

2026-27 BSEP Professional Development Plan

Program Manager

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BSEP Measure E1 Stated Purpose and Uses

“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.”

Rationale

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 (Local Control Accountability Plan) goals and district strategic plan. The professional development program outlined below is essential to address the multifaceted needs of our district, as evidenced by ongoing analysis of student performance data, ongoing assessment of teacher needs, and stakeholder input. By strategically investing in professional development and educator support systems, BUSD aims to enhance teacher effectiveness, improve student outcomes, and foster inclusive learning environments conducive to academic success. This program is designed to build teacher capacity, align curriculum initiatives, and promote culturally responsive teaching, social-emotional learning, and equity-focused practices. Through targeted initiatives and collaborative efforts, we can empower educators with the necessary skills and resources to meet the diverse needs of our students and ensure equitable access to high-quality education for all.

Strategic Plan Pillars	Program Actions
Academic Excellence and	The BSEP Professional Development Plan prioritizes improving student achievement by strengthening literacy, math, and science instruction through targeted coaching and professional learning. Teachers receive

Strategic Plan Pillars	Program Actions
Equitable Outcomes for All	ongoing support in curriculum alignment, instructional strategies, and the implementation of research-based practices to ensure high-quality instruction. Initiatives such as Integrated ELD training and Constructing Meaning provide educators with the tools to support English Learners and foster academic language development. By investing in professional development that enhances teacher effectiveness, the district ensures that all students have access to rigorous, engaging, and equitable learning experiences.
Wellness and Belonging	Creating a safe and inclusive learning environment is central to BUSD’s professional development efforts. Social-Emotional Learning (SEL) initiatives equip educators with strategies to support students’ emotional well-being and foster strong relationships in the classroom. The addition of a Consent Education TSA reflects a commitment to student safety and healthy relationships by providing direct instruction and teacher training on consent and communication. Culturally responsive teaching workshops further support educators in building classroom environments where all students feel seen, valued, and supported in their learning.
Partnership & Engagement	Collaboration between educators, families, and the community is essential to student success. Site-Initiated Professional Development funding allows schools to design and implement learning opportunities that address the specific needs of their students and staff. Schools also engage families through technology workshops and multilingual learning resources, ensuring parents and caregivers have access to tools that support student learning. These efforts build stronger connections between schools and the broader community, reinforcing a shared commitment to high-quality education.
Talent & Culture	Empowering teachers as leaders is a key focus of the district’s professional development plan. The BSEP-funded Curriculum Teacher Leader stipends recognize and support educators who take on leadership roles in professional learning communities and curriculum development. By providing structured coaching, mentorship, and collaborative learning spaces, the district nurtures instructional leadership at all levels. These initiatives create a culture of continuous learning, ensuring that teachers are supported in their professional growth and prepared to meet the evolving needs of students.

Strategic Plan Pillars	Program Actions
System Efficiency and Fiscal Responsibility	The BSEP Professional Development Plan aligns funding with district priorities to maximize student impact while maintaining financial accountability. Professional development investments are guided by student performance data and teacher feedback, ensuring that resources are allocated effectively. Regular oversight and evaluation of program expenditures promote transparency and informed decision-making. By prioritizing cost-effective strategies and evidence-based professional learning, the district ensures that funds are used efficiently to enhance student outcomes.

Goal

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:

- The District K-5 Math Coach (1.00 FTE) focuses on improving math instruction in the elementary grades, aligning with the goal of improving student achievement in mathematics.
- The District K-8 Science TSA (0.40 FTE) supports teachers in implementing effective science instruction, which contributes to improved student outcomes in science education.

Goal #2: Enhance Teacher Capacity:

- The K-5 Lead Literacy Coach and Elementary Literacy Coaches (totaling 3.45 FTE) are dedicated to improving literacy instruction in the elementary grades, enhancing teachers' skills and strategies for teaching reading and writing effectively.
- The Middle School Literacy Coaches (1.20 FTE) focus on building the capacity of middle school teachers to effectively teach literacy across the curriculum.
- BHS Professional Development Leaders (4.40 FTE) work to support professional development initiatives at the high school level, providing guidance and resources to improve teaching practices.

- The Literacy Coordinator (1.00 FTE) oversees the coordination and implementation of professional development activities across the district, ensuring that all educators have access to relevant and impactful learning opportunities.

