



# Student Achievement Strategies

## Program Overview

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**Planning and Oversight Committee Presentation**

**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.



**Equity**

**Excellence**

**Enrichment**


**Engagement**

# 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.”

<b>BSEP Measure H of 2024 Framework</b>	
<b>High Quality Instruction</b>	<b>66%</b>
Class Size Reduction	
Support for Teaching:	
<i>Professional Development</i>	
<i>Program Evaluation</i>	
<i>Classroom Support</i>	
<i>Expanded Course Offerings</i>	
<b>Essentials for Excellence</b>	<b>27%</b>
School Site Programs	10.25%
Libraries	7.25%
Music/VAPA	6.25%
Instructional Technology	3.25%
<b>Effective Student Support</b>	<b>7%</b>
Student Achievement Strategies	Share 7% 
Counseling and Behavioral Health	
Family Engagement	
Measure Oversight, Communication, and Translation	2.5% of net receipts

# Student Achievement Strategies

## Program Goal and Focus

The staffing and activities funded by Student Achievement Strategies aim to improve the following:

*Improve Academic Achievement:* The primary goal of the Student Achievement Strategies Program is to enhance academic performance across all subject areas by providing targeted interventions, professional development, and resources to support student learning and teacher effectiveness.

*Reduce Achievement Gaps:* Through initiatives like Rtl, literacy coaching, and targeted support for underrepresented student populations, the program aims to narrow achievement gaps based on factors such as race, ethnicity, socio-economic status, and learning abilities, ensuring that all students have equitable access to high-quality education and opportunities for success.

*Enhance Educator Capacity:* Another goal is to strengthen educator capacity by providing ongoing training, coaching, and support in evidence-based instructional practices, curriculum development, and culturally responsive teaching strategies, empowering teachers to meet the diverse needs of their students effectively.

*Foster Inclusivity and Diversity:* The program seeks to create an inclusive and culturally responsive learning environment where students from diverse backgrounds feel valued, respected, and represented in the curriculum, promoting diversity, equity, and social justice within the school community.

*Promote College and Career Readiness:* Finally, the program aims to prepare students for post-secondary education and future careers by offering targeted support, mentorship, and experiential learning opportunities that develop critical thinking skills, STEM proficiency, and college readiness skills essential for success in today's global economy.

*Improve Organizational Clarity:* The investments are aligned with the district-wide goal of organizational clarity. There are programs that focus on the District's identified focal populations of Black/African American (e.g., African American Success Framework) and Spanish-speaking Latinx students (e.g., Puente). The investments consider the required infrastructure to operate and sustain the programs and the monitoring and support for implementation.



ENRICHMENT

ENGAGEMENT

EQUITY

EXCELLENCE



**The positions and activities funded through this program aim to provide targeted support to students and families to achieve equitable outcomes. The 2025-26 Plan includes:**

- 6.6 FTE Rtl Elementary and Middle School Teachers  
(1.1 FTE shifted from LCAP in 2024-25)
- 5.5 FTE K-5 Literacy Coaches
- 0.6 FTE Middle School Math Coach
- \$25,000 - Be a Scientist
- 0.4 FTE Black Studies Program Development
- \$40,000 - Puente
- \$60,000 African American Success Framework (AASF)

<b>Budget Summary for Student Achievement Strategies 2025-26</b>	
<b>Measure H, Resource 0863 April 8, 2025</b>	<b>Year 1 Measure H 2025-26</b>
	<b>Draft 4-8-25</b>
<b>Revenue</b>	2,106,293
<b>Expense</b>	
Staffing	1,753,348
Contracts and Program Activities	125,000
Reserve for Personnel Variance (5%)	87,667
Indirect Cost (6.81%)	133,886
<b>Total Expenses</b>	2,099,901
<b>Net Change to Fund Balance</b>	6,392
<b>Beginning Fund Balance</b>	0
Net Increase/(Decrease) in Fund Balance	6,392
<b>Ending Fund Balance</b>	6,392

