

HQI: Professional Development

Annual BSEP Plan FY 2026-27 1st Reading

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

Planning and Oversight Committee Presentation
4/21/25

Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.



Equity

Excellence


Enrichment

Engagement

Professional Development

BSEP Measure H 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.”

BSEP Measure H of 2024 Framework	
High Quality Instruction 66%	
Class Size Reduction	
Support for Teaching:	
<i>Professional Development</i>	
<i>Program Evaluation</i>	
<i>Classroom Support</i>	
<i>Expanded Course Offerings</i>	
Essentials for Excellence 27%	
School Site Programs	10.25%
Libraries	7.25%
Music/VAPA	6.25%
Instructional Technology	3.25%
Effective Student Support 7%	
Student Achievement Strategies	Share 7%
Counseling and Behavioral Health	
Family Engagement	
Measure Oversight, Communication, and Translation	2.5% of net receipts

Connecting Plans

BUSD's LCAP

2024-2027 LCAP Goals



Goal 1

Provide high quality instruction



Goal 2

Academic Interventions



Goal 3

Wellness and belonging



Goal 4

Partnership and engagement



Goal 5

Equity Multiplier

BSEP Measure H Plans

Professional Development Plan

Student Achievement Strategies

Classroom Support Program

3 x 5 target

3%
All students

5%
Focal Students

African American
Hispanic/Latinx
English Learners
SES
Students experiencing housing insecurity
SPED

BUSD's Strategic Plan - Draft

Academic Excellence and Equitable Outcomes for All
Excelencia Académica y Resultados Equitativos para Todos

Wellness and Belonging
Bienestar y Pertenencia

Partnership & Engagement
Colaboración e Involucramiento

Talent & Culture
Talento y Cultura

System Efficiency and Fiscal Responsibility
Eficiencia del Sistema y Responsabilidad Fiscal

2026-27 Budget Balancing

- It may become necessary to change the staffing and activities 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 program activities 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, 2026.

Professional Development

BSEP Measure H 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 Goals:

The professional development plan aims to create a cohesive and comprehensive approach to improving teacher capacity, enhancing student achievement, promoting equity and inclusion, aligning curriculum initiatives, and fostering collaborative learning communities throughout Berkeley Unified School District.

- Goal #1: Improve Student Achievement
- Goal #2: Enhance Teacher Capacity
- Goal #3: Promote Equity and Inclusion
- Goal #4: Align Curriculum Initiatives
- Goal #5: Foster Collaborative Learning Communities

Program Components:

- Staffing
- Expenditures
- Initiatives

**2026-27
K-8 Summary
Professional
Development**

Tracking K-8 Changes - as of 4/21/26

- Classroom Support
- Professional Development
- Expanded Course Offerings
- Student Achievement Strategies

Manager	Program	2025-26 Position or Activity	2026-27 FTE	net change FTE	net change Dollar	net change %
	Classroom Support 0841 - 068	1.0 FTE Two-Way Immersion Math Support Sylvia Mendez 0.4, Longfellow 0.6				
	Professional Development 0841	Coordinator of Literacy 1.00				
	Professional Development 0841	District K-12 Ethnic Studies TSA 1.00				
	Professional Development 0841	Instructional Technology TSA - 0.5				
	Professional Development 0841	District K-8 Science TSA 0.40				
	Professional Development 0841	District K-5 Math Coach 1.00				
	Professional Development 0841	K-5 Lead Literacy Coach 0.70				
	Professional Development 0841	District Wide/KING Middle School Literacy Coach 1.00				
	Professional Development 0841	Elementary Literacy Coaches 2.75				
	Student Achievement Strategies	K-5 Literacy Coaches 5.5				
	Professional Development 0841	Middle School Literacy Coaches 1.20				
	Student Achievement Strategies	Middle School Math Coach 0.6 FTE				
	Activities - Eliminated or reduced				(314,584)	
	Activities - Repurposed Total				230,000	
	Chris Albeck Total		18.45			
			(1.60)			
	Revised Total		16.85	(1.60)	(340,762)	-10.65%

2026-27

K-8 Summary

Professional Development

For a complete set of outcome data, view the [Mid Year Update Board Presentation](#) presented to the Board of Education on February 18, 2026.

Purpose: Strengthen Tier 1 instruction and curriculum implementation to improve student outcomes through focused, high-leverage professional learning.

