

BSEP 2026-27 Classroom Support Plan

Program Manager

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[Changes from 1st Reading are in blue font on pages 23-27](#)

BSEP Measure E1 Stated Purpose and Uses

Sixty-six percent (66%) of the Available Revenues shall be dedicated annually to 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.

Rationale

The funded staffing detailed in this plan encompasses 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 Focal 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.

Strategic Plan Pillars	Program Actions
<p>Academic Excellence and Equitable Outcomes for All</p>	<p>LEAP provides targeted academic support for 9th grade students transitioning to Berkeley High. It provides opportunities for students to create a backwards map to college and career goals and connects students to academic experiences to empower them in their journey into adulthood.</p> <p>The IB Coordinator position allows an "IB for all" model at BHS providing high quality instruction and assessment that would otherwise only be possible in a "pay to play" system.</p>

Strategic Plan Pillars	Program Actions
	<p>The Dean of Attendance informs guardians when students are missing valuable academic experiences based on attendance and connects families to resources such as BART cards and other student services to assist in timely attendance.</p> <p>The Director of Student Activities provides space for All Student Body governance to provide a voice for students in the academic life of Berkeley High including feedback about scheduling and classroom experiences.</p> <p>The 504 Coordinator ensures all students, especially those with disabilities, are seen, valued, and recognized by instructional staff. In essence, the 504 Coordinator ensures that students with disabilities but without an IEP have access to appropriate accommodations that allow them to access the curriculum at BHS.</p>
Wellness and Belonging	<p>LEAP provides BHS students a space to build connection and belonging where they may otherwise be overwhelmed. In a school of 3,200 students, LEAP creates an authentic space for human connection with 9th grade teachers and other 9th grade students to reduce feelings of isolation and being overwhelmed.</p> <p>The IB Coordinator monitors instruction and provides scaffolds to the IB Program to prevent courses from becoming overwhelming for students and provides opportunities such as the Category 3 science field trip for students to make connections with one another across classes.</p> <p>Issues of attendance are inherently issues of wellness and belonging as the major reason many students do not attend school on time are issues of health and feelings of being disconnected with school. The Dean of Attendance provides an important form of street data about these students that is mobilized in COST meetings and other on campus interventions to connect students with health and wellness resources to promote their attendance.</p> <p>The Director of Student Activities provides numerous and authentic student leadership opportunities that help students build sincere connections with one another and their community.</p> <p>The 504 Coordinator ensures student wellness by monitoring the implementation of and fidelity to 504 accommodations for students. Supporting 504s includes creating spaces for students to process anxiety, depression, and other issues of wellness that prevent students from being fully present and connecting with others, including their teachers and peers..</p>
Partnership & Engagement	<p>LEAP provides a space for students to be deliberately and intentionally partnered with learning and enrichment activities at BHS and in the City of Berkeley including jobs, tutoring, and community events. The course is a form of sincere partnership</p>

Strategic Plan Pillars	Program Actions
	<p>between U9 teachers and students to engage students in their own learning and re-engage students with the belief that they can have successful futures at BHS.</p> <p>The IB Coordinator is the key partner at BHS to broker assessment, curriculum, and instruction between BUSD and the International Baccalaureate Organization. Key in this role is the oversight of "CAS" or Creativity, Activity, Service, a structured way of having students perform acts of service for their community.</p> <p>The Dean of Attendance monitors and coordinates student services based on student attendance data. This work connects the student, their guardians, and BHS to form meaningful partnerships to ensure student attendance and engagement in courses.</p> <p>The Director of Student Activities provides rich experiences for our students to partner with the community ranging from coordinating the All Student Body governance, coordinating community events and fundraisers, and providing a space for students to voice their concerns and highlight their own work in the City of Berkeley.</p> <p>The 504 Coordinator helps students partner with school and local resources to enable access to the curriculum including tier 1 strategies. The 504 Coordinator ensures sincere and equitable student engagement by making sure that all instructional staff meet the learning needs of students regardless of their eligibility criteria for a 504.</p>
Talent & Culture	<p>The Director of Student activities recruits and retains student talent while channeling student voice into spaces across the school. The Student Activities Director provides space for students to organize and create events based on student interest and leadership while also connecting staff to the same events to see and understand students in new ways.</p> <p>The IB Coordinator creates and monitors authentic learning experiences and assessments that allow students to bring their skills and talents outside the classroom into the school to be valued and appreciated.</p> <p>The 504 Coordinator provides valuable professional develop to help enhance the toolkit of instructional staff to serve all students vis a vis research backed Tier 1 strategies.</p>
System Efficiency and Fiscal Responsibility	<p>LEAP centralizes intervention efforts for 9th grade students and streamlines student support within the Universal 9th grade's hive structure.</p> <p>The IB Coordinator in its current configuration allows a single person to have</p>