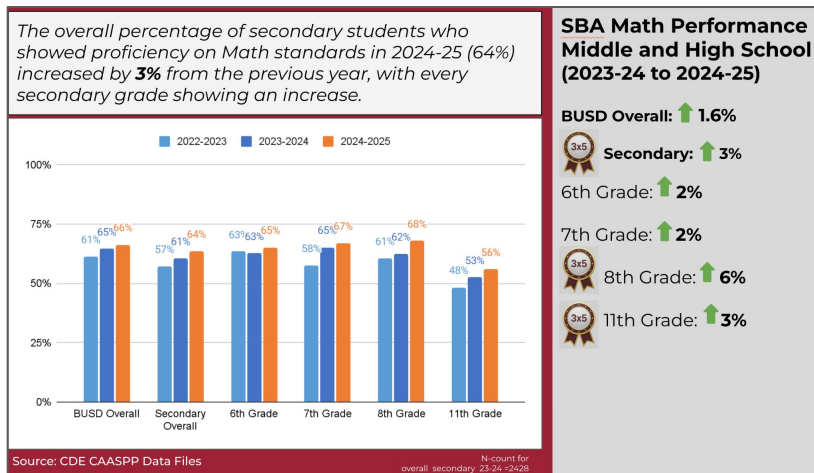
# 2025-26 Staffing & Activities

## Middle School Math Coach 0.6 FTE

BUSD’s middle school math coach plays a pivotal role in supporting both teachers and students to excel in mathematics. The MS Math Coach serves as mentors, instructional leaders, and curriculum specialists, working closely with teachers to enhance their pedagogical practices, develop effective instructional strategies, and integrate technology into their teaching.

The math coach collaborates with teachers to analyze student data, identify learning gaps, and design targeted interventions to address individual needs. Additionally, they facilitate professional development workshops, model lessons, and provide ongoing feedback and support to foster a collaborative learning community focused on improving student achievement in mathematics.

Through their guidance and expertise, BUSD’s MS Math Coach empowers teachers to create engaging and rigorous learning experiences that promote mathematical reasoning, problem-solving skills, and a growth mindset among students. BUSD’s MS Math Coach works with Math Teach Leaders (MTL), and provides coaching to support teachers in grades 6-8 schools with high quality, differentiated common-core aligned instruction and support the BHS integrated Math Pathway, with a concentrated focus on unduplicated students, African American students, and Students with Disabilities.



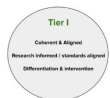
## Literacy Coaches (2.75 FTE) and Response to Intervention (Rtl) Teachers (6.6 FTE)

Lit Coaches and Rtl teachers work with students performing below grade level to do targeted interventions. Rtl 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. Rtl 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. Both positions serve critical roles on the Coordination of Services (CoS) teams the District has been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific academic or behavioral outcomes, both positions play key direct service roles with our students.

### Literacy Actions - 2025/26

During the 2025/26 school year, BUSD is focused on three improvement actions as it relates to literacy.

- Ensuring Instructional Integrity with Fishtank and Proficiency with Functional Phonics + Morphology:** Ensure core evidence-based lesson elements; Building Background Knowledge, Engaging with the Text, and Building Deeper Meaning are implemented with integrity.



- Provide time and structures for Unit Internalization and Responding to Teacher feedback during Phase 1 Implementation:** Teachers will be provided time and space on sub release days to debrief the recently taught unit and backwards plan for the next using Fishtank's Intellectual preparation protocol. They will calibrate on and score student work from end of unit content assessments and student writing using Fishtank rubrics and tools to adjust instruction while maintaining high expectations and rigor.



- Deepening knowledge of curriculum and knowledge of students to support equity & inclusion:** Professional learning and collaboration focus on using data to inform instruction as well as techniques and strategies for scaffolding both access to the core Fishtank grade level texts and target tasks. There will also be opportunities to learn best practices for differentiating foundational skills instruction to meet needs of readers both ready for challenge and needing targeted support in foundational skills.



### RTI ACTIONS- 2025/26

Establish shared MTSS/RTI frameworks, norms, and protocols across all sites.

Implement universal screening with fidelity across all assessment windows.

Lead structured data dives after each screening period and lead problem solving teams (COS)

Use EduClimber as the central system for RTI data, interventions, and monitoring.

Translate data analysis into clear, documented action steps.

Apply data-based decision-making rules consistently across sites.

Strengthen Tier 2 and Tier 3 academic interventions based on student responsiveness.

Integrate PBIS and RTI as interconnected systems of support.

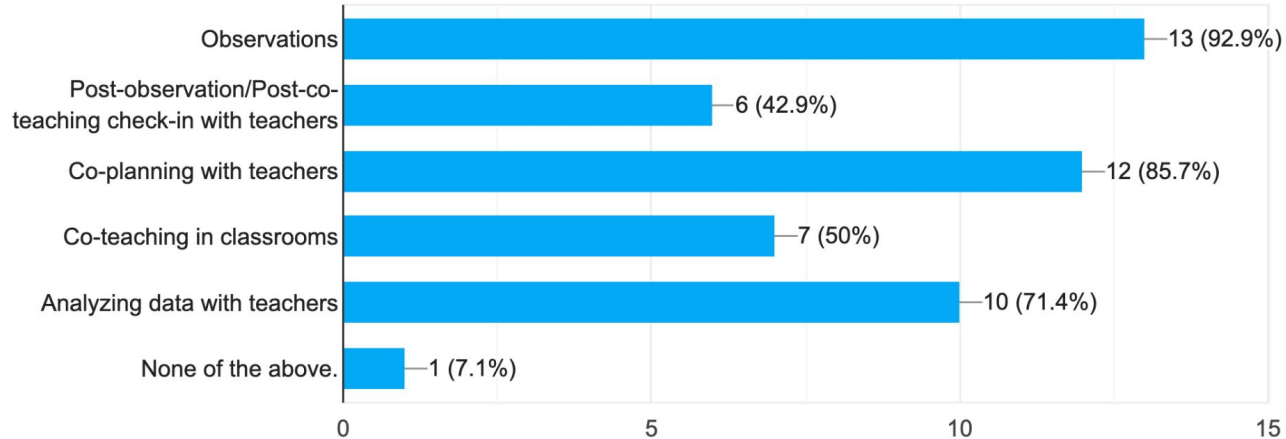
Use growth data, not just status data, to inform instructional and intervention decisions.

Engage in continuous improvement and inquiry cycles.

## Literacy Coaches (2.75 FTE)

Which of these coaching moves are you engaging in (check all that apply):