Context:

- 10% reduction in funding → reduced overall capacity
- Strategic shift from broad PD → targeted, high-impact investments

Key Priorities

- Deepen K–5 Literacy Implementation (Year 2) Focus on writing, differentiation, and access for focal students
- Launch Elementary Math Curriculum Adoption - Align to California Math Framework and TK–12 coherence
- Support Secondary Curriculum Alignment (ELA & Math). Build toward future adoption and consistency
- Strengthen Instructional Coaching & Feedback Systems - Expand job-embedded support and leader capacity
- Advance Multilingual Learner Supports (ELD/LTEL) - Integrate language development across content areas

Expected Impact

- Improved academic achievement outcomes
- Increased instructional coherence across sites
- Stronger Tier 1 instruction for all learners
- Continued progress toward equitable student outcomes for BUSD’s focal groups (3x5)

Staffing

Professional Development Staffing 2026-27 Levels

● Coordinator of Literacy Confirmed	1.00
● K-5 Lead Literacy Coach Confirmed	0.70
● Elementary Literacy Coaches Confirmed	2.75
● Middle School Literacy Coaches Confirmed	1.20
● District Wide/KING MS Literacy Coach Confirmed	1.00
● District Instructional Technology TSA	0.50
● District K-12 Ethnic Studies TSA	1.00
● District K-5 Math Coach Confirmed	1.00
● District K-8 Science TSA	0.40
● District Consent Education TSA	1.00
● BHS PD Leaders	4.40
● BHS Instructional Technology TSA	1.00

10% Reduction = Net Impact of - 3.8 FTE.

Final information about positions will be shared on May 26, 2026

Expenditures

Program Expenditures

- K-8 Curriculum Teacher Leaders - Stipends \$97,844
- Site-Initiated Professional Development \$50,000

10% Reduction = Impact of ~~-\$122,844~~

Initiatives

Summary of Professional Development Investments 2026-27

*New Initiatives for 2026-27

Summary of Professional Development Investments

Initiative	Budget	Focus	Key Outcomes
Elementary Language Arts Year 2 Implementation	\$40,000	Deepening curriculum implementation, writing instruction, peer observation	Improved literacy and writing outcomes; increased access to grade-level content
Kindergarten Science Implementation	\$10,000	NGSS-aligned, inquiry-based early science	Increased engagement and foundational science skills
Elementary Math Curriculum Adoption	\$50,000	CA Math Framework alignment, curriculum selection & piloting	Improved coherence in math instruction; increased proficiency over time
Secondary Language Arts Curriculum Adoption Launch	\$10,000	Curriculum alignment and adoption readiness	Stronger alignment in secondary literacy instruction
Secondary Math Curriculum Adoption Launch	\$10,000	CA Math Framework alignment, adoption readiness	Improved Tier 1 instruction and math outcomes over time
Instructional Coaching Training & Support	\$30,000	Observation, feedback, and coaching systems	Increased teacher effectiveness and instructional coherence
Integrated ELD Training & LTEL Support	\$40,000	Language development across content areas	Improved academic language proficiency and access to rigorous content



Tk-12 Literacy Coordinator

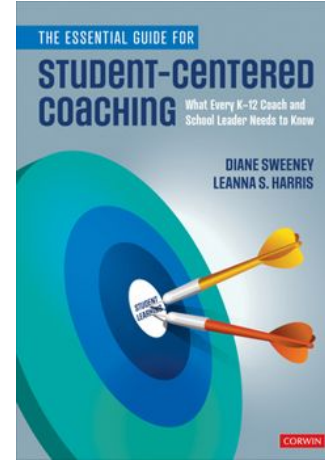


Rose James

Literacy Coordinator

Staffing → Literacy Coordinator - 1.00 FTE

Expenditures → Site-Initiated Professional Development - \$50,000



Initiatives → ELA Elementary Year 2 Implementation - \$40,000



*2nd Grade
Sub Release
Day (Unit 4)*

February 20, 2026

Professional Development @ BHS

2026-27 BHS Summary

Classroom Support

Professional
Development

Expanded Course
Offerings

Student
Achievement
Strategies

Tracking BHS Changes - as of 4/21/26

Manager	Program	Position or Activity	2025-26 FTE	2026-27	Status 4/21/26	net change FTE	net change Dollar	net change %
Juan Raygoza	Classroom Support 0841 - 068	0.4 FTE BHS International Baccalaureate (IB) Support	0.40					
	Classroom Support 0841 - 068	1.0 FTE BHS 504 Coordinator	1.00		CONFIRMED			
	Classroom Support 0841 - 068	1.0 FTE BHS Dean of Students	1.00					
	Classroom Support 0841 - 068	1.0 FTE BHS Student Activities Director	1.00					
	Classroom Support 0841 - 068	4.2 FTE BHS U9 Support (Teachers) For 14 LEAP sections and 7 LEAD Planning Periods	4.20					
	Expanded Course Offerings 0841-067	Berkeley High School Summer A- G Credit Earning 0.90 FTE (Paid in stipends)	0.90		CONFIRMED			
	Expanded Course Offerings 0841-067	Berkeley High School Zero and 7 period offerings	5.30		CONFIRMED			
	Professional Development 0841 - 000, 017, 019, 522, 303	BHS Instructional Technology Teacher TSA 1.00	1.00					
	Professional Development 0841 - 000, 017, 019, 522, 303	BHS Professional Development Leaders 4.40	4.40					
	Student Achievement Strategies 0863	Black Studies Program Development 0.4 FTE	0.40					
	TOTAL		19.60	19.60				
	Reduction (tentative)			-2.60				
New Line Item	Classroom Support 0841 - 068	0.4 FTE BHS 504 Case Management (TSA)		0.40	CONFIRMED			
Revised Total				17.40				
Juan Raygoza Total			19.60			(2.20)	(319,937)	-10.81%

2026-27
BHS Summary
Professional
Development

Professional Development Staffing 2025-26 Levels
2026-27 Not yet confirmed

- 4.4 FTE Professional Development Leads
- 1.0 FTE Instructional Technology TSA

~10% Reduction of BHS BSEP staffing will be across Professional Development, Classroom Support and Student Achievement Strategies for an aggregate reduction of approx. 1.8 FTE.

Final reductions and other changes will be included in the plan for action on May 26.

Berkeley High School WASC Goals			
Instruction	Data	Supports	Community
BHS WASC Goal 1	BHS WASC Goal 2	BHS WASC Goal 3	BHS WASC Goal 4
Establish and implement common Tier I, evidence based, instructional practices in all classes	Articulate data tools and routines that all staff will utilize, schoolwide, to improve and accelerate learning outcomes for all students	Coordinate tiered schoolwide student supports to improve readiness to learn and wellbeing	Strengthen collaboration & communication with all stakeholders to cultivate a positive school community wherein students, families, and staff feel a sense of connectedness.

- BHS Professional Development Leaders - 4.4 FTE 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. Intended topics include developing students' academic language in speaking via Constructing Meaning, literacy, and executive functioning skills, as well as co-creating spaces of belonging in the classroom. .
- BHS Instructional Technology TSA - A 1.0 FTE position supports 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. This position supports the entire school staff of over 300 with needs in hardware, chrome carts/book management, zoom email, and software issues. The TSA supports instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

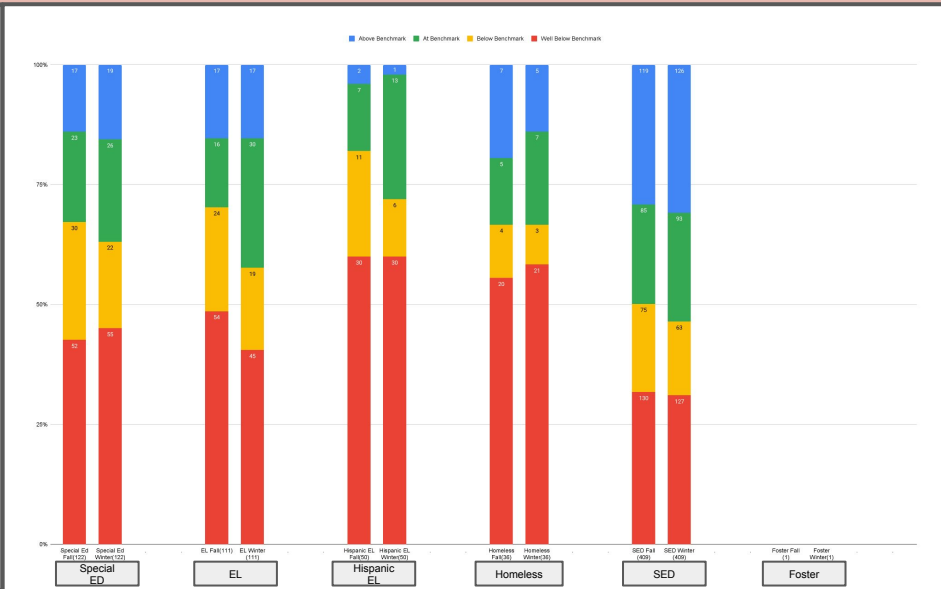
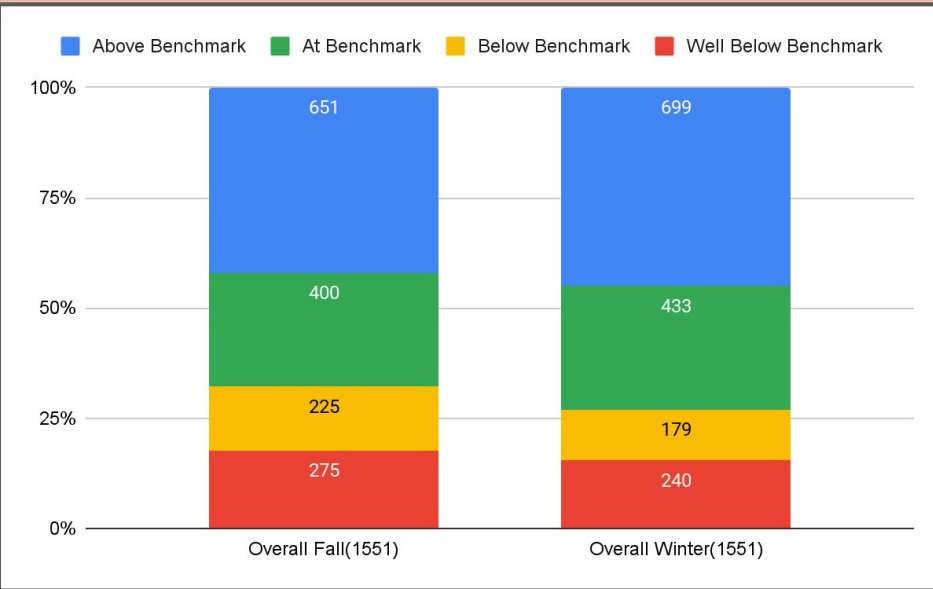
2026-27 Budget - Tentative