Goal #3: Promote Equity and Inclusion:

- The Culturally Responsive Teaching Workshops provide educators with strategies and resources to create culturally inclusive classrooms, aligning with the goal of promoting equity and inclusion.
- The Social-Emotional Learning K-12 initiative supports the development of social-emotional learning skills among students, contributing to a more inclusive and supportive learning environment.

Goal #4: Align Curriculum Initiatives:

- The district will strengthen alignment across curriculum, instruction, and professional learning to ensure coherence in teaching and learning. This includes focused support for key initiatives such as the Elementary Math Curriculum Adoption, ensuring that educators are prepared to implement new materials in alignment with district priorities and instructional expectations.

Goal #5: Foster Collaborative Learning Communities:

- Site-Initiated Professional Development supports school-based collaborative learning communities by providing resources and funding for site-specific professional development activities tailored to the needs of educators at each school.
- Math Training and Integrated ELD Training and Support initiatives promote collaboration among educators by providing opportunities for shared learning and professional growth in targeted areas.

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"> - Salaries for instructional coaches, curriculum specialists, and teacher leaders. - Site-initiated professional development funds. - Curriculum-aligned training in literacy, math, science, and social studies etc - Culturally responsive teaching workshops.
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	<ul style="list-style-type: none"> - <i>Integrated ELD training and LTEL support.</i> - <i>Consent education and social-emotional learning initiatives.</i> - <i>Summer professional learning opportunities.</i>
<p>Implementation Measures (implementation measures e.g enrollment, number of PDs)</p>	<ul style="list-style-type: none"> - <i>Number of professional development sessions offered districtwide.</i> - <i>Number of teachers receiving instructional coaching and mentorship.</i> - <i>Participation rates in workshops and training sessions.</i> - <i>Number of teachers trained in curriculum alignment and new instructional strategies.</i> - <i>School site participation in site-initiated PD activities.</i> - <i>Surveys measuring educator engagement and effectiveness of PD sessions.</i>
<p>Short Term Outcomes (immediate results of the Implementation Measures, e.g., attendance, surveys)</p>	<ul style="list-style-type: none"> - <i>Increased teacher participation in professional learning.</i> - <i>Improved teacher confidence in implementing instructional strategies.</i> - <i>Higher engagement in site-initiated professional learning communities.</i> - <i>Increased use of research-based practices in classrooms.</i> - <i>Positive teacher feedback on PD effectiveness and relevance.</i>
<p>Long term Outcomes (e.g., test scores, grad. rates)</p>	<ul style="list-style-type: none"> - <i>Improved student outcomes in literacy, math, and science as measured by assessments.</i> - <i>Increased equity in academic achievement across student subgroups.</i> - <i>Greater alignment of instructional practices with district strategic goals.</i> - <i>Strengthened teacher retention and leadership development.</i> - <i>More inclusive and culturally responsive classrooms supporting all learners.</i>
<p>Goal</p>	<p><i>To enhance teacher effectiveness, improve student achievement, promote equity and inclusion, and align instructional practices with district priorities to ensure all students have access to high-quality education.</i></p>

Description

The professional development program outlined strategically addresses various needs within our district. It enhances teacher capacity through targeted initiatives such as literacy and math coaching at different grade levels, promoting culturally responsive teaching workshops, and integrating social-emotional learning initiatives. These efforts align with our goal of improving student achievement by ensuring teachers have the necessary skills and resources to support diverse student needs. Focal students benefit from enhanced instructional practices, inclusive learning environments, and curriculum alignment efforts facilitated by teacher leaders and site-initiated professional development activities. The program encompasses a range of instructional services and activities, including coaching, workshops, and curriculum alignment efforts, aimed at fostering collaborative learning communities and promoting equitable access to high-quality education. Data and measures inform programming by guiding the identification of areas for improvement, informing the selection of targeted initiatives, and evaluating the effectiveness of professional development efforts in enhancing teacher effectiveness and improving student outcomes.