14 responses



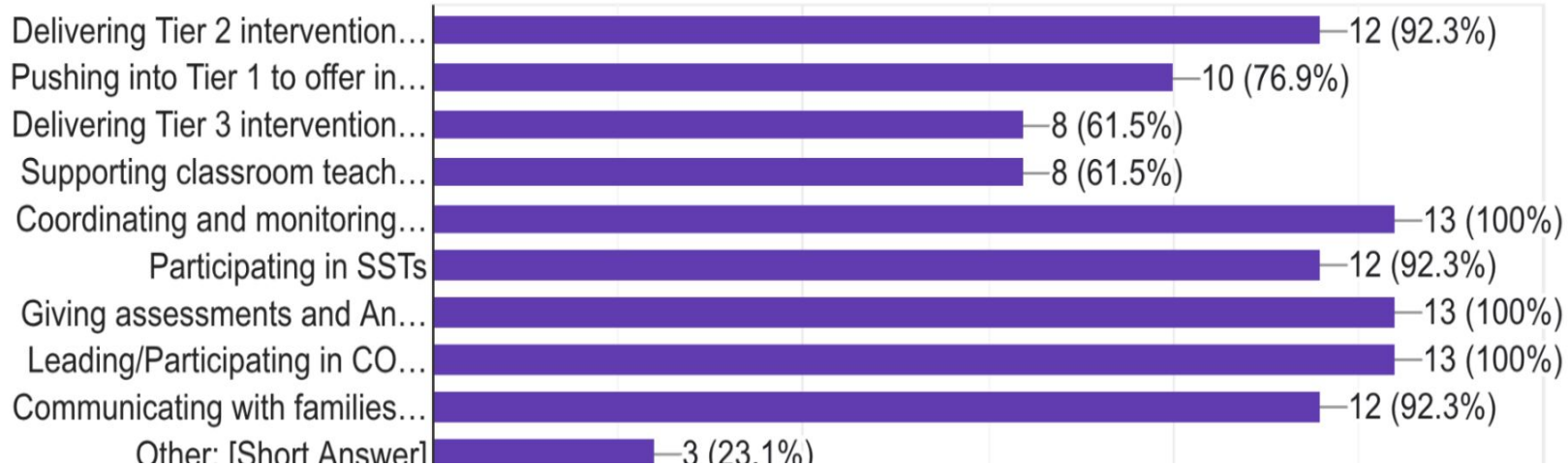
# 2024-25 Staffing & Activities

## Tier 2 and Tier 3 Academic Interventions and Site Data/MTSS

### Leads:

- Identify students early based on screening and diagnostic data.
- Adjust Tier 2/3 supports based on responsiveness-ensure Tier 2 and Tier 3 supports are additive, not replacements for Tier 1 instruction.
- Prioritize intervention fidelity. Progress monitoring every 2 weeks systematically.

- Direct Intervention: Literacy and/or Mathematics- Tier II and Tier III
- Lead Site Data Dives
- Lead Site Problem Solving Team using DBDM
- (COST) Lead Site Assessment (screening/benchmark/intervention progress monitoring)



6.6 FTE RTI teachers funded through BSEP

24/25 Annual Report

## Be A Scientist \$25,000

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. Well-prepared 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 2024-25, every 7th grade science class participated in Be A Scientist across the 3 middle schools as well as the 7th grade students at Berkeley Independent School.

# Classes	# class sessions	# Mentors	# Students
<b>25 classes</b>	<b>164 class periods</b>	<b>147 mentors + 8 subs</b>	<b>623 students</b>



2024-25 Mid Year Impact Report

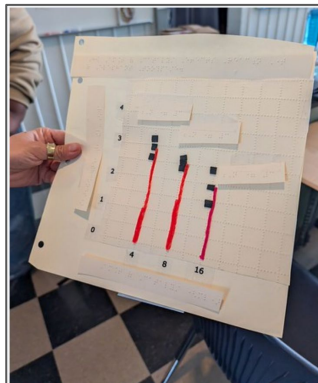
### STEM Mentoring for Middle School Success: “Be a Scientist” 7<sup>th</sup> Grade Program

Celebrating the 11<sup>th</sup> year of the “Be a Scientist” STEM Mentoring program in Berkeley Unified School District. The program is currently in Session 3 (of 4) at King Middle School, with the final session scheduled to begin March 20.

During each six-week Be a Scientist (BAS) session, UC Berkeley STEM researchers receive extensive training and are paired with small groups (3-5) of BUSD 7<sup>th</sup> grade students in their regular 7<sup>th</sup> grade science course, in order to provide individual, weekly, in-class mentoring through the program in which each student designs and conducts their own science or engineering investigation.

Mentors guide students through authentic, standards aligned practices including:

- identifying interesting phenomena to explore
- developing a scientifically testable question based on students’ own curiosity and interest
- designing an experiment that can be conducted within the timeframe of the project
- identifying the materials and methods needed for the experiment & data collection (\*\*CRS then gathers and sorts all needed materials and equipment students will need)
- conducting multiple trials and gathering data
- evaluation of data
- compiling and sharing out results, communicating scientific information to peers & the community



CRS provides all materials and equipment for experiments BUSD 7<sup>th</sup> graders dream up.

# Black Studies @ BHS

## 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 programmatically and develop course offerings.

2025-26  
Offerings:

Course	Sections
AP US S1 / AFAM Economics S2	2
AFAM Psychology S1 / AFAM Soc + Anthro S2	1
Popular Culture: Inventing Hip Hop S1 / Black Gold Black Soul S2	1
AP Patterns of Black Literature	2
African Diaspora Dance & Drum (2 Beginner, 1 Intermediate, 1 Advanced)	5
AFAM History	2
<b>Total</b>	<b>Total</b>
<b>7</b>	<b>14</b>

In 2024-25, a total of 8 courses with 16 sections were provided in Black Studies with 397 students enrolled.