Strategic Plan Pillars	Program Actions
	<p>oversight over the core components of the IB program, preventing redundancies in processes like implementation of Theory of Knowledge, IB assessments, and CAS (mentioned above).</p> <p>The Dean of Attendance helps ensure and secure high ADA rates that ensure accurate funding of BHS via attendance.</p> <p>The Director of Activities coordinates all student events on campus, maintains records of how different stakeholders have and can engage with different campus tentpoles like graduation, prom, and student orientation.</p> <p>The 504 Coordinator role allows BUSD to shift from an inefficient system where all counselors coordinate the role and centralizes the 504 process to ensure compliance with both California EdCode and Federal Program Monitoring.</p>

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 classroom teacher allocations.

Program Description

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

2026-27 Budget Balancing

- It may become necessary to change the staffing 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 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

Staffing

- 4.2 FTE BHS U9 LEAP/LEAD Teachers (Reduction of 0.8 FTE due to restructuring)
- 1.0 FTE BHS Dean of Attendance
- 1.0 FTE BHS 504 Coordinator **confirmed**
- 1.0 FTE BHS Student Activities Director
- 0.4 FTE BHS International Baccalaureate (IB) Support
- 0.4 FTE Two-Way Immersion Math Support Sylvia Mendez and Longfellow **confirmed**
- 0.8 FTE Sylvia Mendez Two-Way Immersion Program Support **confirmed**
- 0.4 FTE Longfellow Two-Way Immersion Program Support **confirmed**
- 0.6 FTE Middle School Math Support (0.2FTE per MS site) **confirmed**
- 5.0 FTE Support for Students with Disabilities **confirmed**

Changes from Prior Year

The 2025–26 Classroom Support Plan reflects a strategic refinement of staffing to improve coherence and equity in program implementation across sites. A key adjustment includes a shift in the design of Two-Way Immersion (TWI) supports, moving from a sole focus on math intervention to a more balanced approach that includes both instructional support and program coordination. While the total TWI allocation remains stable, the plan introduces 0.4 FTE dedicated to coordination to strengthen alignment, implementation, and program coherence across sites. At the same time, math support within TWI has been right-sized to 0.2 FTE at both Sylvia Mendez Elementary and Longfellow Middle School, ensuring continued targeted instructional support while expanding the overall effectiveness of the program.

In addition, the plan includes a rebalancing of middle school math support to ensure greater consistency and equity across sites. Math support sections have been adjusted to provide 0.2 FTE at each middle school, creating a more uniform structure that allows all sites to offer targeted support for students who are just below grade level. These changes reflect a broader effort to align staffing resources with student needs while maintaining a focus on equitable access and coherent program delivery across the district.

Due to the current financial landscape within BUSD and across all districts within Alameda County, it becomes necessary to shift costs for the Cooking and Gardening program into the 2025-26 Classroom Support Program with the High Quality Instruction (HQI) Program Area. This funding is proposed as ongoing. For 2025-26, it is proposed to include 0.34 FTE to the Classroom Support program.

U9 LEAP/LEAD Support

4.2 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.

LEAP 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 2 LEAP classes with a maximum of 12 students (reduced from 3 sections to 2 for 2025-26). 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. LEAP classes are taught by the regular content teachers, so all students have their LEAP teacher at another point in the day.

LEAP teachers have a coordinating teacher who sends out weekly lesson plans and student facing slides which tell them which days students are doing math interventions and which math intervention they should be working on. There's also a day of literacy/reading focused intervention and U9 Teachers are exploring a series of grant proposals for next year to train teachers in reading interventions. LEAP students also attend field trips (2024-25 includes: Oakland Museum, Laney college for CTE tours and workshops, and a forthcoming trip to a Ropes Course). Students also have a Career Project they work on where they do a deep dive into one career, interview an expert in that field, and present to the class.

