



After the class size goals are achieved, the BSEP Measure stipulates that BSEP CSR funds may be used for “expanded course offerings (ECO),” counseling services at each of the District’s middle schools, and “program support.”



instruction in classrooms on life skills and decision making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed. Research supports the idea that student outcomes ranging from decreases in disciplinary incidents to gains in academic progress are improved where counselors are present and wherein the counseling staffing ratio trends toward the 250:1 recommended by the American School Counselor Association [ASCA, 2005].

The Expanded Course Offerings (ECO) for Middle and High School offer a wide variety of options for students. For example, ECO classes at Berkeley High include Advanced Placement (AP) augmentation classes, providing access to AP coursework for students who might not otherwise have such access, as well as science labs, yearbook and music classes. These funds have provided extra resources with which to provide offerings of before and after-school elective and enrichment classes that are not available within the master schedule.

As the Two Way Immersion (TWI) programs were being phased out at Rosa Parks, Leconte, and Cragmont, in favor of a consolidated TWI program at LeConte, attrition in some cases has necessitated combination grade classes. BSEP resources provided those three sites with FTE that enabled them to regroup kids throughout the week to provide grade level or content specific instruction during the transition.

The RtI Teachers and Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams that we have been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific outcomes, both positions play key direct services roles with our students.

The RtI allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with individualized education plans (IEP). Better still, this focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student.

The Literacy Coach positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies