



Item 10 -Professional Development Update

3-12-24

Planning & Oversight Meeting

Chris Albeck, Director of Curriculum and Instruction

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

Outcomes for Tonight

- Provide Information on Professional Development program activities 2022-23 and 2033-24
- Provide information on the Liberated Ethnic Studies Curriculum services

Agenda Items Review

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Item 10 - Discussion - BSEP Professional Development Update

- Bringing information about the Professional Development program including information about the Liberated Ethnic Studies Curriculum contract per the request of the P&O made at the 2-27-24 meeting.
- Includes information about Professional Development program activities in 2022-23 and 2023-24
- Includes information on Ethnic Studies Liberated Curriculum services.

Item 11 - Action - 2022-23 Annual Reports for BSEP Professional Development

- The P&O is to review the 2022-23 PD Report for compliance with tax measure language.
- Do the expenditures align with what is permitted per tax measure language?
- If so, then the P&O can approve to recommend that the Board accepts the report.
- A Liberated Ethnic Studies Curriculum contract was not included in the 2022-23 plan nor were any expenditures made in 2022-23 to support a Liberated Ethnic Studies Curriculum contract.

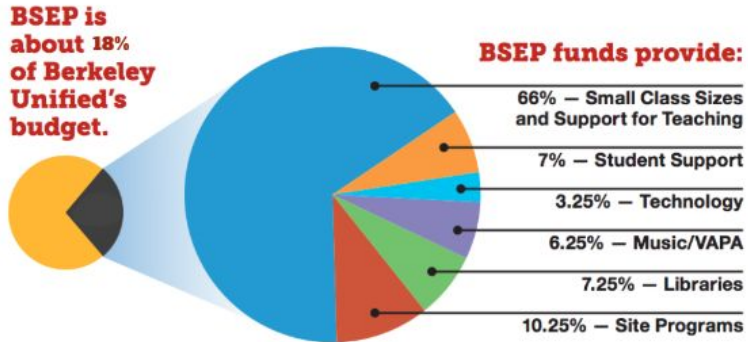
Professional Development

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.



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 / 2023 Professional Development -Ethnic Studies

What Ethnic Studies is:

Ethnic studies is the study of what it means to have a race as one important part of our intersectional* identities and it centers the people most impacted by racism and colonialism. Ethnic Studies also has three main parts: what is taught, how it is taught, why it is taught.

- **What is taught:** Ethnic Studies teaches BUSD students about the true histories and lived experiences of the people most impacted by racism and other intersecting* forms of oppression. Ethnic Studies is community responsive, which means the curriculum reflects our Berkeley community.
- **How it is taught:** Ethnic Studies is taught in a humanizing way, which uplifts love for self, love for community, and solidarity across races and groups that have been historically oppressed.
- **Why it is taught:** Ethnic studies is taught with the goal of transforming the world to be a better place for all, so that we may all live in a world that is free from racism, white supremacy, and all forms of oppression.

**Intersectional means the different aspects of a person's identity such as race, class, gender, sexuality, and more. These intersecting pieces of an individual's identity can often impact how an individual or entire group has advantages or disadvantages within institutional systems such as schools, the court system, and more. It is a term coined by Kimberlé Williams Crenshaw, an American Civil Rights Advocate, critical race theory scholar, and lawyer.*

2022 / 2023 Professional Development -Ethnic Studies - Why?



- Expansion to TK-12th grade ethnic studies aligns with our mission: “The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.”
- Our community survey data and Listening Circles input reflects the desire for ethnic studies to expand in our BUSD.
- Extensive research on the positive impacts of ethnic studies underscores the benefits of ethnic studies for all students in areas such as mental health, a stronger sense of self knowledge, attendance, connection to school, and much more.
- Many of our School Board Resolutions support the expansion of ethnic studies BUSD ([21-040](#), [21-036](#), and [20-064](#)).
- Our efforts are in alignment with state requirements and what neighboring districts are also endeavoring to do: Oakland, Castro Valley, San Francisco, and San Leandro Unified School Districts.
- The expansion of our district’s ethnic studies work is in alignment with recent legislation: [AB-1703](#), California Indian Education Act: California Indian Education Task Forces. AB 1354: Pupil instruction: Asian Americans and Pacific Islanders, & SB 291: Pupil Instruction: model curricula: Vietnamese American refugee experience: Cambodia and the Cambodian American refugee experience

