

BSEP 2026-27 Student Achievement Strategies Plan

Program Manager

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BSEP Measure E1 Stated Purpose and Uses

“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.”

Rationale

The Classroom Support Strategies Program is designed to address the diverse needs of BUSD students and educators within our school district. Each component of this program serves a vital purpose in promoting academic excellence, equity, and student success.

Comprehensive Student Support: By allocating resources towards Response to Intervention (RtI) teachers and K-5 literacy coaches, we prioritize early intervention and support for students who may be at risk academically. These professionals provide targeted interventions, personalized instruction, and ongoing assessments to ensure that all students have the necessary foundation for learning and academic growth.

Subject-Specific Expertise: The inclusion of a middle school math coach ensures that educators have access to specialized support in a critical subject area. By enhancing instructional practices and teacher effectiveness in mathematics, we aim to improve student proficiency, confidence, and engagement in this fundamental discipline.

Diversity, Equity, and Inclusion: Initiatives such as Black Studies Program Development and the African American Success Framework (AASF) are essential for promoting diversity, equity, and

inclusion within our curriculum and educational practices. These initiatives are based upon recognized equity gaps and provide opportunities for students to see themselves reflected in the curriculum, fostering a sense of belonging and empowering them to succeed academically.

College and Career Readiness: Investments in programs like the Puente Program and Be a Scientist Program are essential for preparing students for post-secondary education and future careers. These programs offer mentorship, experiential learning opportunities, and support services that equip students with the skills, knowledge, and confidence needed to excel in college and pursue careers in high-demand fields such as STEM.

Overall, the Classroom Support Strategies Program embodies BUSD’s commitment to providing a holistic and equitable education for all students. By addressing the diverse needs of learners and educators alike, we create an inclusive and supportive learning environment where every student has the opportunity to thrive academically, socially, and personally.

Goal

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

Improve Academic Achievement: The primary goal of the Classroom Support 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.

Description

Program Logic Model

A logic model outlines the relationship between a program's resources (inputs), activities, outputs, and intended outcomes, serving as a roadmap for understanding and communicating how a program aims to achieve its goals.

<p>Inputs (what will the funding support)</p>	<ul style="list-style-type: none"> - Staffing: Rtl teachers (6.6 FTE), literacy coaches (5.5 FTE), middle school math coach (0.6 FTE), Black Studies teacher leaders (0.4 FTE) - Programs: African American Success Framework (\$60,000), Puente (\$40,000), Be A Scientist (\$25,000) - Professional Learning: Culturally responsive teaching, instructional coaching, and Science of Reading training
<p>Implementation Measures (implementation measures e.g. enrollment, number of PDs)</p>	<ul style="list-style-type: none"> - Student Interventions: Rtl teachers and literacy coaches provide direct academic support to students performing below grade level - Professional Development: Math coaching and literacy professional learning for teachers - Culturally Responsive Programs: Black Studies course expansion, AASF student support, and Puente mentoring - STEM Enrichment: Be A Scientist program for middle school students
<p>Short Term Outcomes (immediate results of the Implementation Measures, e.g., attendance, surveys)</p>	<ul style="list-style-type: none"> - Increased student participation in Rtl, literacy coaching, and academic interventions - More teachers engaged in professional development on literacy, math instruction, and culturally responsive teaching - Increased enrollment in Black Studies courses, AASF programs, and Puente cohorts - Improved student engagement in STEM learning through Be A Scientist
<p>Long term Outcomes (e.g., test scores, grad. rates)</p>	<ul style="list-style-type: none"> - Improved literacy and math proficiency as measured by STAR, SBAC, and site-based assessments - Reduction in achievement gaps for Black/African American, Latinx, and low-income

	students - Increased college and career readiness for Puente and AASF students - Growth in teacher capacity for differentiated instruction and culturally responsive teaching - Stronger family-school partnerships through sustained engagement in AASF, Puente, and CoS teams
Goal	To improve academic outcomes, close achievement gaps, strengthen instructional quality, and foster an inclusive and culturally affirming learning environment.

2026-27 Budget Balancing

Note: As part of BUSD’s budget balancing process for 2026-27, this program is presented with a reduction for some line items and an increase in others (shifting in other costs from the General Fund or reduced or expiring grants). In this budget, the following changes have been made:

Summary	2025-26	2026-27	Change
Student Achievement Strategies 0863			
Staffing			
Black Studies Program Development	0.4	0	(0.4)
K-5 Literacy Coaches	5.5	4.2	(1.3)
Middle School Math Coach	0.6	0.6	0.0
Rtl Elementary and Middle School Teachers (Sped Teachers)	5.5	5.5	0.0
Rtl Elementary and Middle School Teachers	1.1	1.1	0.0
Office of Family Engagement and Equity (OFEE)	0	1.05	1.1
			(0.7)
Program Activities			
African American Success Framework (AASF)	\$60,000	\$60,000	\$0
Puente	\$40,000	\$40,000	\$0
Be a Scientist	\$25,000	\$25,000	\$0
			\$0

Notes:

- The reduction in Black Studies Department Leadership is to go from two .2 Teacher leaders (TL) to one .2 Teacher Leader (TL) which has been shifted to BSEP Professional Development. This change is consistent with the reduction across the board at BHS with all other Co-Teacher Leaders for Learning Communities, Programs, and Departments, each will now have one TL.
- 1,3 FTE Literacy Coaches are being shifted to Professional Development to create capacity to shift in OFEE staffing.
- 1.05 OFEE Staffing is shifted in from LCAP.

Program Activities

Literacy Coaches (4.2 FTE), Elementary Response to Intervention (RtI) Teachers 1.1 FTE) and Elementary and Middle School Special Ed teachers who provide RTI (5.5 FTE)

Description

BUSD Literacy Coaches and response to Intervention (RtI) teachers work with students performing below grade level to do targeted interventions. RtI Teachers and Literacy Coaches provide additional academic support and intervention for students identified through grade-level data, including teacher input, formative and summative assessments, and progress towards grade level standards. RtI 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.

Response to Intervention Teachers: The plan will continue to provide 3.85 FTE RtI teachers for the 11 elementary schools (.35 FTE at each, .1 FTE was shifted into BSEP from LCAP in the 2024-25 year) and 2.75 FTE RtI teachers for middle schools (.75 FTE for Longfellow, .75 FTE for Willard, and 1.25 FTE at King).

Literacy Coaches

Literacy Coaches: The plan contributes to the total of 4.2 FTE Literacy Coaches for 11 BUSD elementary schools and 3 middle schools (1.3 is shifted to BSEP Professional Development for 2026-27). This funding coordinated across BSEP Professional Development and elementary site-based resources supports a consistent, site-embedded instructional leadership role. In Year 2 of K–5 Language Arts implementation, Literacy Coaches are focused on deepening and refining instructional practice through a clearly defined coaching model aligned to district priorities. This model emphasizes ongoing coaching cycles that include co-planning, modeling, observation, and actionable feedback, with a particular focus on strengthening writing instruction, differentiation, and access to grade-level content for all students.

A central component of this work is the integration of coaching with site-based instructional leadership systems. Literacy Coaches partner closely with principals and site leaders to support the implementation and calibration of instructional walkthroughs, helping to build a shared understanding of high-quality literacy instruction across classrooms. This includes identifying

look-fors aligned to the adopted curriculum, analyzing trends in classroom practice, and aligning feedback to support teacher growth. Coaches also provide direct coaching to teachers based on walkthrough data and classroom observations, ensuring that professional learning is tightly connected to day-to-day instruction.

In addition, Literacy Coaches support teachers in unit internalization and instructional planning, helping teams develop a clear understanding of learning goals, text complexity, and expected student outcomes. They facilitate collaborative planning structures, guide the use of progress monitoring tools such as DIBELS and STAR, and support teachers in making data-informed instructional adjustments. Through this work, Literacy Coaches play a critical role in ensuring that implementation moves beyond initial training to consistent, high-quality practice across classrooms, ultimately strengthening Tier 1 instruction and improving literacy outcomes for all students.

In addition to the direct service that Literacy Coaches and RTI teachers provide each and every day at their individual school sites, during the 2025-26 SY these specialists also supported the following district wide initiatives and priorities:

- BUSD's K-5 Language Arts Curriculum Adoption Implementation
- BUSD's COS team program development
- BUSD's MTSS Intervention data collection
- BUSD's literacy professional development initiatives
- BUSD's literacy assessment alignment

Office of Family Engagement and Equity (OFEE) Staffing: 1.05 FTE shifted in from LCAP

This includes:

- BSEP will fund the 1.0 OFEE Manager shifted in from LCAP - This position is critical to maintain as the OFEE Manager is responsible for leading and managing district-wide community engagement activities as well as supporting site based events and supports for students and families.
- For 2026-27, 0.05 FTE of the OFEE Specialist focused on Spanish bilingual support is shifted in from LCAP which has been deficit spending, covered by grants that are now expiring. The FTE will provide community engagement and translation services, support for building parent leadership capacity of our Spanish-speaking families. This 0.05 FTE is in combination with the 0.25 FTE funding in the BSEP Communications, Translation and Oversight Plan for 2026-27. The remaining 0.7 FTE will be funded by the LCAP.