**BSEP Measure H Resource 0841
Professional Development Budget
4-21-26**

Expense			2026-27
			DRAFT
			4-21-26
Staffing	16.45 FTE	\$	2,533,294
Stipends & Allocations		\$	147,844
Initiatives		\$	240,000
Reserve for Personnel Variance		\$	157,868
Subtotal Expense		\$	3,079,007

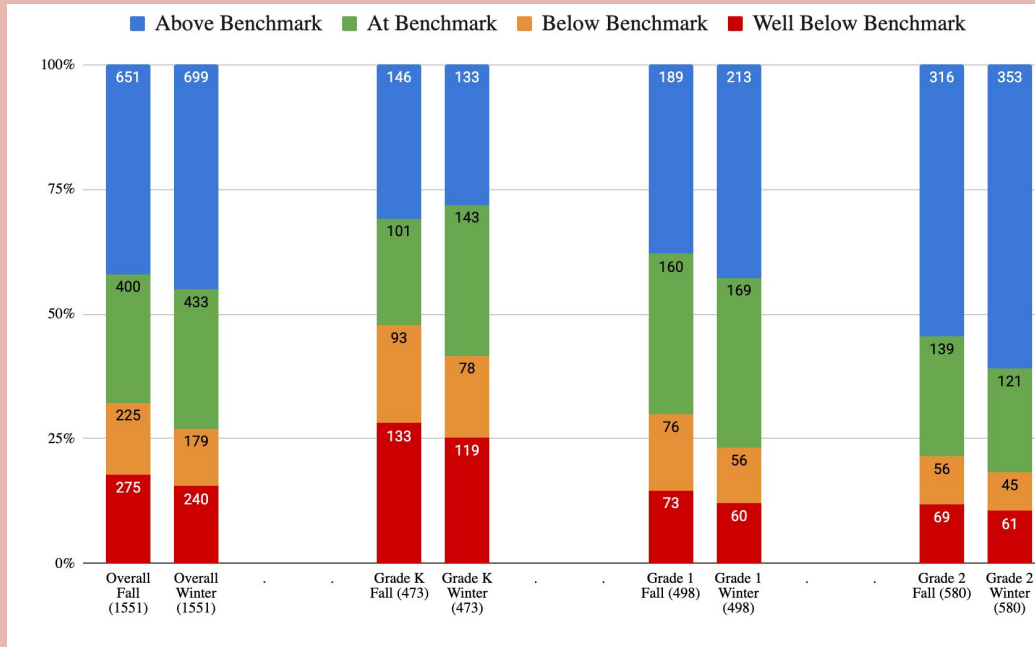
Appendix

25/26 DIBELS - Fall to Winter Progress Grades K-2



73% of K-2 students showed proficiency on the Winter DIBELS assessment, a 5% increase from Fall. Most students in program groups showed progress as well. English Learners met our 3x5 target with an 12% increase between Fall and Winter.

