



# HQI: Professional Development

**Annual Report FY 2022-23**  
**1/30/24**

Chris Albeck, Director of Curriculum and Instruction  
Juan Raygoza - Principal, BHS

Excellence • Equity • Engagement • Enrichment

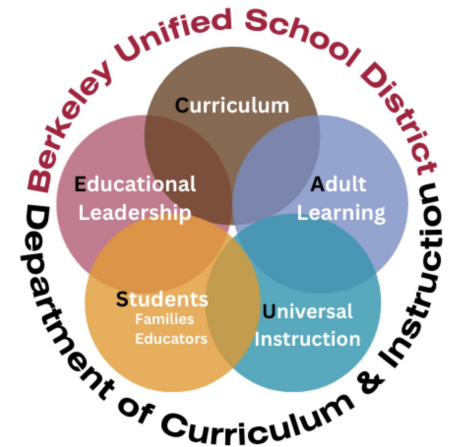
# BUSD's Curriculum and Instruction Mission

The purpose of BUSD's Curriculum and Instruction department is to improve the academic achievement outcomes for all students while working to disrupt patterns of predictability for communities who have been historically underserved.

To do so, BUSD's C&I department has a **C.A.U.S.E.**:

- **Curriculum** - Selects, creates, and implements curriculums that are guaranteed, rigorous, and relevant which uplifts the brilliance of BUSD students and educators.
- **Adult Learning** - Provides meaningful and proven adult learning opportunities that when implemented, reduce educational disparities and produce equitable learning environments.
- **Universal Instruction** - Leads the creation and implementation of BUSD instructional priorities, frameworks, and trajectories with a focus on ensuring students have access to a learning experience that affirms student identity while holding all students to high expectations.
- **Students** - Collaborates with students, families, educators, and the greater BUSD community in effort to build trusting relationships and inform decision making.
- **Educational Leadership** - Works with site and program leaders to develop curricula expertise, ensure adopted curricula, and analyze school site and district wide pedagogical practice.

Through these actions, and in collaboration across departments, BUSD will be able to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to the world.



# BUSD's Curriculum and Instruction Department

Name	Position
Chris Albeck	Director of C&I
Wyn Skeels	CTE Manager
Pete Gidlund	VAPA Manager
Jessica Lee	Coordinator of Library Services
Rose James	Coordinator of Literacy
Joemy Ito-Gates	TSA - Ethnic Studies
Kathleen Marte	TSA - English Language Development
Ellen McClure	TSA - Climate Literacy (0.8)
Erica Carter	TSA - Literacy
Eden Trivedi	TSA - Secondary Math
Debbie Lenz	TSA - Middle School Science (0.2)
Abigail Paske	TSA - Elementary Science (0.2)
Nathan Ruiz	Administrative Assistant



# Professional Development

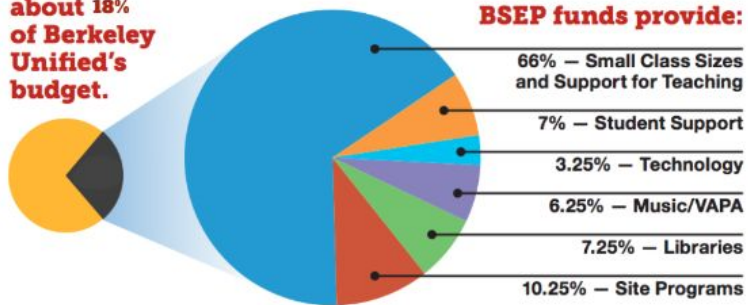
## BSEP Measure E1 Purpose:

“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.”

## Program Summary:

In effort to realize Berkeley Unified’s Mission and to ensure all of our students achieve academic excellence, we as a district recognize the importance of supporting, training, and developing our educators in their ability to increase student academic achievement. To do so, BUSD invests in professional development that is aligned with our district's instructional priorities as stated in our LCAP goals and district strategic plan.