Focal Student Groups

RTI 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.

African American Success Framework

\$60,000

BSEP funds support various AASF activities (30K) including Oratorical Fest, Transition Fairs, and support for the African American Success Advisory Committee (AASAC).

Focal Student Groups

The African American American Success Framework provides a comprehensive plan to disrupt predictable patterns of Black/African American student achievement in grades PreK-12. It includes support for students enrolled in programs predominantly serving Black/African American students (e.g., Vision Scholars, Umoja, AASF Focal Students). Some activities are focused on services and enrichment for all Black/African American students (e.g., Black-2-School, Black History Oratorical Fest), while others focus on students with identified achievement gaps for literacy, math, attendance, or behavior (e.g., Vision Scholars, AASF Summer). Data is reviewed regularly to inform student recruitment and outreach efforts, program design, and PD design.

Puente

\$40,000

On June 2, 2021, the Board of Education adopted a resolution in support of the achievement and success of all Latinx students:

“...to prioritize Latinx student achievement and opportunity as a core commitment of the Berkeley Unified School District and set annual goals of TK-12 indicators that will lead to the elimination of the gap between Latinx students and all students...”

Highlights:

Key Actions & Accomplishments

Strategic Plan Goal 1 & 2: Academic Excellence

- Two-Way Immersion Curriculum pilot

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- Constructing Meaning Professional Development
 - ELD TSAs at school sites

Strategic Plan Goal 3: Wellness & Belonging

- Cultural activities like mariachi and ballet folklórico
- Increasing Spanish speaking mental health supports and hosting family workshops

Strategic Plan Goal 4: Partnership & Engagement

- Líderes Latinx / Project 2 Inspire with CABE
- ELAC and DELAC
- Social Media connections through Remind and Facebook

The Puente Program is designed to help students graduate from high school, become college eligible, and enroll in college through the efforts and support provided by a PUENTE-trained team. It is a University of California program with curriculum for middle school, high school, community college, and university students.

Puente Mission:

To increase the number of educationally underrepresented students who...

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as leaders and mentors

Puente Model:

- Rigorous **language arts** instruction
- Culturally relevant and engaging curriculum
- Sustained **academic counseling**
- Structured participation in **leadership** activities and **community service**
- **Parents** as partners

In 2023-24, Puente cohorts expanded to four English language arts classes at Longfellow (two 7th grade classes, two 8th grade classes) and two classes at Berkeley High (one 10th grade World Literature class, one 11th grade AP Language & Composition class). Administrators, teachers, and counselors began meeting regularly in Fall 2023 to develop program alignment across sites and share resources. Students have participated in several field trips for community service, cultural experiences, and college tours. 10th grade students also participated in the Regional Puente Student Leadership Conference at UC Berkeley. Puente English teachers have developed a scope of literature and writing instruction that builds from 7th to 11th grade. Puente counselors have created family resources for college preparation and student recruitment.

Staff collaborated to develop a shared vision of Puente Values to anchor program design and integrate into instruction and activities.

- *Comunidad*: Community/Family/Roots
- *Conocimiento*: Wisdom/Understanding
- *Cariño*: Care/Kindness
- *Corazón*: Passion/Heart
- *Con Ganas*: Effort/Resilience