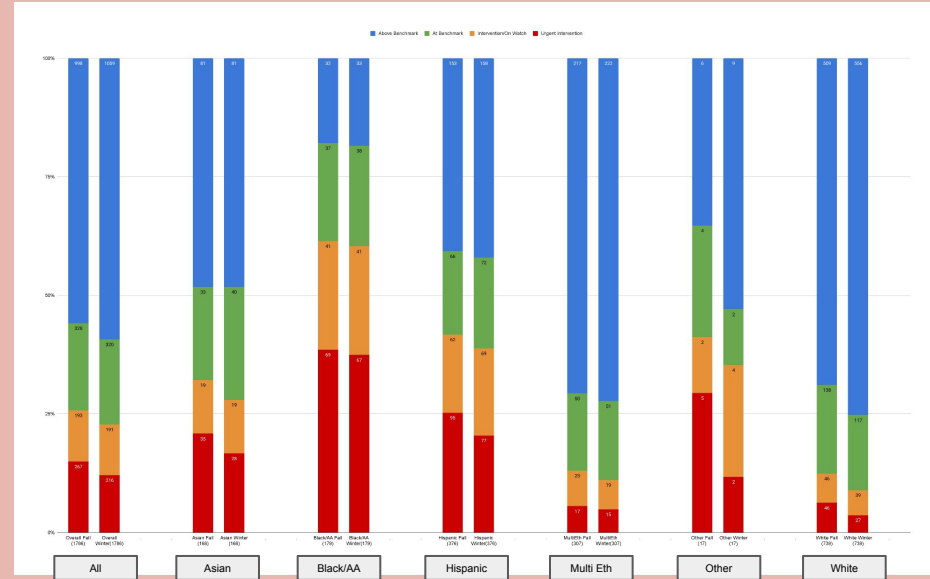
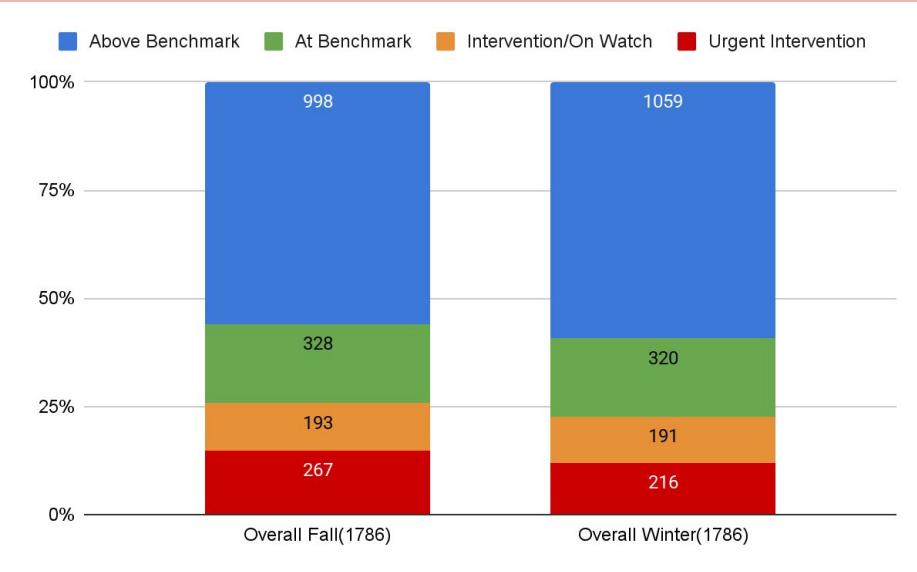
25/26 DIBELS - Fall to Winter Progress Grades K-2



Districtwide, 73% of students in grades K–2 were At or Above Benchmark in Winter, up from 68% in Fall (+5pp).

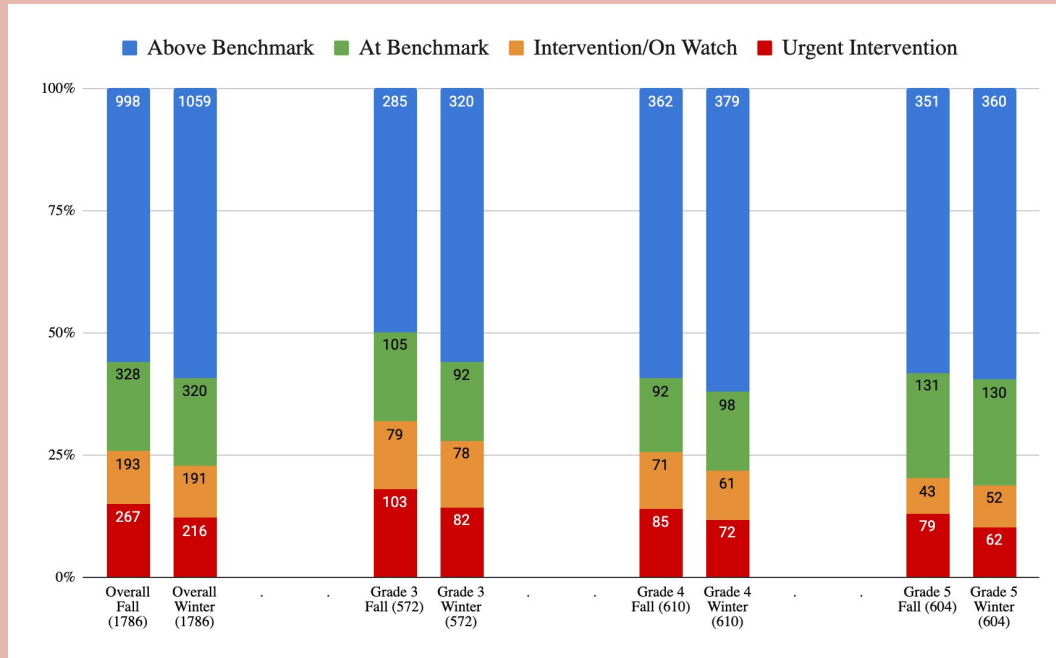
- Kindergarten increased to 58% At or Above (+6pp), with Well Below dropping from 133 to 119.
- Grade 1 rose to 77% (+7pp), with Well Below down from 73 to 60.
- Grade 2 reached 82% (+6pp), with Well Below decreasing from 69 to 61.

25/26 Star Reading - Fall to Winter Progress Grades 3-5



77% of grades 3-5th grade students showed proficiency on the Winter Star Reading assessment, a 3% increase from Fall. Most subgroups showed progress as well, though lower proficiency rates among Black and Latinx students show a continued need for targeted instruction, intervention and accelerated learning.

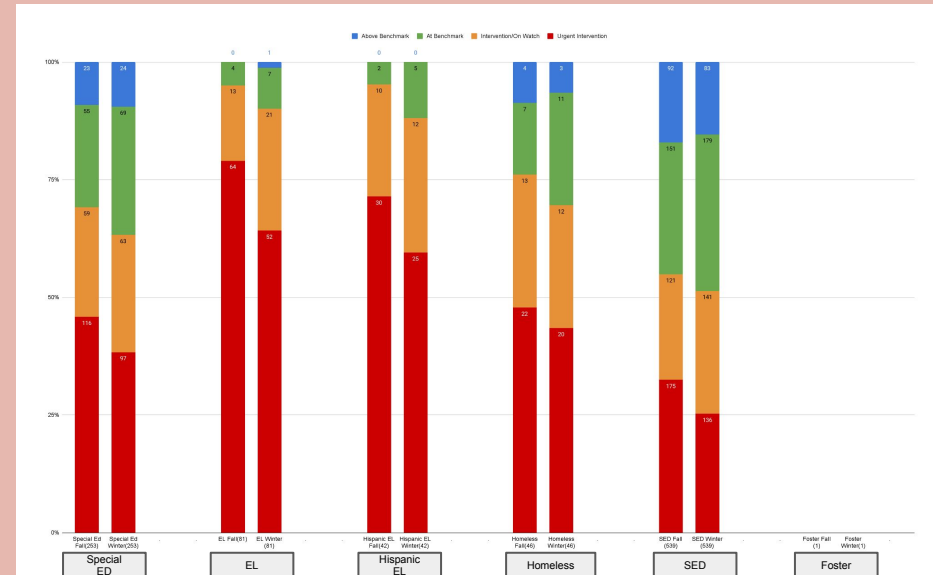
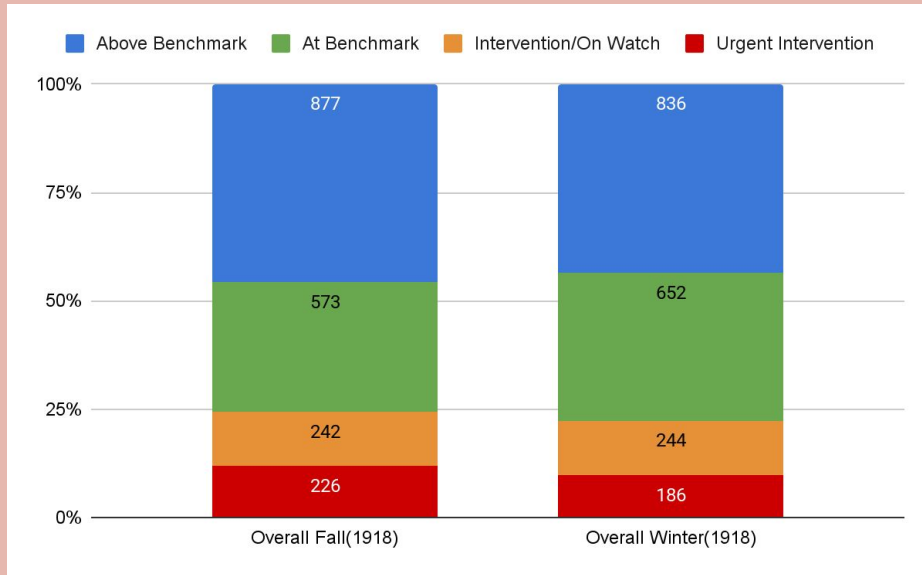
25/26 Star Reading - Fall to Winter Progress Grades 3-5



Districtwide, 77% of students in grades 3–5 were At or Above Benchmark in Winter, up from 74% in Fall, a 3 percent point increase.

- Grade 3 increased to 72% (+4pp) At or Above, with Urgent Intervention down from 103 to 82.
- Grade 4 rose to 78% (+4pp), with Urgent Intervention down from 85 to 72.
- Grade 5 reached 81% (+1pp), with largest drop in Urgent intervention, from 79 to 62.

25/26 Star Reading - Fall to Winter Progress Grades 6-8



78% of middle school students showed proficiency on the Winter Star Reading assessment, a 2% increase from Fall. Most students in program groups showed progress as well. English Learners met our 3x5 target with an 5% increase between Fall and Winter. Lower proficiency rates among students in programs signal a continued need for intervention and accelerated learning.

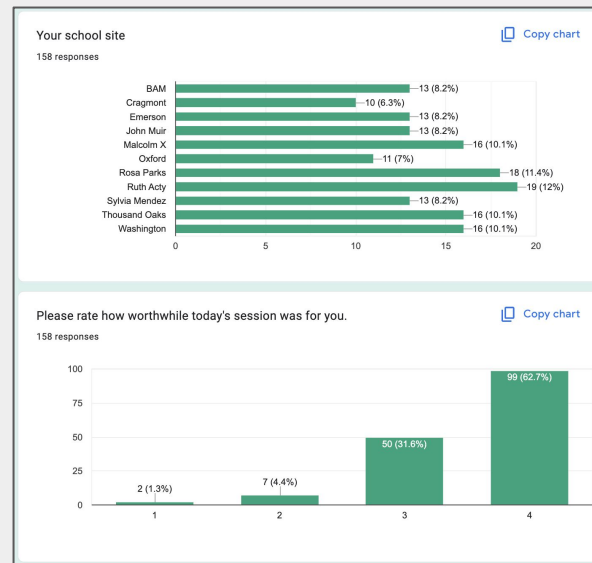
\$87,600 K-8 Curriculum Teacher Leaders - Stipends

The stipends allocated for site-based Math Teacher Leaders and Equity Teacher Leaders aim to support and incentivize teacher leadership roles focused on math instruction and equity initiatives within individual schools. These stipends provide compensation for teachers who take on additional responsibilities to lead curriculum development, instructional improvement, and equity-focused initiatives at their respective sites. By investing in teacher leadership through stipends, the program aims to empower educators to drive positive change within their schools, aligning with the district's goal of promoting excellence in math education and fostering inclusive learning environments that support the success of all students....

Berkeley PUBLIC SCHOOLS TK-5 Math Professional Learning 2024-25
Supporting Students as Sensemakers

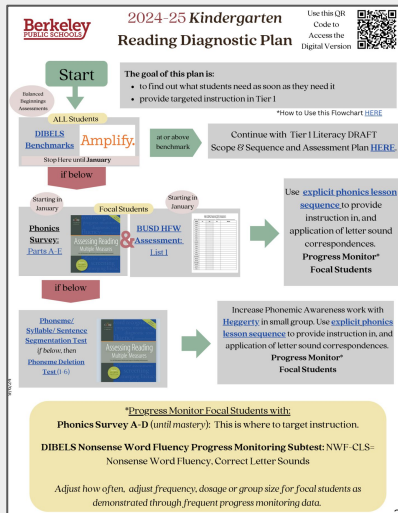
Session	Topic	Month
Session 1: Noticing	Seeing our students' mathematical strengths, nurturing relationships	October
Session 2: Launching	Providing opportunities and supports for productive struggle	December
Session 3: Eliciting	Posing purposeful questions to assess and advance sensemaking	February
Session 4: Responding	Using evidence of students' thinking to plan instruction	April

LAUNCH **EXPLORE** **DEBRIEF**



\$35,000 Literacy Curriculum Alignment & Implementation (TK-8)*

The Literacy Curriculum Alignment + Implementation initiative focuses on aligning literacy curriculum materials with district standards and best practices while supporting their effective implementation in classrooms across BUSD. This initiative addresses the rationale by recognizing the importance of a coherent and standardized literacy curriculum across the district, ensuring that all students have access to high-quality instructional materials and experiences. By aligning curriculum materials with district standards and best practices, the program aims to promote consistency in instructional approaches and improve student outcomes in literacy. Overall, the program serves to strengthen literacy instruction across the district by providing teachers with the necessary resources and support to effectively implement curriculum materials in their classrooms.



Berkeley PUBLIC SCHOOLS 2024-25 Professional Development Calendar: Elementary		
Month	Date	Topic
August	Wednesday, 8/21/2024	Literacy Collaboration #1: Screening Administration (60 min - Led by literacy coaches)
September	Wednesday 9/18/2024	Literacy Collaboration #2: Screening Data Dive (60 min - Led by literacy coaches)
October	Monday, 10/7/2024 - District Staff PD Day (1/2 District - 1/2 Site)	
November	Wednesday, 11/6/2024	Literacy Collaboration #3: Progress Monitoring and Formative Data (60 min - Led by literacy coaches)
January	Wednesday 1/8/2025	Literacy Collaboration #4: Winter Progress Monitoring and Formative Data (60 min - Led by literacy coaches)

\$30,000 Math Task Force / California Mathematical Framework Implementation (Tk-12)*

The Professional Development Initiative #4 - Math Task Force / CMF Implementation initiative focuses on the implementation of the Common Core State Standards for Mathematics (CCSSM) through the Math Task Force and the implementation of the California Mathematics Framework (CMF). This initiative addresses the need to improve mathematics instruction and student achievement by aligning instructional practices with CCSSM and providing teachers with the necessary support and resources through the CMF. By establishing the Math Task Force and implementing the CMF, the initiative aims to enhance mathematics education, promote conceptual understanding, and improve student outcomes in mathematics.