### Black Studies Course Offerings and Enrollment

\*Table updated 1/21/25 for 2024-25 overall enrollment - January 2025 (includes adjustments for accuracy for Fall semester and Spring semester)

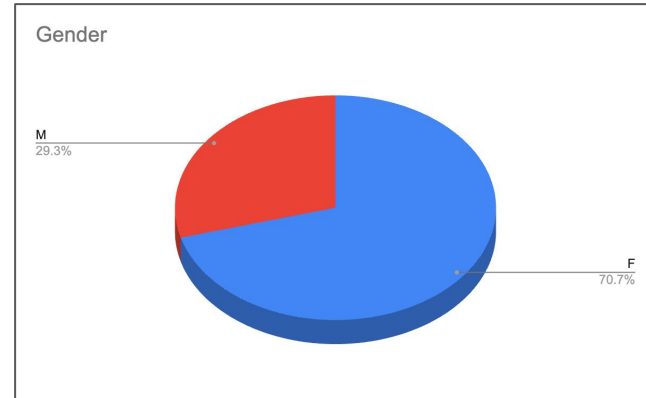
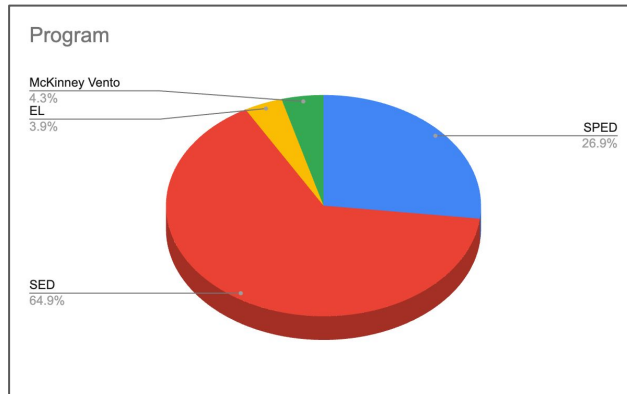
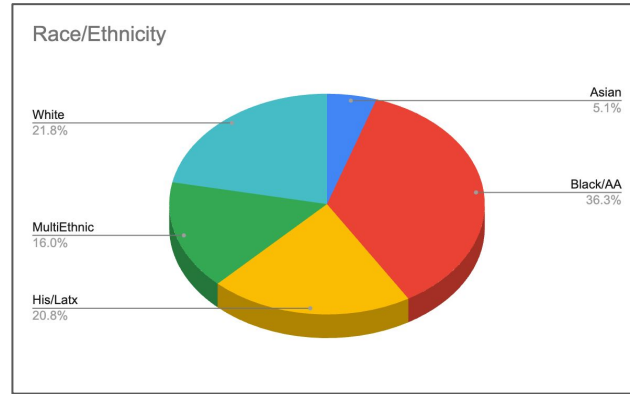
Table includes duplicated students

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	2024-25 S1 Number of Sections	2024-25 S1 Number of Students Enrolled
AP African American Literature	2	53	2	43	2	30	2	46
African American History	2	62	2	65	2	63	2	54
African American Economics	1	33	2	58	3	87	2	62
African American Psychology / Sociology	1	30	NA	NA	NA	NA	NA	NA
African American Psychology							1	31
African American Sociology/Anthropology							NA	NA
African American Beginning/Intermediate Dance	2	61	2	74	2	79	4	93
Spanish in the African Diaspora	NA	NA	NA	NA	1	26	1	13
African American Advanced Dance	2	57	2	56	2	58	2	33
AP Patterns in Black Literature	NA	NA	3	97	3	97	2	65
<b>Total</b>	<b>10</b>	<b>296</b>	<b>10</b>	<b>296</b>	<b>15</b>	<b>440</b>	<b>16</b>	<b>397</b>