2023 / 2024 Professional Development -Ethnic Studies

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5. BSEP BUDGET SUMMARY

Draft 04/25/2023

Budget Summary for Professional Development 202

1st Reading 4-25-23

BSEP Measure E1 Resource 0741

			2023-24
			DRAFT
			4-24-23
Expense			
Staffing	14.95 FTE	\$	1,863,348
Stipends		\$	97,844
Workshops		\$	90,000
Initiatives		\$	230,000
Reserve for Personnel Variance		\$	58,836
Subtotal Expense		\$	2,340,028

Ethnic Studies Program Development TSA

1.0 FTE

Supports the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation.

Ethnic Studies Program Development

\$35,000

Continue to facilitate the Ethnic Studies Committee. Support the implementation of the five year BUSD Ethnic Studies Plan. Support Teacher Collective teachers and other piloting 2nd and 3rd grade teachers with the curriculum implementation. Expand the Teacher Collectives to include 4th and 5th grade. Continue to lead opt-in PD workshops that were designed in 2021-2022 during Wednesday staff times as requested in 2022-23 and develop additional opt in PDs. Expand the Ethnic Studies Peer Mentor Program and support implementing pilot teachers/students

2023 / 2024 Professional Development -Ethnic Studies



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Supports the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation.

- Designs and implements professional development for BUSD educators
- Develops ethnic studies resources and writes curriculum
- Facilitates and organizes the Ethnic Studies Advisory Committee meetings
- Organizes the Ethnic Studies Peer Mentor Program
- Supervises Berkeley High School internships for Ethnic Studies
- Supports 2nd and 3rd grade educators to implement in-house created Ethnic Studies pilot curriculums; supports and collaborates with the 9th grade Ethnic Studies team
- Leads the curriculum partnership with BUSD Teacher Consult Teams and Liberated Ethnic Studies Model Curriculum Consortium to develop six pilot units for 2024-2025 implementation
- Partners with a local Indigenous nation to develop curriculum resources
- Collaborates with student organizations such as the Native Student Union on a visual land acknowledgement mural project

2023 / 2024 Professional Development -Ethnic Studies



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Tk-12th Grade Ethnic Studies Recommendations

Launch a curriculum writing and professional development training partnership with [Liberated Ethnic Studies Model Curriculum Consortium \(LESMCC\)](#).

Establish an Ethnic Studies Summer Institute for teachers, the week immediately following the last day of school so there is robust support for the professional development of our educators in ethnic studies content and pedagogy.

Phase 1 Key Recommendations

Begin to create curriculum for 3rd and 8th grades by collaborating with the Universal 9th grade ethnic studies teachers at Berkeley High School, to move toward a TK- 12th grade scope and sequence for ethnic studies.

Revisit the 9th grade ethnic studies curriculum utilizing the LESMCC framework.

Ethnic Studies - Liberated Ethnic Studies - Units

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- Through our work with the Ethnic Studies Advisory Committee, students, classroom teachers, district staff, and community members, Berkeley Unified School District has been able to partner with Liberated Ethnic Studies Model Curriculum Consortium to draft six pilot units, which complement our pre-existing BUSD educator-created curriculums for second and third grade. All units are standards based and tailored to our unique Berkeley community.
- ❑ **3rd Grade:** *Our Stories Connect Us! Celebrating Our Community Unit* focuses on personal identity, building stronger relationships in our school community, Ohlone history and current day activism, as well as inspiring Berkeley role models (Ruth Acty, Corrina Gould, Mayor Jesse Arreguín, and Yoshiko Uchida). *Who Came to Berkeley? A Spotlight on Black and Asian Stories Unit* is a celebration of migration and immigration, community interviews, and solidarity.
- ❑ **4th Grade:** The *California Missions From an Ethnic Studies Lens Unit* centers the experiences of the Indigenous peoples of California and their resilience and resistance in the face of colonization.
- ❑ **5th Grade:** *From Jamestown to Revolution Unit* uplifts the often overlooked perspectives of racialized minorities during this key time period in our nation's history. Connections to modern day BUSD experiences will be highlighted and the unit will feature community interviews of some of our community members.
- ❑ **8th Grade:** The *Abolitionism and the Fight for a Multi-Racial Democracy Unit* supports our students to engage with questions around freedom and human rights, focused on the experiences and histories of people of color.
- ❑ **9th Grade:** The *Racial Solidarity Unit* explores different significant historical moments when communities of color came together in solidarity with one another; case studies include the Third World Liberation Front strike for Ethnic Studies right here in Berkeley, the struggle to prevent the demolition of San Francisco's I-Hotel, which housed many Filipinx American seniors, and other significant moments of unity. The *Arab American Studies Unit* celebrates the richness of Arab American contributions and experiences in the United States, with a particular focus on Yemeni American stories.