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) and leading their Hives (student support, meeting with case manager/academic counselor/intervention counselor and coordinating hive field trips and activities). Each 0.2 FTE covers leading a Hive for student support and parent communication/field trip planning AND leading a department for curriculum development, PD planning, and common assessments.

Focal 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.

BHS Student Activities Director 1.0 FTE

Description

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 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. This position was previously funded through the General Fund allocation to Berkeley High, and due to the close work with students across the school, is proposed for ongoing funding through this BSEP resource.

The DOSA 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. The DOSA also edits the video which is played during 2nd period classes. The DOSA supports student participation in both school site elections and school board elections. Additionally, the DOSA plans school wide events like homecoming dance, prom, spring carnival and graduation.

Focal Student Groups

The DOSA supports all grades 9th-12th for the leadership and serves as a liaison to the BUSD 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.

Implementation Measures - Offerings, Access and Participation & Outcome Measures

ASB overall features a leadership team for each grade level and two school wide leadership teams. There are about 75 students on those teams that create events and activities for the entire student body of 3,300+. They utilize an annual budget of over \$125,000 for their efforts. We work with parent groups such as the BHS Development Group and BHS PTSA to support a variety of student clubs.

There are over 100+ registered student clubs. We host 4 all-club events each year (Fall Club Fair, Spring Club Fair, Cultural Club Fair, and Carnival.) This year, the senior class leadership team was able to distribute reduced prom tickets to over 150 students saving each of those tickets \$50 per person. That is an annual collaboration with the BHSDG. The BHSDG also supports the end of year carnival celebration.

This year, Junior Class Leadership team hosted therapy dogs on campus at least 3 times, hosted an AP test workshop, a final exams study session, and is planning the first ever all class field trip. In another indicator of health for the leadership program, we had over 60 applicants for elected candidates, which is double the number from the previous school year. We anticipate interviewing around 100+ candidates for the 55-65 available appointed leadership positions.

BHS Dean of Students

1.0 FTE

Description

The Dean of Students closely monitors student achievement and attendance data and supports school-wide attendance, and makes direct interventions with students by meeting with families and students who are chronically absent from school. The Dean supervises the attendance technicians to ensure compliance with school policies and to ensure accurate and timely information is distributed to students and families. Additionally, the Dean of Attendance supervises on Campus Intervention (OCI) and the two Student Welfare and Attendance Specialists who managed OCI. The Dean of Attendance 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. This process incentivizes students to increase attendance and attend tutorials as a way to make up unexcused absences and improve academic performance.

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.

Focal Student Groups

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.

Implementation Measure - Offerings, Access, Participation & Outcome Measures

So Far this year, 2024-2025, 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

504 Program Supervisor

1.0 FTE

Description

At Berkeley High School, there are over 335 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.

The 504 program supervisor is also an active member of the administrative team at BHS. They attend administrative meetings, participate in school wide events and professional development. The program supervisor manages data for the 504 program which includes providing regular updates on 504 plans by grade level and by learning community as well as other demographic data. The program supervisor also arranges accommodations for state testing for all students who have 504 plans. As the site with the largest number of 504 plans in the district, the program supervisor consults and supports other sites as they manage their data. They connect and collaborate with Berkeley Technology Academy and Berkeley Independent Study.

Implementation Measure - Offerings, Access, Participation & Outcome Measures

The program serves students with diagnoses and disabilities. The 504 Program supervisor works on developing and delivering professional development around tier 1 support for all students. The program evaluates students and provides a communication system between families and teachers in support of the student's diagnosis.

Outcomes for the 2025-26 school year include participating in articulating school-wide universal accommodations that support students through the tiered intervention process. In addition, the 504 Program Supervisor works directly with new teachers and student teachers, providing appropriate training in supporting students with disabilities and providing legally required accommodations. The number of 504 plans at BHS in 2023-24 school year was 332 and in the 2024-25 school year the number is 344 and climbing with continual requests for evaluations. In the 2023-24 school year 53 ninth grade students had 504 plans while 67 ninth grade students had them the 2024-25 school year. More students are coming to Berkeley High with 504 plans than ever before. The 504 Program Supervisor monitors and evaluates all new 504 plans and supports doing yearly reviews of current plans.