24/25  
Annual  
Report

# Black Studies @ BHS

## Black Studies Course Enrollment by Subgroup Fall 2024



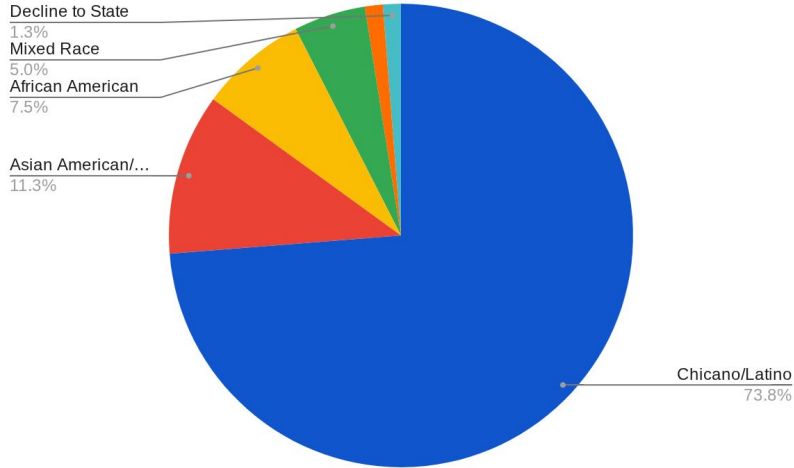
- 40 yr history
- UC-sponsored program
- Support underrepresented students to enroll in four-year colleges, earn degrees & become community leaders
- Partnership with teacher, counselor, student & families!
- Rigorous culturally-relevant English instruction college counseling, college-prep, & identity exploration
  - **BHS:** AC World Literature (10th grade) & Advanced Placement Language & Composition (11th grade)
  - **LMS:** 7th & 8th grade English
- Field trips, parent engagement, conferences/workshops, community!

**In 2025-26, BSEP funds support:**

- \$20,000 for the Puente Contract
- \$20,000 for field trips, student and family activities, supplies and materials:
  - \$10,000 @ Longfellow MS
  - \$10,000 @ BHS

[Latinx Resolution Board Update - 1/7/26](#)

# Puente - Berkeley High School



## Class of '25

Students with IEP: 5

Students with 504: 5

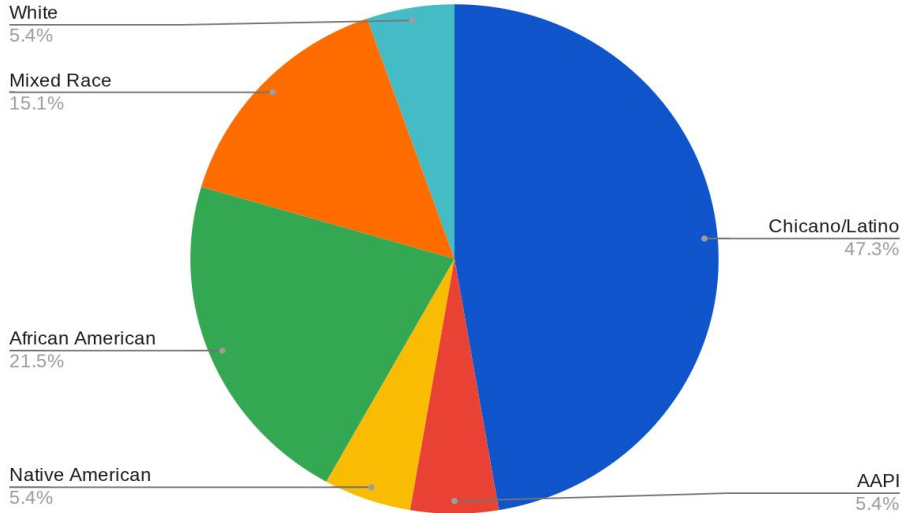
Focal Students: 20% of cohort

## BHS:

- **135 students** (10th-12th)
- SED (Class of '25): **60%**
- 1st-gen status: **75%**
- IEP/504 (Class of '25): **33%**



# Puente - Longfellow Middle School



## LMS:

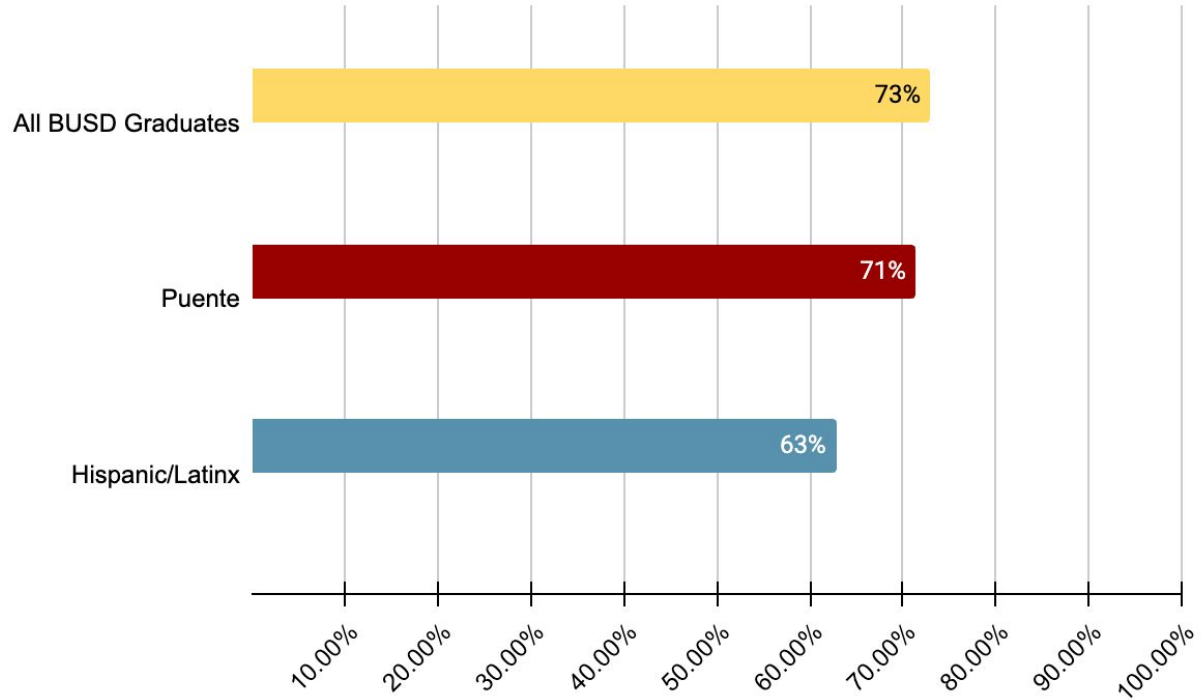
- **90 students** (7th & 8th grade)
- SED (Class of '25): **60%**
- 1st gen status: **47%**
- SPED: **7th: %19 / 8th: %13**
- 504: **7th: %9 / 8th: %4**



# College & Career Readiness 2025

## What factors determine College and Career Readiness?

1. The Academic Pathway
2. The Technical Pathway
3. The “Prepared” Combination



# Puente - Highlights & Student Perspective

## Longfellow MS

- 86% stated “my participation in Puente better prepared me for HS
- 95% stated Puente English greatly improved my reading
- 95% said visiting colleges and universities in person helped them decide that they wanted to go to college
- 90% said after participating in Puente, going to college is very important to them
- **#of field trips:** 6

## Berkeley HS

- First graduating class of Puentistas walked the stage in June! Class of ‘2025! We’ve grown so much since!
- 92% were admitted to a 4-year university
- 90% of class said Puente contributed to their college knowledge and preparation
- 75% stated that Latino literature greatly shaped their experience
- 75% said leadership and community service activities had a great impact on their college-going journey
- **# of field trips:** 9 since Oct. ‘24

# What's coming up in Puente?



- Service field trip on 1/16 at Alameda Food Bank
- Student Leadership Conference - CSU East Bay in February
- 7th Grade STEM Field Trip in February
- Puente End of the Year Celebration/Graduation - May 20, 2025

2025-26

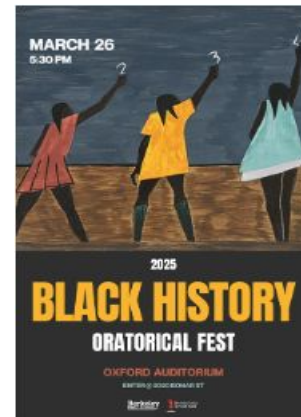
\$60,000

In 2025-26, BSEP funds continue support various AASF activities (30K) including Oratorical Fest, Transition Fairs, support for the African American Success Advisory Committee (AASAC), and the consultant contract in support of the AASF (30k)\*\*

**Additional Funding for 25/26 per 1st Interim for consultant contract in support of the AASF\*:**

**\$70,000\* - BSEP Measure E1 Fund Balance**

\*\*Updated for accuracy 1/14/26



## Superintendent's African American Success Advisory Committee

Resources:

