



# **Classroom Support**

## **2026-27 Annual Plan**

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Planning and Oversight Committee Presentation

4/21/26

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.”

<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

**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.

# 2026-27 Budget Balancing

- It may become necessary to change the staffing and activities included in this plan due to a deficit in the General Fund and expiring or reduced grants and resources.
- This plan includes confirmed staffing and program activities and is indicated where applicable.
- Placeholders for those staffing and activities that are not yet confirmed are included in the plan at 2025-26 levels and are subject to change.
- Any activity or staffing marked as “not yet confirmed” may be shifted to another source, reduced or eliminated.
- Staffing changes will be shared after impacted employees have been informed
- A final plan for action will be presented to the P&O on May 26, 2026.

## Classroom Support Staffing

- 0.4 FTE Two-Way Immersion Math Support Sylvia Mendez, Longfellow **confirmed**
- 1.2 FTE Sylvia Mendez & Longfellow Two-Way Immersion Program Support **confirmed**
- 0.6 FTE Middle School Math Support **confirmed**
- 5.0 FTE Support for Students with Disabilities - **Confirmed**
- 0.34 FTE Cooking & Garden
- 4.2 FTE BHS U9 Support (Teachers)
- 1.0 FTE BHS Dean of Students
- 1.0 FTE BHS 504 Supervisor - **Confirmed**
- 1.0 FTE BHS Student Activities Director
- 0.4 FTE BHS International Baccalaureate (IB) Support

**2026-27  
K-8 Summary  
Professional  
Development**

- *Classroom Support*
- *Professional Development*
- *Expanded Course Offerings*
- *Student Achievement Strategies*

## Tracking K-8 Changes - as of 4/21/26

<i>Manager</i>	<i>Program</i>	<i>2025-26 Position or Activity</i>	<b>2026-27 FTE</b>	<b>net change FTE</b>	<b>net change Dollar</b>	<b>net change %</b>
		1.0 FTE Two-Way Immersion Math Support Sylvia Mendez 0.4, Longfellow 0.6				
	Classroom Support 0841 - 068					
	Professional Development 0841	Coordinator of Literacy 1.00				
		District K-12 Ethnic Studies TSA				
	Professional Development 0841	1.00				
	Professional Development 0841	Instructional Technology TSA - 0.5				
	Professional Development 0841	District K-8 Science TSA 0.40				
	Professional Development 0841	District K-5 Math Coach 1.00				
	Professional Development 0841	K-5 Lead Literacy Coach 0.70				
		District Wide/KING Middle School Literacy Coach 1.00				
	Professional Development 0841					
	Professional Development 0841	Elementary Literacy Coaches 2.75				
	Student Achievement Strategies	K-5 Literacy Coaches 5.5				
		Middle School Literacy Coaches				
	Professional Development 0841	1.20				
	Student Achievement Strategies	Middle School Math Coach 0.6 FTE				
	<b>Activities - Eliminated or reduced</b>				<b>(314,584)</b>	
	<b>Activities - Repurposed Total</b>				<b>230,000</b>	
	<b>Chris Albeck Total</b>		<b>18.45</b>			
			<b>(1.60)</b>			
	<b>Revised Total</b>		<b>16.85</b>	<b>(1.60)</b>	<b>(340,762)</b>	<b>-10.65%</b>

## 1.2 FTE Sylvia Mendez & Longfellow Two-Way Immersion Program Support confirmed

- The Two-Way Immersion (TWI) Coordination Support (1.2 FTE - 0.8 - Sylvia Mendez, 0.4 FTE - Longfellow) is designed to strengthen program coherence and alignment across Sylvia Mendez Elementary and Longfellow Middle School by providing dedicated site and district-level coordination. This role ensures consistent implementation of TWI instructional practices, alignment of curriculum and assessment systems, and ongoing collaboration between sites and central office. A key function of this work is to build a coherent TK–8 pathway and strengthen articulation into Berkeley High School, while also supporting the development of clear policies, expectations, and professional learning for TWI educators. By prioritizing coordination over direct service, this investment addresses prior gaps in program support and ensures a more aligned, sustainable, and effective TWI program across the district.

# Classroom Support K-8

## 0.4 FTE Sylvia Mendez & Longfellow Two-Way Immersion Math Support **confirmed**

- The Two-Way Immersion (TWI) Math Support (0.4 FTE) provides targeted instructional support at Sylvia Mendez Elementary and Longfellow Middle School (0.2 FTE per site) to ensure students in bilingual programs can access and succeed in grade-level mathematics. This support focuses on reinforcing core instruction, addressing unfinished learning, and integrating academic language development within math, so that students build both conceptual understanding and biliteracy simultaneously. Aligned to site-based MTSS structures and informed by student data, this investment ensures that participation in TWI does not limit access to rigorous math instruction and supports improved student outcomes in both mathematics and language development.