2026-27 Budget Balancing

It has 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. 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:

Professional Development Staffing

Staffing				
Coordinator of Literacy		1.00	1.00	0.00
K-5 Lead Literacy Coach		0.70	0.70	0.00
Elementary Literacy Coaches		2.75	4.05	1.30
Middle School Literacy Coaches		2.20	2.20	0.00
BHS Professional Development Leaders		4.40	3.80	-0.60
BHS Instructional Technology Teacher TSA		1.00	0.80	-0.20
District Instructional Technology TSA		0.50	0.00	-0.50
District K-12 Ethnic Studies TSA		1.00	0.60	-0.40
District K-5 Math Coach		1.00	1.00	0.00
District K-8 Science TSA		0.40	0.40	0.00
District Consent Education Counselor on Special Assignment		1.00	1.00	0.00
Total		15.95	15.55	-0.40

Notes:

- *Elementary Literacy Coaches: 1.3 Shifted in from BSEP Student Achievement Strategies to create capacity for OFEE Staffing. No net change to the number of Elementary Literacy Coaches*
- *BHS Professional Development Leaders: Includes a reduction of 0.8 and 0.2 shifted in from student Achievement Strategies (net Change is 0.6). 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 is consistent with the BSEP Professional Development plan which includes reductions across the board at BHS with all Co-Teacher Leaders for Learning Communities, Programs, and Departments, each will now have one TL.*
- *BHS Instructional Technology Teacher TSA - Reduction of .2 FTE*
- *District Instructional Technology TSA - 0.5 shifted to Instructional Technology for 2026-27 and ongoing. In total, the position is a 1.0 FTE*
- *District K-12 Ethnic Studies TSA - Reduced by 0.4 FTE*

Program Expenditures

- K-8 Curriculum Teacher Leaders - Stipends - eliminated \$0
- Site-Initiated Professional Development - Reduced by \$25,000 \$25,000

Professional Development Initiatives - *These activities will be funded by **Measure E1 Carryover** and are not part of the **BSEP Measure H Budget**, the total dollar amount represents an overall reduction of \$10,000.*

- Elementary Language Arts Year 2 implementation - Professional Learning \$40,000
- Kindergarten Science Implementation \$10,000
- Elementary Math Curriculum Adoption \$50,000
- Secondary Language Arts Curriculum Adoption Launch \$10,000
- Secondary Math Curriculum Adoption Launch \$10,000
- Instructional Coaching Training & Support \$30,000
- Integrated ELD Training and LTEL Support \$40,000
- School Year Professional Learning (PreK-12) - Curriculum Implementation \$50,000

Changes from Prior Year

The BSEP Professional Development Plan reflects a strategic refinement of investments in response to a 10% reduction in available funding. As a result, the district will have less overall capacity to provide broad professional learning opportunities and has made intentional decisions

to prioritize those initiatives that most directly support curriculum implementation, instructional coherence, and equitable student outcomes.

In this context, the plan reflects a shift toward a more focused set of high-leverage investments. Funding for Elementary Language Arts implementation has been adjusted to \$40,000 to support Year 2 of the K–5 rollout. This reflects a transition from large-scale launch efforts to more targeted, site-based implementation support, ensuring educators continue to deepen their practice while operating within a more constrained fiscal environment. At the same time, the district maintains its commitment to early science instruction through a \$10,000 allocation for Kindergarten Science Implementation, completing the phased rollout of NGSS-aligned professional learning across grade levels.

A significant new investment in the plan is the allocation of \$50,000 to support the Elementary Math Curriculum Adoption process. This work represents an important next step in aligning instruction to the California Mathematics Framework and building long-term coherence across the TK–12 system. Complementing this effort, the plan includes targeted funding to support the early phases of secondary curriculum adoption in both English Language Arts and mathematics. These allocations reflect a measured and strategic approach to strengthening secondary alignment while maintaining focus on foundational work at the elementary level.

Despite reduced overall funding, the district continues to invest in instructional coaching and feedback systems, with \$30,000 allocated to support ongoing training and development. This work remains central to building educator capacity through job-embedded support and strengthening the connection between professional learning and classroom practice. In addition, funding for Integrated ELD and Long-Term English Learner (LTEL) support remains steady at \$40,000, underscoring the district’s continued commitment to ensuring multilingual learners have equitable access to rigorous, language-rich instruction across content areas.

Overall, these changes reflect a deliberate shift toward depth over breadth. In the face of reduced resources, the plan prioritizes a smaller number of high-impact initiatives that are closely aligned to district instructional priorities. This approach ensures that professional learning investments remain coherent, targeted, and focused on improving outcomes for all students.

These shifts are informed by teacher feedback, student performance data, and district curriculum priorities, ensuring that professional learning investments directly support instructional excellence, equity, and student achievement.