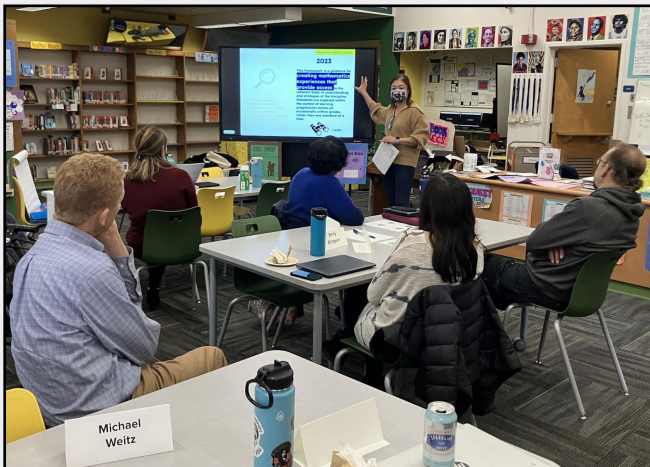
Purpose: *Meeting of Math Minds (M³)* intends to advance and align math education across grade spans through a collaborative process involving TK-12 educators, administrators, families, and educational partners. By leveraging our collective expertise, *Meeting of Math Minds (M³)* will lay the foundation for the future of BUSD mathematics by developing a district wide math vision and instructional framework to inform decision-making around priorities, resource allocation, and considerations of future curricula. Through these actions, the *Meeting of Math Minds (M³)* we will increase our collective capacity to foster positive mathematical identities and improve the academic achievement outcomes for all BUSD students.

Key Outcomes of the *Meeting of Math Minds (M³)*

1. Complete a district wide inventory on the current mathematical experience in BUSD.
2. Understand and identify the implications of the new California Math Framework.
3. Develop a Tk through 12th grade BUSD math vision and instructional framework.

Scope of Work: The *Meeting of Math Minds (M³)* will convene once a month from August 24th to May 25th, providing opportunities for meaningful dialogue and collaboration between various stakeholders.

- August 20, 2024 - Introduction and Goal Setting
- September 17, 2024 - Reviewing Current Data and Needs Assessment
- October 15, 2024 - Continuing Data Analysis and Reflection
- November 19, 2024 - Introduction to the New California Math Framework
- December 17, 2024 - Diving Deeper into the California Math Framework
- January 21, 2025 - Implications for Instruction, Curriculum, and Assessment



A FILM BY VICKI ABELES
COUNT#D OUT
Math is power

FREE COMMUNITY SCREENING
Berkeley Unified School District
Oxford Elementary Auditorium

Thursday, January 30, 2025

5:30 - 6:00 PM - Check in and Refreshments
6:00 - 7:45 PM - Welcome & Counted Out Screening
7:45 - 8:30 PM - Feedback & Discussion

2020 Bonar Street
Berkeley CA 94702

Free childcare available to registered participants

RSVP TODAY

Berkeley PUBLIC SCHOOLS

Accountability Measures and Data Review 24/25 (As of 1.10.25)

1. **Teacher Participation and Engagement:**

- # of participants in professional development workshops - All BUSD teachers
- **Feedback surveys** were conducted post-training to assess the relevance, applicability, and effectiveness of the sessions. Results indicated that **over 80%** teacher felt confident and planned to integrate learned strategies into their classroom instruction.

2. **Impact on Student Achievement:**

- Using **student performance data**, including **state assessments, interim assessments, and classroom-based data**, we tracked the impact of professional development on student outcomes. Early results show that increased growth in both literacy and math across several of our focal groups including math performance for African American students.
- We also evaluated the specific impact on **focal student groups**, such as Multilingual Learners (ELLs) and students in special education, noting improvements in academic engagement and language acquisition.

3. **Teacher Feedback and Areas for Improvement:**

- Based on feedback, we identified areas for further support and refinement, such as additional training in elementary mathematics and alignment around high leverage, culturally and linguistically responsive practices. Additionally, more consistent follow-up coaching to reinforce new practices.
- Teachers requested increased time to plan and implement strategies and curriculums they have been trained on.

4. **Alignment with District-Wide Goals:**

- The professional development initiatives have been directly aligned with BUSD's overarching educational priorities identified in our LCAP and future strategic plan.
- **Specific initiatives**, like the focus on literacy and math have developed and fostered more alignment and consistent practices across the school district