International Baccalaureate Support

0.4 FTE

Description

In 2019-20, as part of the reductions to costs in the General Fund, BSEP took on partial funding

for the 1.0 position of International Baccalaureate Coordinator at Berkeley High School. The IB Coordinator is responsible for alignment of the IB curriculum and pedagogy, staff training and support, IB assessment, components of the IB program, including the Extended Essay and the *Creativity, Action, Service* project. This is especially important because unlike the AP program, every student in an IB course is required to complete an "Internal Assessment" in the form of a project that must be coordinated by the teacher in alignment with the IBO's regulations. 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. Compliance is monitored by the International Baccalaureate Organization (IBO), and BUSD's IB program is being audited in the 2025-2026 academic year as part of this monitoring.

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. The IB Coordinator ensures that this set of values is upheld across all IB content area courses, not just Berkeley International High School.

Offerings, Access and Participation

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. Currently, around 30-40% of BIHS students will complete the full IB Diploma and another 30-40% will take 1-3 IB Exams. Of the senior class, approximately 70% students will complete at least 1-3 exams. 100% of BIHS students complete both CAS and ER.

BIHS is a 10th-12th grade program and IB starts in 11th and 12th grade. Unlike AP courses at BHS, all IB Humanities courses are "all in" and taken by all students in BIHS. This means all BIHS students are supported by the IB Coordinator in terms of assessments, scheduling information, and navigating the IB Diploma Programme. While the official IB curriculum does not begin until 11th grade, all BIHS 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 the extent to which they want to engage in additional IB courses, examinations, and the IB Diploma.

Outcomes

Academically, we will be able to use a variety of quantitative data, including: IB exam scores, numbers of students taking IB exams, numbers of students completing the full IB Diploma, student breakdown by subgroup for aforementioned data points, etc.

For qualitative data, BIHS regularly surveys students, as cohorts and in individual classes, where they provide feedback on their skill development, relevance of curriculum based on personal background and connections with the IB program and teachers. Additionally, we are in correspondence with alumni who provide us with testimonials as to how well-prepared they felt for college due to the IB courses they took. Submitted CAS portfolios also speak to holistic evidence of student development as they highlight various enrichment opportunities provided by the program. BIHS' CAS portfolios are moderated by the IBO and were determined to meet the requirements of the IB program in the most recent program audit. Additionally, nearly all Extended Essays written as part of the IB Diploma earned marks that allowed student to earn additional "bonus" points on their IB Diplomas.

Academically, we will be able to use a variety of quantitative data, including: IB exam scores, numbers of students taking IB exams, numbers of students completing the full IB Diploma, student breakdown by subgroup for aforementioned data points, etc. While the data varies year to year, nearly all students who complete the IB Diploma program earn the IB Diploma and the supermajority of students earn scores on HL IB exams that earn them college credit similar to an AP exam.

For qualitative data, BIHS regularly surveys students, as cohorts and in individual classes, where they provide feedback on their skill development, relevance of curriculum based on personal background and connections with the IB program and teachers. Additionally, we are in correspondence with alumni who provide us with testimonials as to how well-prepared they felt for college due to the IB courses they took. Submitted CAS portfolios also speak to holistic evidence of student development as they highlight various enrichment opportunities provided by the program.

Sylvia Mendez & Longfellow TWI Support

1.2FTE

Description

The Two-Way Immersion (TWI) Support FTE at Sylvia Mendez Elementary School and Longfellow Middle School (0.8FTE - Sylvia Mendez / 0.4FTE Longfellow = 1.2 FTE total) are designed to provide site-based and district-level coordination, alignment, and program oversight to ensure the effective implementation of the district's TWI program.

These positions are not classroom-based and do not regularly direct student instructional services. Instead, they are explicitly responsible for supporting the TWI program through coordination, alignment, and systems-building across both sites and the broader district. The allocation includes dedicated time to ensure coherence between Sylvia Mendez and Longfellow, with responsibilities focused on instructional alignment, program implementation, assessment systems, and cross-site collaboration.

A core expectation of these roles is ongoing, structured collaboration between the two sites and with district staff. TWI coordinators are expected to meet regularly with one another and with central office staff to ensure alignment of instructional practices, curriculum, and program expectations across the TK–8 continuum. This includes establishing shared systems, calibrating expectations, and addressing challenges in program implementation.

These positions are responsible for:

- Leading and supporting the implementation of TWI instructional practices, including language allocation, biliteracy development, and culturally responsive pedagogy
- Coordinating and monitoring TWI-specific assessment practices, including tracking student progress in both languages and supporting data-informed decision-making
- Supporting the development and refinement of district TWI policies, expectations, and program structures to ensure clarity and consistency across sites
- Building articulation and alignment with secondary programs, including coordination with Berkeley High School to support long-term pathways in bilingualism and biliteracy
- Facilitating professional learning, collaboration, and communication for TWI educators across sites

These roles serve as a critical bridge between site implementation and district coherence, ensuring that the TWI program is intentionally aligned, consistently implemented, and effectively supported across Sylvia Mendez, Longfellow, and into high school pathways.

Outcome Measures

Improved Language Proficiency: By 2026-27, the TWI program aims to demonstrate increased language proficiency among students district-wide, evidenced by growth in comprehension, speaking, reading, and writing in both English and the target language.

Enhanced Academic Achievement: Targeting improved academic performance across subjects, the program intends to ensure TWI students achieve at levels comparable to or exceeding peers in monolingual classrooms, as measured by standardized assessments and classroom performance.

Increased Family and Community Engagement: By fostering stronger connections between the school, families, and community through regular events and communication channels, the program aims to deepen family and community engagement in students' language development and academic success.

Culturally Responsive Teaching Practices: Through professional development and collaborative learning communities, the program seeks to enhance culturally responsive teaching practices among educators, promoting environments where all students feel valued and affirmed.

Equitable Access and Opportunity: The program strives to promote equitable access to TWI classes for all eligible students within the district, identifying and addressing barriers to access to ensure equitable learning experiences for all.

TWI Math Support: Sylvia Mendez & Longfellow – 0.4 FTE (0.2FTE at each site)

Description

The Two-Way Immersion (TWI) Math Support positions at Sylvia Mendez Elementary School and Longfellow Middle School (0.2 FTE per site) are designed to provide targeted instructional support in mathematics within the TWI program. These positions focus on ensuring that students in bilingual settings are able to access and master grade-level math content while continuing to develop language proficiency in both English and the target language.

This support is aligned to the district's commitment to equitable access to rigorous instruction, ensuring that participation in a bilingual program does not limit access to high-quality mathematics learning. The positions work in coordination with classroom teachers to reinforce key mathematical concepts, support language development within math instruction, and address areas where students may require additional scaffolding.

Focal Student Groups

The TWI Math Support positions serve students enrolled in the TWI programs at Sylvia Mendez and Longfellow, including both English learners and native English speakers. These roles are particularly focused on supporting students who are just below grade level in mathematics and may benefit from additional targeted support within the bilingual instructional setting.

Implementation Measures – Offerings, Access, and Participation

TWI Math Support is provided through targeted, site-based instructional support aligned to classroom learning. This includes:

- Reinforcing grade-level math instruction through small group and/or push-in support
- Supporting the integration of academic language development within math instruction
- Collaborating with classroom teachers to align support with core instruction and identified student needs
- Utilizing student data to identify areas for reteaching and targeted intervention

Each site (Sylvia Mendez and Longfellow) receives 0.2 FTE to ensure consistent access to math support within the TWI program, with services delivered during the instructional day and aligned to site-based MTSS structures.

Middle School Math Support – 0.6 FTE (0.2FTE per each site)

Overall reduction of .2 per site (site budgets will absorb cost)

Reduction of .4 to BSEP

Description

The Middle School Math Support positions provide targeted instructional support in mathematics across Willard, King, and Longfellow Middle Schools (0.2 FTE per site). These positions are designed to support students who are just below grade level in mathematics, ensuring they are able to access and succeed in grade-level content.