Outcome Measures

2024-25 and Fall 2025/ Winter 2025 Academic Outcomes:

The BSEP Professional Development Plan is designed to support educators in improving student achievement through targeted professional learning. The following outcome measures are informed by [BUSD's Mid-Year Data Presentation \(February 2025\)](#) and reflect key areas of growth and areas that require continued support.

Short-Term Outcomes (Immediate Impact of PD Implementation)

- In the 2025–26 school year, short-term outcomes are focused on deepening the impact of professional learning through more targeted, curriculum-aligned support. While overall capacity for broad participation has been reduced, professional development is more intentionally designed to reach educators through high-leverage, job-embedded structures.
- Educators will demonstrate increased engagement in focused professional learning tied to curriculum implementation, particularly in Elementary Language Arts and the Elementary Math Curriculum Adoption process. Rather than expanding offerings, the district is prioritizing depth of participation and quality of implementation.
- Instructional practices will continue to strengthen, with teachers applying research-based strategies in literacy and mathematics, including the use of progress monitoring tools such as DIBELS and STAR to inform instruction. Professional learning will support educators in translating these tools into responsive, standards-aligned teaching practices, with particular attention to strengthening Tier 1 instruction.
- Support for multilingual learners will remain a key outcome, with teachers increasingly integrating language development strategies across content areas through Integrated ELD and LTEL-focused professional learning. This will result in more consistent use of academic language routines and scaffolds in core instruction.
- Finally, professional development will show stronger alignment with assessment data and classroom practice. Educators and site leaders will increasingly use student performance data and observation/feedback cycles to adjust instruction,

ensuring that professional learning directly informs and improves day-to-day teaching and learning.

Long-Term Outcomes (Sustained Impact on Student Learning)

Over time, the district anticipates continued improvement in student achievement across literacy and mathematics as a result of sustained, curriculum-aligned professional learning. Recent data indicates positive momentum, with 77% of K–2 students meeting or exceeding benchmark on DIBELS and a 9% decrease in students requiring urgent intervention, alongside 79% of students in Grades 3–5 meeting or exceeding benchmark in reading. In mathematics, 65% of Grades 3–5 students met or exceeded benchmark, signaling progress while also reinforcing the need for continued focus on strengthening math instruction.

The district also expects to see continued reductions in disparities across student groups. Gains in ELA proficiency for African American and Latinx students reflect early progress, while ongoing gaps in math outcomes and for students receiving Special Education services highlight the need for sustained, equity-centered professional learning and differentiated instructional practices.

In addition, long-term outcomes include strengthened teacher effectiveness and retention through sustained investment in coaching, collaboration, and leadership development. These efforts contribute to more consistent instructional practices across classrooms and sites.

Finally, professional development is expected to result in greater instructional coherence across the system. Through the continued use of aligned curriculum, assessment, progress monitoring, and observation/feedback systems, the district will further establish a consistent, data-informed approach to Tier 1 instruction that supports improved outcomes for all students.

K-8 Plan Details

Literacy Support

Description

The following positions are continued in the plan for 2026-27:

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|------------------------------------|------------------------------|
| ● Literacy Coordinator | 1.00 FTE |
| ● K-5 Lead Literacy Coach | 0.70 FTE |
| ● Elementary Literacy Site Coaches | 2.75 FTE 3.05 FTE |

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- (1.3 Shifted in from BSEP Student Achievement Strategies to create capacity for OFEE Staffing). No net change to the number of Elementary Literacy Coaches.
 - Middle School Literacy Site Coaches 2.20 FTE

The literacy-focused positions within the professional development program play a crucial role in addressing the rationale and goals set forth. The Literacy Coordinator, supported by the K-5 Lead Literacy Coach and Elementary Literacy Site Coaches, is instrumental in enhancing teacher capacity and instructional practices specifically in literacy instruction. These positions provide targeted support and training to educators, aligning with the goal of improving student achievement in reading and writing. Focal students benefit from these initiatives as they receive tailored instruction and support in literacy skills, contributing to their academic success.

Instructions, services, activities, and programs provided by these positions include:

- Instructional Coaching: The K-5 Lead Literacy Coach and Elementary Literacy Site Coaches provide direct coaching and support to teachers, helping them implement the new language arts curriculum and literacy strategies in the classroom.
- Professional Development Workshops: These positions organize workshops and training sessions focused on literacy instruction and our new language arts curriculum adoption, equipping educators with the knowledge and skills needed to address diverse student needs.
- Curriculum Alignment: The Literacy Coordinator, in collaboration with site coaches, facilitates efforts to align literacy curriculum across grade levels and school sites, ensuring consistency and coherence in instruction.
- Data Analysis: These positions utilize student performance data to inform instructional decisions and identify areas for targeted intervention and support.