**BSEP is about 18% of Berkeley Unified's budget.**



**Professional Development** is part of the **Support for Teaching** Budget. In 2022-23, The Board approved Professional development budget was \$2,331,940

# 2022-23 K-12 Staffing and Resource Summary

## Staffing

- Professional Development Staffing
- K-5 Lead Literacy Coach 0.7 FTE
- Elementary Literacy Coaches 2.75 FTE
- Middle School Literacy Coaches 1.2 FTE
- BHS PD Leaders 4.4 FTE
- BHS Instructional Technology TSA 1.0 FTE
- District K-5 Math Coach 1.0 FTE
- District K-8 Science TSA 0.4 FTE
- PD Coordinator 1.0 FTE

## Program Activities

- \$87,600 K-8 Curriculum Teacher Leaders - Stipends
- \$40,000 Culturally Responsive Teaching Workshops
- \$40,000 BHS Math Support
- \$50,000 Teacher-Initiated Professional Development

## Professional Development Initiatives

- \$75,000 Math Training
- \$70,000 Integrated ELD Training and Support - Constructing Meaning
- \$50,000 Social-Emotional Learning K-12
- \$35,000 Ethnic Studies Program Development

# 2022-23 K-8 Highlights

- All Pre-K-8th grade staff (certificated and classified) engaged in district-wide professional development and collaboration on the following: alignment of the seven tenets of Ethnic Studies to Gholdy Muhammad's Five Pursuits, Mathematical Reasoning, and Universal Design for Learning.
- We implemented a universal screener (DIBELS) for ELA and provided district wide training for teachers which also included: (K-5) the Science of Reading, (K-2) understanding the foundational skills and how to use them to inform instruction (DIBELS subtests) , and (3-5) understanding the components of the SBA .
- We engaged site Literacy Coaches and RTI Leads in a book study on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.
- We implemented a districtwide Ethnic Studies Committee made up of all stakeholders in order to begin the development of a 3-5 year Ethnic Studies plan, a 3rd grade integrated Ethnic Studies unit and a set of integrated Ethnic Studies read aloud lessons for 2nd grade, to be piloted in 2022-2023, and we launched an Ethnic Studies Peer Mentor Program in the spring of 2022 to bring high school students to elementary classrooms via zoom and in-person to share ethnic studies related presentations and read alouds
- We began an adoption process for K-3 science curriculum
- We continued to support educators in deepening their understanding about effective instruction through the work with site Math Leads, Equity Leads, RTI Leads, Literacy Coaches, Culturally Responsive Committee, and ongoing districtwide collaborations

## Measurable/Equity Outcomes

- Quantitative Measures:
  - STAR growth data
  - SBA state data
  - DIBELS establishing a baseline and growth data
  - Math Benchmark Data (District assessment, MARS tasks, Eureka)
  - District Writing Assessment
- **Qualitative Measures:**
  - PD Feedback
  - Inquiry work
  - Literacy Coach and RTI Intervention Data
  - Districtwide Middle School Collaborations
  - Lesson Study- Math
  - PD Team Site Visits

# Measurable/Equity Outcomes

- **Qualitative Measures:**

- October Districtwide (Pre K-8) PD Day
  - 88% (296 responses) of certificated staff strongly agreed/agreed: *The morning session gave me an opportunity to reflect on my practice.*
  - 77% of certificated staff (K-5) strongly agreed/agreed: *The afternoon session helped me develop skills and strategies to support my practice.*
- Districtwide Site Specific DIBELS Training on subtests (K-2):
  - 90% strongly agreed/agreed that: *I learned something about the DIBELS subtests and was able to see where it aligns to Fast Track Phonics*
  - 90% strongly agreed/agreed that: *I was able to plan some whole group/small group instruction based on my data*
- Districtwide Collaborations on SBAs (3-8):
  - 88% strongly agree/agree that: *I discussed student work, test taking strategies, and best practices with my grade level teams*
- Ethnic Studies opt-in sessions:
  - On average about 80% expressed that- *I feel more equipped to apply an Ethnic Studies lens to my work with students and/or my role in our schools*