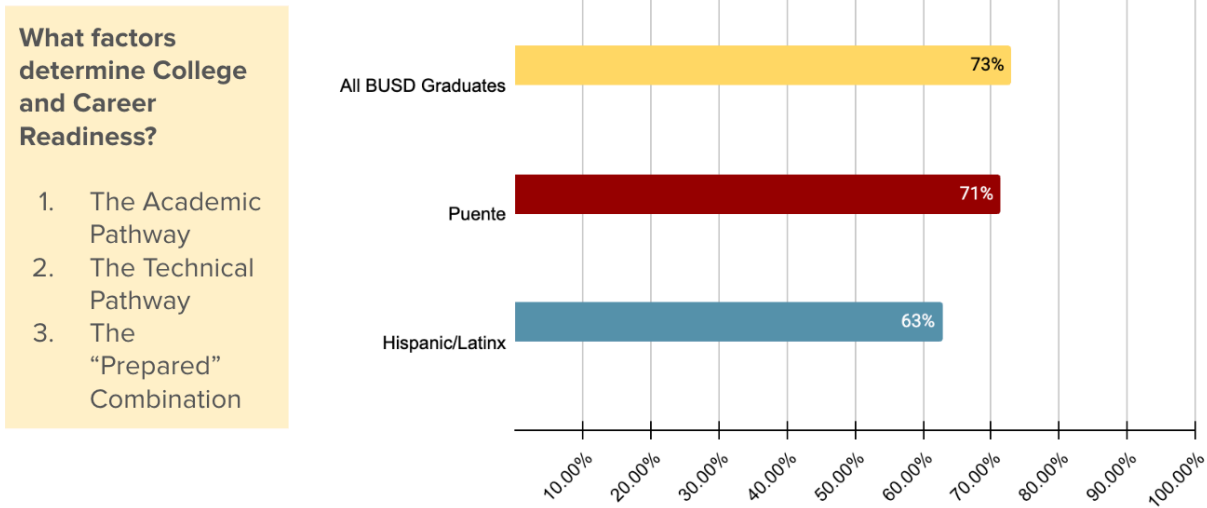
In 2024-25, support for the 7th and 8th grade cohorts at Longfellow and 10th and 11th grade cohorts at Berkeley High School continued with an expansion into a 12th grade cohort. This program is open to all students and aims to serve first-generation Latinx students and English Learners to become college ready.

Focal Student Groups

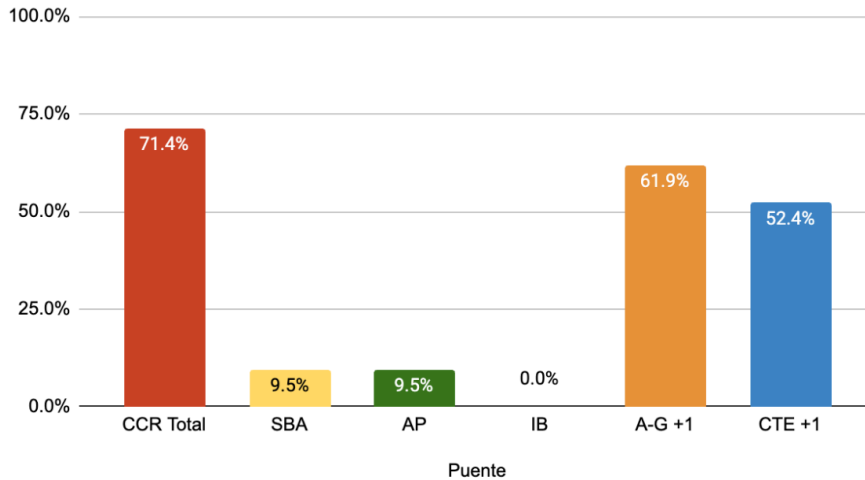
The Puente program addresses long term inequities for Latinx students that can limit their ability to attend college. Focus is on Latinx students, first-generation college graduates and Spanish-speaking long-term English learners.

Offerings, Access and Participation

Outcomes



Puente: College and Career Pathways



Key:

- CCR Total=College and Career Readiness Total**
- SBA=Smarter Balanced Assessment**
- AP= Advanced Placement**
- IB: International Baccalaureate**
- A-G +1= A-G requires another criteria**
- CTE + 1=Career Technical Education requires another criteria**

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

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.

The Middle school math coach is co-funded by LCAP for a total 1.0 FTE and supports the following projects and activities as part of the Professional Development Department:

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- **Math Teacher Leader Collaboration & Planning:** Math Middle School Teacher Leaders met twice a month and led collaboration days around increasing student voice in the mathematics classroom. They supported the implementation of our supplemental curriculum (Desmos).
 - **Site Based Coaching:** BUSD's Middle School Math Coach TSA provides guidance, support, and mentorship to fellow math teachers to enhance their teaching skills and improve student outcomes. They offer personalized assistance in curriculum development, instructional strategies, classroom management techniques, and assessment methods tailored to individual teacher's needs and the specific challenges they face. Through collaborative planning sessions, model teaching demonstrations, and constructive feedback.
 - **Math Intervention Program Review:** BUSD's Middle School Math Coach TSA conducted a comprehensive compilation or assessment tool that catalogs various math intervention programs available for educators to use with students who require additional support in mathematics. It includes details such as program objectives, target grade levels, instructional methodologies, resources required, and evidence of effectiveness. This inventory serves as a valuable resource for BUSD teachers and administrators to identify suitable interventions tailored to the specific needs of their students, enabling them to make informed decisions about which programs to implement to improve mathematical proficiency and address learning gaps effectively.
 - **Adult Learning Facilitation and Planning:** BUSD's Middle School Math Coach TSA facilitates professional development workshops, lead discussions on best practices, and stay abreast of current research in mathematics education to continuously refine their coaching approach and ensure its effectiveness.

Targeted Student Groups

This program serves BUSD's Middle Schools, BHS, BIS, and B-tech. The intentionality around the position is to provide additional resources to ensure our classroom teachers have the support they need to raise the achievement of our most historically underserved students.

Offerings, Access and Participation

The offerings provided include the following: Adult Learning Facilitation, Instructional Coaching, Curriculum Resources, Math Teacher Leader Collaboration and Planning, Tk-12 Alignment and Coherence building. During the 24/25 SY at least two teachers at each site will receive instructional coaching, adult learning opportunities will be provided to 100% of BUSD’s math educators as a result of this position.

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.

Targeted Student Groups

This program serves all BUSD MS students. Data is collected at the end of each cycle. Data represents the positive and enriching experience that this program provides BUSD middle school students.

Offerings, Access and Participation

This program serves all BUSD MS students. The services that are provided come in the form of a collaboration between UC Berkeley and CRS. If one were to walk into a “Be a Scientist” class, you would observe a 1-4 ratio of mentorship within the 7th grade science class.

Outcomes

Student comments after working with their mentors:

- *I didn't have to compromise, and I could make the project something I was excited about*
- *Doing this project has helped me see all the different ways science is happening all around me.*
- *Things I like about doing my own science investigation include being able to choose what to do and being able to have fun doing something interesting.*

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- *I also liked how we could actually collect data, interpret that data, and make assumptions and hypothesis from it, and also think about what we could improve if we were to do it again.*
 - *I liked how (my mentor) Cynthia made sure we were doing all our work, but at the same time, let us create our own ideas and make our own choices*

Black Studies

0.4 FTE 0.0 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 activities and develop course offerings.

Focal Student Groups

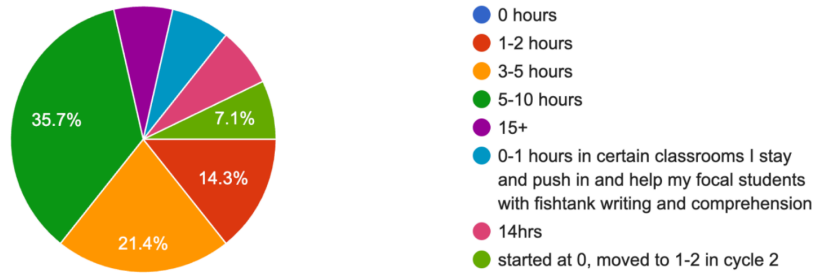
The course offerings are intended to serve all students at BHS.

Implementation Measures - Offerings, Access and Participation

Lit Coaches in Tier 1 Classrooms

Trimester 1: Approximately how much time did you spend each week in Tier 1 classrooms either supporting students or observing and coaching instruction?

