (6%)	2 (2%)	3 (3%)	10 (9%)
Foster Youth	0	1 (1%)	1 (1%)	0
Free and reduced Lunch*	61 (56%)	50 (39%)	59 (50%)	62 (53%)
Gender				
Female				50 (43%)
Male				64 (55%)
Non-Binary				1 (2%)



See **2025-26 Proposed Classroom Support Plan** for additional data:
[P&O website 4/8/25 meeting materials](#)

1.0 FTE BHS Student Activities Director

- 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.
- 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.
- 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.

1.0 FTE BHS Dean of Attendance Students

- 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.
- 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.

In 2024-2025 (As of May), the Dean of Attendance has:

- Held 199 SART (Student Attendance Review Team) meetings
- Made 33 SARB (Student Attendance Review Board) referrals.
- Held Saturday Schools quarterly for attendance intervention
- Supported 387 students to engage in our Attendance Make-up program through after school tutorials
- Tracked attendance intervention of 359 through On Campus Intervention services to increase positive attendance



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.

Focal 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.

In 2024-25:

- *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 provided 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.

2024-25

- enrolled in 10th grade: 192 (BIHS is capped at 192 students per grade level)
- enrolled in 11th grade: 192
- enrolled in 12th grade: 163

2024-25	Grade	White	Multi-racial	Latinx	Asian	Black	Male	Female	Non-Binary
Class of 2025	12	56.2%	20.4%	9.9%	9.2%	3.7%	43.8%	54.3%	1.9%
Class of 2026	11	53.7%	16.7%	13.7%	8.4%	7.4%	47.9%	50.5%	1.6%
Class of 2027	10	47.9%	18.6%	17%	12.8%	3.7%	52.1%	47.3%	0.5%



Thank you