This support is aligned to the district’s focus on strengthening Tier 1 instruction and targeted intervention, providing students with timely reteaching and additional practice on key mathematical concepts. The positions work in coordination with classroom teachers to reinforce core instruction, address unfinished learning, and support students in building conceptual understanding aligned to grade-level standards.

Focal Student Groups

The Middle School Math Support positions serve students who are performing just below grade level in mathematics and would benefit from additional targeted support to reach proficiency. These roles are particularly focused on supporting students who may not yet require intensive intervention but need additional scaffolding and reinforcement to be successful in core math classes.

Implementation Measures – Offerings, Access, and Participation

Math support is provided through targeted, site-based instructional support at each middle school. This includes:

- Small group instruction and/or push-in support aligned to grade-level math content
- Reteaching of key concepts and skills based on student performance data
- Collaboration with classroom teachers to align support with core instruction and pacing
- Use of assessment data (e.g., STAR, classroom assessments) to identify students and monitor progress

Each middle school (Willard, King, and Longfellow) is allocated 0.2 FTE to ensure consistent access to math support, with services integrated into the instructional day and aligned to site-based MTSS structures.

Support for Students with Disabilities

5.0 FTE

Description

These positions began in the BSEP budget in 2021-22 and continue in 2025-26 to provide additional support for students with disabilities. According to contract negotiations, 3 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 IEPs 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 and full inclusion.

Focal Student Groups

The FTE funded by this plan supports students with IEPs.

Funding for Cooking and Gardening Program

Cooking and Gardening Program \$45,000

The BUSD Cooking and Gardening Program has existed since 2000 and currently serves 17 schools.

Goal

Our goal is to ensure the academic, physical, emotional, and social development of all students from preschool through high school. We engage all learners with hands-on instruction as they cultivate positive relationships with the world around them and their peers.

Purpose

The purpose of the BUSD Garden and Cooking Program is to provide an immersive, standards-based learning environment that cultivates essential life skills, develops nutritional awareness, and deepens students' connection to the classroom curriculum, directly. The Garden and Cooking Program directly impacts our district's mission of enabling and inspiring our diverse student body to achieve academic excellence and make positive contributions to our world.

- Studies demonstrate that school gardens and cooking programs are effective in improving students' nutritional awareness and promoting healthier eating habits. The American Federation of Teachers states that "nutritional messages delivered through school gardens have a greater impact on healthy food behaviors than nutrition education alone."

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- Studies have also shown that school gardens can promote social and emotional learning (SEL) and increase school connectedness, especially among certain student populations. (County Health Rankings & Roadmaps)
 - School gardens are associated with higher test scores and increased science knowledge and engagement among participating students. (County Health Rankings & Roadmaps)

Supporting Research links:

- Collective School Garden Network. "Why School Gardens?" Accessed January 21, 2015. https://drive.google.com/file/d/0BwPrdG-ryF_GYUZGR3Qway11NUk/edit
- https://www.aft.org/childrens-health/nutrition/school-gardens#_ftn4
- <https://www.countyhealthrankings.org/strategies-and-solutions/what-works-for-health/strategies/school-fruit-vegetable-gardens>

Description

The Cooking and Gardening Program provides an immersive learning environment, integrated into the academic day, where students can cultivate essential life skills, develop nutritional awareness and make connections to classroom curriculum through hands-on experiences in gardening and cooking. Our science and nutrition standards-based, age appropriate curriculum provides students with an engaging school experience, deeper understanding of nutrition, sustainability, and the connection between food and well-being.

The plan is to allocate the following:

- 0.29 FTE Instructional Specialists (IS)
Due to the absence of funding from the General Fund, the cost of the Supervisor Position will have to be shifted to the Healthy Berkeley and Strong Workforce Grants, affecting the overall availability of funds for all other staff positions and program expenses. Thus, funding for 0.29 FTE Instructional Specialists (IS) is needed to continue the program at the current levels.
- 0.05 FTE Cooking and Gardening Supervisor
The 0.05 FTE is proposed to increase the position to a full 1.0. The position was reduced in 2024-25 due to reduced funding from the General Fund. This position is necessary at 1.0 to ensure proper management of the program.

2026-27 Budget - Tentative

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
Subtotal Expense	\$	2,544,847