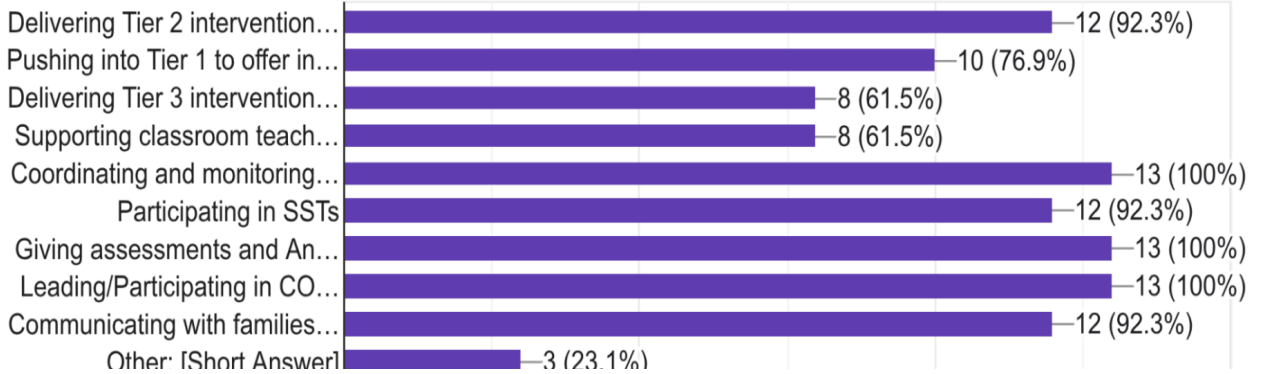
14 responses



Outcome Measures

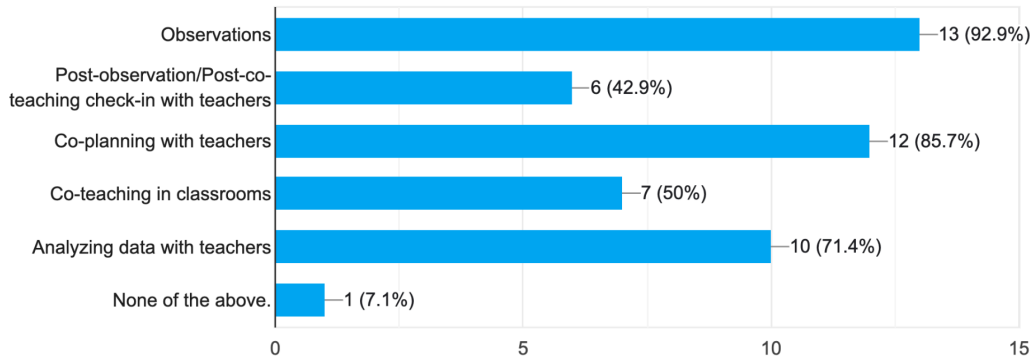
Tier 2 and Tier 3 Academic Interventions and Site Data/MTSS Leads:

- 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.



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

14 responses



2023-24 and Fall 2024 Academic Outcomes

Measure	2022-23 Baseline	Mid-Year 2023-24	Projected 2025-26 Goal
Literacy Coaches & Rtl Support (Elementary)	528 students served	548 students served	Increase in direct student support
Literacy Coaches & Rtl Support (Middle School)	Math: 261, ELA: 188	Math: 189, ELA: 241	Increased intervention support
Professional Development: Number of Coaching Sessions	60 sessions	81 sessions	Increased coaching capacity

Measure	2022-23 Baseline	Mid-Year 2023-24	Projected 2025-26 Goal
Early Literacy Teacher Training (Science of Reading)	100% trained	100% trained	Maintain high-quality PD participation
African American Success Framework (Student Participation in Programs)	Vision Scholars: 167 Umoja: 40	Vision Scholars: 176 Umoja: 49	Increased engagement
Puente Program (Student Enrollment)	65 students	121 students	Expanded participation
Black Studies Course Enrollment (BHS)	296 students	343 students	Continued growth in student enrollment
Be A Scientist (Student Participation)	Not available	~200 students	Increased STEM engagement
Chronic Absenteeism (AASF Students)	31.4% chronically absent	In progress	Reduced chronic absenteeism
Behavior Referrals (AASF Students)	92.7% with 0-1 referrals	In progress	Continued reduction in discipline disparities
Suspension Rates (AASF Students)	94.9% not suspended	98.3% not suspended	Lower suspension rates
SBAC ELA Achievement (AASF Students, Levels 3-4)	24.1% met/exceeded	In progress	Increased proficiency
SBAC Math Achievement (AASF Students, Levels 3-4)	Data not available	In progress	Increased proficiency
Puente English Course Achievement (Grades A/B, 7th-11th Grade)	65% scoring A/B	In progress	Increased student achievement

Budget Summary

Budget Summary for Student Achievement Strategies 2026-27	
Measure H, Resource 0863	
May 26, 2026	
	2026-27
	DRAFT
	5-26-26
Revenue	2,169,482
Expense	
Staffing	1,835,068
Contracts and Program Activities	125,000
Reserve for Personnel Variance (6%)	110,104
Indirect Cost (4.66%)	91,339
Total Expenses	2,161,511
Net Change to Fund Balance	7,971
Beginning Fund Balance	0
Net Increase/(Decrease) in Fund Balance	7,971
Ending Fund Balance	7,971