# Measurable/Equity Outcomes

- **Qualitative Measures:**

- Inquiry work
  - RTI: Four buckets of focus- Collaboration-Progress Monitoring-Designing Academic Intervention-Social Emotional Learning Supports
  - Middle School Science: *What are some support structures that allow students to articulate, justify, evaluate, and revise their ideas? I'm doing a lot of talking! I want to create opportunities for my students to talk,*
- COST Rubric work with RTI: Create a rubric to assess level of implementation and systematize the process and Use baseline data to identify preliminary action steps to put in place in the 2022-2023 school year
- Literacy Coaches and RTI direct services to students:
  - Elementary: 287
  - Middle School Math Intervention/Support Classes: 288
  - Middle School ELA Intervention/Support classes: 397
- Middle School Collaborations: 92% stated that- *The collaboration time helped me reflect on my practice* and 89% stated that- *The collaboration was an effective use of time.*

- Staffing shortages across the district pulled staff into filling emergency openings, including district TSAs and Coordinator of Professional Development.
- The Coordinator of Professional Development went on emergency medical leave in the early spring.



## Professional Learning in BUSD Overview: Literacy Action

### **8 Cohorts, Differentiated by Role and Grade: TK-8**

- Reading Academy (TK-5)
  - TK-3 over 200 elementary Educators
  - 22 Hours of both in person and virtual learning
- Adolescent Literacy: Intensive Intervention (6-8)
  - Two full days: 40, 6-8th Literacy Support
- Adolescent Literacy: Vocabulary and Comprehension
  - Two full days: 40, 6-8th ELA/History, Science
- Adolescent Literacy: Vocabulary Through the Content Areas (MS)
  - Two full days: 40, 6-8th Educators

In Partnership  
with



CORE  
LEARNING

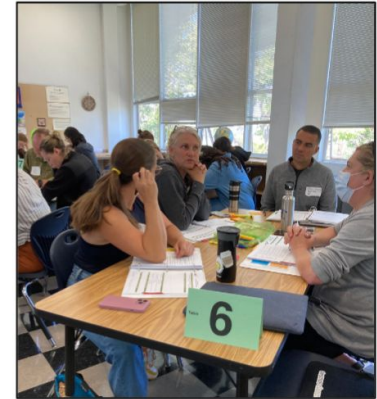
OUR C.A.U.S.E.



## Professional Learning in BUSD Overview: Multilingual Learners Action

### English Language Development PD Opportunities

Title	Dates	Participants
<b>Secondary Constructing Meaning</b>	Day 1: August 9th Day 2: Sept 12th or 14th Day 3: Oct 17th or 19th	40 teachers of ELA, Math, Science and History
<b>Elementary Constructing Meaning</b>	Spring (dates TBD)	TBD
<b>K - 12th Systematic ELD</b>	Sept 20th and 21st Oct 11th, November 8th December 12th	All ELD teachers Total: 21 staff members
<b>Coaching</b>	on-going	ELD and GE teachers for planning and application



### OUR C.A.U.S.E.



## Professional Learning in BUSD Overview: Science Action

Date	What	# Participants
Aug 30, 2023	Presentation about implementation of new science curriculum	11 elementary principals
Sep 7, 2023	Training on Motion FOSS Pathways kit	18 third grade & science release teachers
Nov 2, 2023	Training on Structures of Life FOSS Pathways kit	30 third grade teachers
Jan, 2024	Training on Water & Climate FOSS Pathways kit	18 third grade & science release teachers