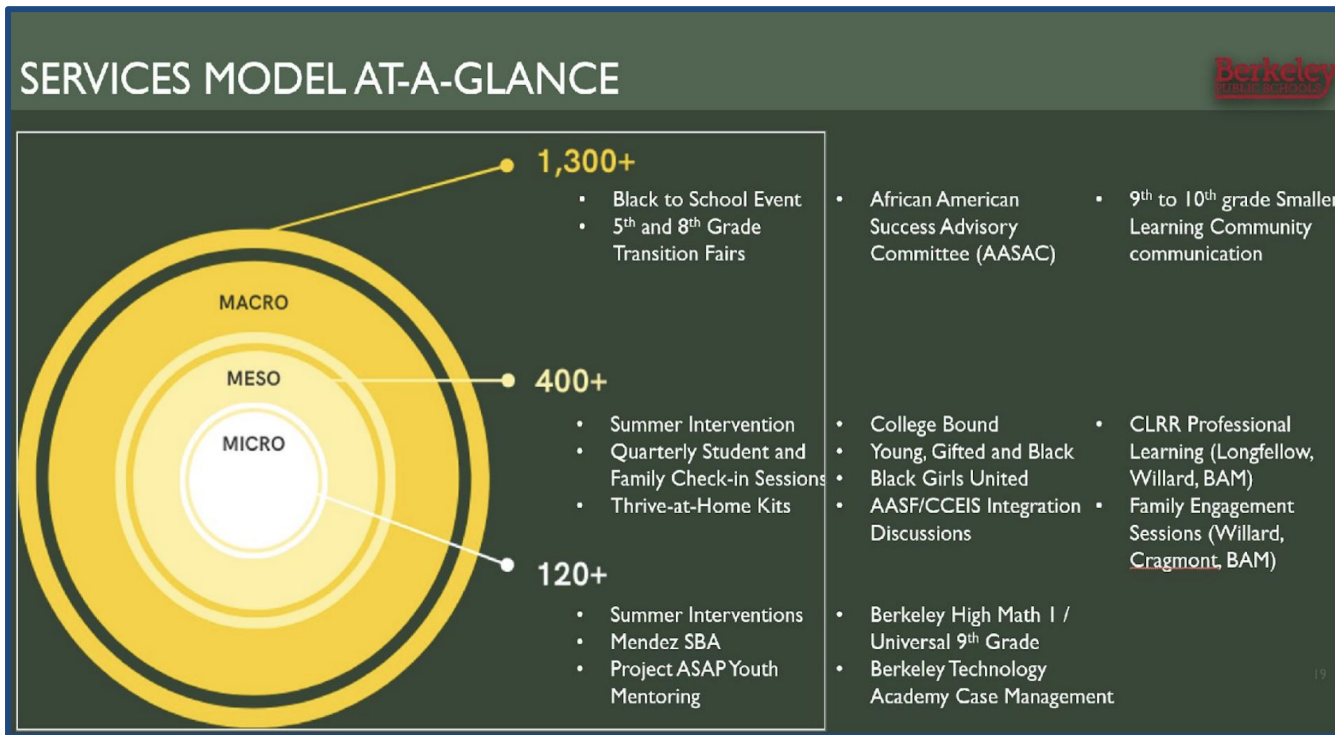
[African American Resources](#)

[Superintendent's African American Success Advisory Committee \(AASAC\)](#)

As defined in the 3-Year BUSD African American Success Framework adopted by the BUSD Board of Education on June 29, 2022, the purpose of the Superintendent's African American Success Advisory Committee is to:

- Review, monitor, and evaluate the district's implementation of the African American Success Framework and consider other possible strategic areas as appropriate.
- Advise the Board and Superintendent and relevant District Department designee(s) regarding district accountability of services, programs, policies and resources that directly impact the district/school culture and climate of our classrooms and the academic, social/emotional and personal outcomes for all Black/African American students.

\*Information to be presented in 1st Interim report and plan updates January 27, 2026.



An update on the African American Success Framework will be scheduled at 1/21/26 Board Meeting. Information will be provided to the P&O.

Thank you