The information included in the Data and Measure Section informs programming by providing insights into student literacy achievement levels, instructional needs, and areas for improvement. By analyzing data on reading and writing proficiency, these positions can tailor professional development initiatives to address specific challenges and support the success of all students in literacy.

Focal Student Groups

The program primarily serves students within the district who require targeted support in literacy instruction. While the program aims to benefit all students, its focus is particularly on those in elementary and middle school grades where foundational literacy skills are crucial for academic success. Specific student groups that may be targeted include struggling readers, English language learners, and students from diverse cultural backgrounds who may benefit from culturally responsive teaching practices.

The information included in the Data and Measure Section informs programming by identifying specific student groups and grades that may be struggling with literacy skills. By analyzing data on reading proficiency levels, for instance, the program can target interventions towards students in grades where reading proficiency rates are below expectations. Likewise, data on English language proficiency can inform the development of strategies to support English language learners in developing their literacy skills. This targeted approach ensures that resources and support are allocated effectively to address the needs of the students who require it most.

Offerings, Access and Participation

In terms of offerings, the professional development program provides a range of targeted services and activities aimed at improving literacy instruction and student outcomes. These offerings include instructional coaching, professional development workshops, curriculum alignment efforts, and data analysis support. The program is primarily provided by literacy coordinators, lead literacy coaches, and site literacy coaches who work collaboratively to deliver these services.

At the district-wide level, all schools benefit from access to the program's offerings, ensuring that literacy support is available across the district. However, participation may vary based on the specific needs and priorities of individual schools. Schools with higher concentrations of students struggling with literacy may engage more extensively with the program, while others may participate in a more limited capacity based on their unique circumstances.

At the school level, participation in the program is determined by the level of need and the availability of resources. Schools with larger populations of struggling readers or English language learners may prioritize participation in literacy coaching sessions, workshops, and other program offerings to address these needs effectively.

Populations and communities served by the program include students who may require additional support in literacy instruction, such as struggling readers, English language learners, and students from diverse cultural backgrounds. By targeting interventions towards these specific populations, the program aims to promote equitable access to high-quality literacy instruction and improve outcomes for all students. The information included in the Data and Measure Section informs participation by identifying areas of need and guiding the allocation of resources to ensure that support is provided where it is most needed.

Professional Development	2022-23 Annual	2023-24 Annual	2024-25 Fall	2025-26 Fall
Access and Participation				
Number of PD department staff supporting TK-8 Schools	2	2	2	2
Number of Literacy Coaches supporting TK-8 Schools	14	14	14	14
Number Of Equity / Literacy Leads supporting TK-8 Schools	11	11	14	14
Number Of Math Leads supporting TK-8 Schools	13	13	13	14
K-8 Response Rate for Feedback on Professional Development TK-8 Schools	approx. 81.5%	approx. 85.5%	approx. 92.5%	approx. 93.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)	approx. 92.5%	approx. 92.6%	approx. 93.5%	approx. 93.5%
Professional Capacity				
Number of T K-8 Professional Development Sessions Offered	42	91	55	86
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)	approx 60	74	45	782
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff	4	4	8	15
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)	100%	100%	100%	100%
Services to Students				

Professional Development	2022-23 Annual	2023-24 Annual	2024-25 Fall	2025-26 Fall
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes	Math: 261 ELA: 188	Math: 261 ELA: 188	Math: 189 ELA: 241	Math: 201 ELA: 262
Literacy Coaches and RTI teachers direct services to students in Elementary	528 students	528 students	548 students	575 students

District K-12 Ethnic Studies TSA

Description

The Ethnic Studies TSA 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.

This was the sixth year of the implementation of an Ethnic Studies district TSA. The goal of this year was to lead the implementation process of our in-house created ethnic studies curriculum at the 4th, 5th, 8th, and 9th grade levels. This work included but was not limited to: Ethnic Studies listening Sessions with various organizations including; Berkeley Latinos Unidos, spanish/bilingual families, Families of LatinE heritage students; co-hosted one with African Descent Advisory Committee (ADAC) of Rosa Parks and Parents and Children of African Descent (PCAD) of Sylvia Mendez for families of Black and African American students; co-hosted an English and Arabic bilingual session with BUSD AAPIs (district parent/staff group) for families of students of AAPI and Arab American heritage. We also had several student listening sessions with middle and high school student affinity groups.