**OUR C.A.U.S.E.**





## Professional Learning in BUSD Overview: Ethnic studies Action

### Completed Fall Professional Learning Sessions:

- 8/22/23: 3rd Grade Training Session for Ripple 1 of the Integrated Ethnic Studies Pilot Unit, 18 attendees
- 8/29/23: 3rd Grade Training Session for Ripple 2 of the Integrated Ethnic Studies Pilot Unit, 21 attendees
- 9/19/23: 2nd Grade Ethnic Studies Lesson Set Training, Session 1, 14 projected attendees

### Upcoming Fall Professional Learning Sessions:

- 10/2/23: 3rd Grade Training Session for Ripple 3 of the Integrated Ethnic Studies Pilot Unit, 20 projected attendees
- 10/30/23: 3rd Grade Training Session for Ripple 4 of the Integrated Ethnic Studies Pilot Unit, 20 projected attendees

### Percentage of Teachers Committed to Teaching the Lesson Set or Unit:

- **68.9%** of the third grade teachers are teaching our integrated ethnic studies unit with training and support
- **83%** of the second grade teachers are teaching our integrated ethnic studies read aloud lesson set with training and support



# Fall 2023 K-8 Update

## 2022 -23 Planning Concerns:

- **Three unfilled district TSA positions**
  - Elementary Math TSA(1.0 BSEP PD)
  - Middle School Math TSA (0.6 BSEP SAS + 0.4 LCAP)
  - Middle School Science TSA (0.4 BSEP PD: 0.2 Elem filled, 0.2 MS unfilled)
- **Professional development**
  - Continued sub shortages

## Measurable / Equity Outcomes:

- Quantitative Measures:
  - EduClimber
    - STAR growth data
    - SBA Data
    - DIBELS growth data
    - Math Benchmark Data (District assessment, MARS tasks, Eureka)
    - Math (8th grade) Interim Assessment Block (IABs) data
    - Writing Data
- Qualitative Measures:
  - PD Feedback
  - Piloting of 3rd grade Ethnic Studies Curriculum
  - Literacy Coach and RTI Data
  - Districtwide Middle School Collaboration Feedback

- BHS Professional Development Leaders - A total of 4.4 FTE, which includes a 0.2 FTE for each small learning community and department (release for one period) to plan professional development offerings for both their small and school-wide professional learning communities. In 2022-23, the focus of the PD Leaders is around Anti Racism Education and Gender Expansive Learning.
- BHS Instructional Technology TSA - A 1.0 FTE position was filled by two people (each with a partial FTE) who supported both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues. They supported more than 100 classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.
- Social-Emotional Learning K-12 - \$50,000 was used for a consultant to provide professional development for teachers on consent education. Over 250 staff participated and more than 3100 students participated in workshops. In 2022-23, the funds were used to support additional consent education targeted to 9th graders who were not at BHS to receive consent education last year.



# Professional Development K-12 Budget Report

**BERKELEY UNIFIED SCHOOL DISTRICT**  
**FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)**  
**High Quality Instruction-Professional Development**  
**Comparison Report as of 12/4/23**

## Budget Summary

2022-23 closed with unexpended funds in Contracted Services, primarily due to unused funds for consultants and services.

	<b>Adopted Budget 2022-23 as of 6/29/22</b>	<b>Unaudited Actuals 2022/23 as of 06/30/23</b>	<b>Adopted Budget 2023-24 As of 06/14/23</b>	<b>1st Interim Budget 2023/24 as of 10/31/23</b>
<b>EXPENDITURES</b>				
Certificated Salaries	1,434,260	1,342,026	1,687,065	1,777,835
Classified Salaries	0	2,018	0	0
Employee Benefits	450,436	420,158	516,535	538,765
Books & Supplies	0	6,685	0	53,289
Unallocated Reserve	87,244	0	(183,572)	(183,572)
Contracted Services	360,000	39,327	320,000	153,711
Capital Outlay	0	0	0	0
Indirect Costs				
<b>TOTAL EXPENDITURES</b>	<b>2,331,940</b>	<b>1,810,214</b>	<b>2,340,028</b>	<b>2,340,028</b>