# Classroom Support K-8

## 0.6 FTE Middle School Math Support **confirmed**

- The Middle School Math Support (0.6 FTE) provides targeted instructional support across Willard, King, and Longfellow (0.2 FTE per site) to help provide service to students who are just below grade level in mathematics successfully access core instruction. This support focuses on reteaching key concepts, reinforcing grade-level standards, and providing timely, data-informed intervention aligned to classroom instruction. Integrated within site-based MTSS structures, this investment strengthens Tier 1 instruction by ensuring students receive the additional scaffolding needed to reach proficiency, ultimately improving overall math outcomes across the middle school grades.

## 2026-27 Staffing Summary - BHS

### BHS

- Change in 2025-26 - 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).*

- 4.2 FTE 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

# 2026-27 BHS Summary

Classroom Support

Professional  
Development

Expanded Course  
Offerings

Student  
Achievement  
Strategies

## Tracking BHS Changes - as of 4/21/26

Manager	Program	Position or Activity	2025-26 FTE	2026-27	Status 4/21/26	net change FTE	net change Dollar	net change %
Juan Raygoza	Classroom Support 0841 - 068	0.4 FTE BHS International Baccalaureate (IB) Support	0.40					
	Classroom Support 0841 - 068	1.0 FTE BHS 504 Coordinator	1.00		CONFIRMED			
	Classroom Support 0841 - 068	1.0 FTE BHS Dean of Students	1.00					
	Classroom Support 0841 - 068	1.0 FTE BHS Student Activities Director	1.00					
	Classroom Support 0841 - 068	4.2 FTE BHS U9 Support (Teachers) For 14 LEAP sections and 7 LEAD Planning Periods	4.20					
	Expanded Course Offerings 0841-067	Berkeley High School Summer A- G Credit Earning 0.90 FTE (Paid in stipends)	0.90		CONFIRMED			
	Expanded Course Offerings 0841-067	Berkeley High School Zero and 7 period offerings	5.30		CONFIRMED			
	Professional Development 0841 - 000, 017, 019, 522, 303	BHS Instructional Technology Teacher TSA 1.00	1.00					
	Professional Development 0841 - 000, 017, 019, 522, 303	BHS Professional Development Leaders 4.40	4.40					
	Student Achievement Strategies 0863	Black Studies Program Development 0.4 FTE	0.40					
	TOTAL		19.60	19.60				
	Reduction (tentative)			-2.60				
New Line Item	Classroom Support 0841 - 068	0.4 FTE BHS 504 Case Management (TSA)		0.40	CONFIRMED			
Revised Total				17.40				
Juan Raygoza Total			19.60			(2.20)	(319,937)	-10.81%

## U9 Support

4.2 FTE

(reduction in 2025-26 of .8 due to BHS restructuring of LEAP Sections)

### **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.

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 field trips and activities).

## **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 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.

## **1.0 FTE BHS 504 Program Supervisor Confirmed**

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.

### **New: 0.4 FTE BHS 504 Case Management (TSA) to support new assessments and existing plans. Confirmed**

With newly created capacity, a BHS 504 Case Management (TSA) can be added to the plan for 2026-27. This position is in addition to the already existing 1.0 FTE 504 Supervisor which is confirmed to continue in 2026-27.

## **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.*

## Support for Students with Disabilities

**5.0 FTE**

These positions began in the BSEP budget in 2021-22 and continue in 2026-27 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

This year, 2025-26, 5.0 FTE are currently allocated as follows:

- 1.0 FTE - Supporting Malcolm X with CaseLoad 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
- 0.90 FTE - Vacant
- 1.0 Supporting Washington Caseload and Assessments
- .1 Thousand Oaks Caseload and Assessments

### DATA

Support for Students with Disabilities 2025-26

- Number of students served through case management to date: 34 to Date
- Number of assessments completed: 54 to Date

\*Case loads are capped at 21 students for mild moderate case managers per union contract

# Classroom Support K-8

## **BSEP Measure H Resource 0841 - 068**

### **Classroom Support Budget**

**4-21-26**

**2026-27**

**DRAFT**  
**4/21/26**

#### **Expense**

Staffing	\$	2,400,799
Reserve for Personnel Variance	\$	144,048
<b>Subtotal Expense</b>	<b>\$</b>	<b>2,544,847</b>

Thank you