Professional Development

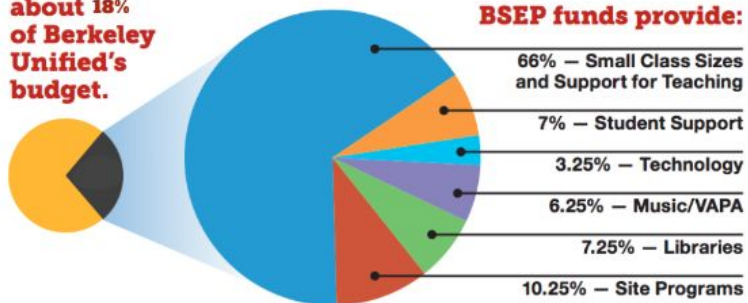
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BSEP is about 18% of Berkeley Unified's budget.



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2022 / 2023 Professional Development -Ethnic Studies



STUDENT QUOTES

"Ethnic studies matters because everyone should learn about social issues that not only affect them but also their peers. learning about different cultures can be a benefit short term and long term. students learn to be more accepting and inviting."

--**BHS Student**

"I think ethnic studies is important because it gives us a chance to really learn about ourselves and others and really gain perspective on my peer's experiences. It's kind of like a reality check from what we've been taught throughout our history classes, and then to finally have the breath of fresh air of lessons that are relevant and important."

--**BHS Student**

"Kids would benefit from more exposure to es earlier on. You're a sponge as a kid and it can be isolating when you don't see any representation; so kids would benefit from learning about their own and other cultures."

--**BHS Student**





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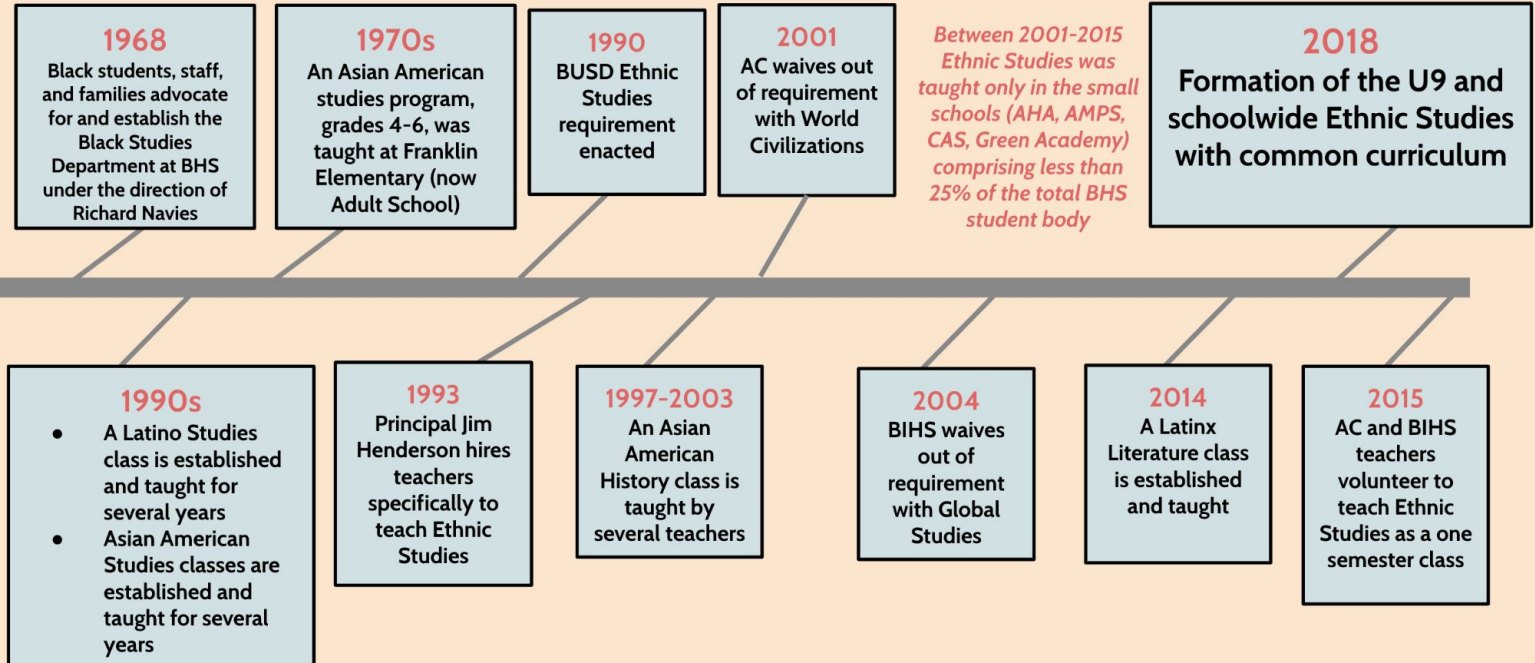
Chris Albeck, Director of Curriculum and Instruction

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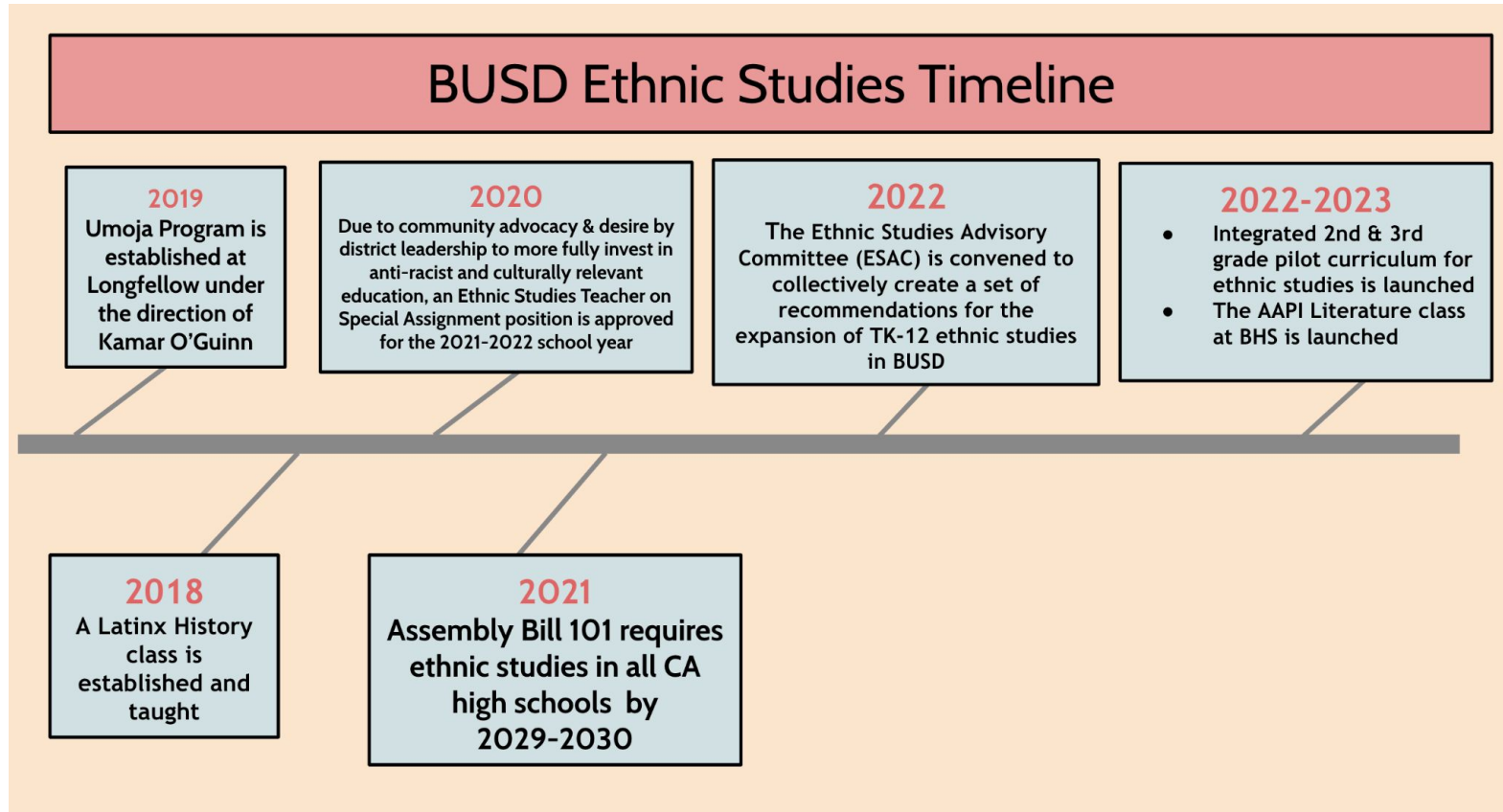
Appendix - Document A



BUSD Ethnic Studies Timeline



Appendix - Document B



Appendix - Document C

BERKELEY UNIFIED SCHOOL DISTRICT

Resolution No. 20-064 in support of Black Lives Matter

June 10, 2020

WHEREAS, Black Lives Matters protests have swept the nation as demonstrators demand justice in response to the killings of George Floyd, Breonna Taylor, Ahmaud Arbery and far too many other Black Americans to list; and

WHEREAS, the killing of Black men and women, including queer and trans persons of color, is an unacceptable violation of the human rights due to all people; and

WHEREAS, the Black Lives Matter movement, like the civil rights and Black Power movements before it, has effectively articulated the injustices that exist at the intersections of race, class, and gender; including mass incarceration, police brutality, poverty, unaffordable housing, income disparity, homophobia, gender inequality, poor access to healthcare, and educational outcomes; and

Appendix - Document D



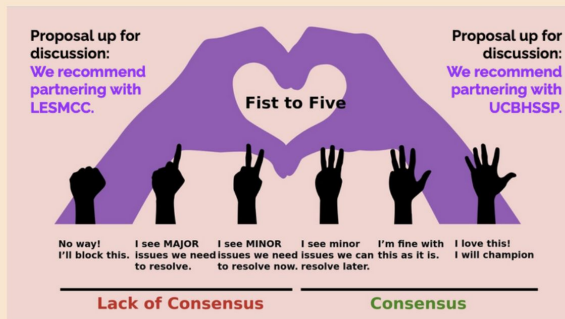
LESMCC Recommendation Process via Consensus

The Ethnic Studies Advisory Committee met on Tuesday, 1/24/23. On the agenda was making a collective decision about whether or not to recommend a possible partnership with LESMCC (Liberated Ethnic Studies Model Curriculum Consortium), to co-create pilot curriculum for 3rd, 5th, and 8th grades and provide training for teachers. We also considered whether or not to recommend searching for a new group to vet, since UCB History Social Science dropped out of consideration on Friday, 1/20/23.

We used a consensus protocol called Fist to Five. Committee members used the chat-feature to share their rating on a 0-5 scale (see visual below). 0 meant a block to the process and need for deeper group discussion and 5 meant enthusiastic support for moving forward without further discussion.

Of the 19 committee members that attended the meeting last night, most members gave ratings of 4's and 5's. There was one rating of a 3, which meant the person had some concerns, but they could be discussed at a later time.

When we shared ratings for possibly searching for a new organization to vet, no one voted to search for a new group.



On 12/6/22 the Ethnic Studies Advisory Committee heard presentations and engaged in conversations with two organizations, Liberated Ethnic Studies Model Curriculum Consortium and UC Berkeley History Social Science Project. This was part of a vetting