Heritage and History Month TK-8 Teaching Resource Guides and Ethnic Studies Newsletters have been created and shared with teaching staff on a regular and monthly basis and are housed on our [ethnic studies website](#)

Focal Student Groups

The Ethnic Studies TSA program primarily serves students in the district, specifically targeting grades where the Ethnic Studies curriculum is being developed and piloted, such as 4th, 5th, 8th,

and 9th grades. The program aims to serve specific student groups, including those from diverse cultural backgrounds, such as Latinx, African American, Asian American, and Arab American students, among others. Additionally, the program serves students who may benefit from culturally responsive and inclusive curriculum materials and support services.

The information included in the Data and Measure Section informs programming by guiding the identification of areas where Ethnic Studies curriculum development and implementation are most needed. By analyzing data on student demographics, cultural backgrounds, and academic performance, the program can target interventions towards specific student groups that may benefit the most from Ethnic Studies education. Additionally, data on student engagement and feedback from listening sessions and affinity groups help tailor the curriculum and support services to meet the unique needs and interests of focal student groups within the district.

Offerings, Access and Participation

The Ethnic Studies TSA program offers a range of services and activities aimed at developing and implementing Ethnic Studies curriculum across the district. These offerings include curriculum development, listening sessions with community organizations, collaborative work with consortiums, support for teachers in curriculum implementation and professional development, and the dissemination of teaching resources and newsletters.

Populations and communities served by the program include students from diverse cultural backgrounds, such as Latinx, African American, Asian American, and Arab American students, among others. The program also serves educators by providing support for curriculum implementation and professional development. Additionally, the program seeks to engage with community organizations and student affinity groups to ensure that the Ethnic Studies curriculum is responsive to the needs and interests of the communities it serves.

District K-5 Math Coach 1.0 FTE

Description

The District K-5 Math Coach TSA program offers a variety of services and activities aimed at enhancing mathematics instruction in grades K-5 across the district. Offerings include coaching sessions with teachers to support the implementation of effective math strategies, curriculum development to align math instruction with district standards, and professional development workshops to enhance teachers' pedagogical skills. Access to these offerings is available district-wide, ensuring that all schools have the opportunity to benefit from the support provided by the Math Coach TSA. Participation in the program is encouraged at the school level, with schools having the flexibility to engage with the program offerings based on their specific needs

and priorities. Populations served by the program include students in grades K-5, as well as teachers and educators seeking to improve their math instruction skills. The program aims to provide equitable access to high-quality math education for all students, regardless of background or ability level.

Focal Student Groups

The program primarily serves students in grades K-5 across the district who require additional support in mathematics instruction. Targeted student groups may include students who are struggling with math concepts, English language learners, and students from diverse socioeconomic backgrounds. Additionally, the program aims to support teachers in implementing effective math strategies to meet the needs of all students. By targeting interventions towards specific student groups, the Math Coach TSA seeks to improve math outcomes and promote equity in education.

Outcomes

By analyzing data on student math proficiency, demographic characteristics, and academic growth, the program can tailor its interventions to target specific student groups and schools that may benefit the most from additional math support. Additionally, data on teacher effectiveness and professional development needs help inform the design of coaching sessions and workshops to ensure that educators have the necessary skills and resources to support student learning effectively. Overall, the program utilizes data-driven decision-making to inform its programming and ensure that resources are allocated in a manner that maximizes impact and promotes student success in mathematics.

District K-8 Science TSA

0.40 FTE

Description

The District K-8 Science TSA program aims to enhance science education across grades K-8 within the district. It addresses the rationale by providing targeted support and resources to teachers in implementing effective science instruction aligned with district standards and curriculum. The program serves as a catalyst for improving student achievement in science by equipping educators with the necessary skills and knowledge to engage students in inquiry-based learning and hands-on science experiences. By focusing on professional development and curriculum alignment, the program supports the district's goal of promoting excellence in science education and preparing students for success in science-related fields.

Focal Student Groups

This program serves focal students by ensuring that they have access to high-quality science instruction that is aligned with district standards and best practices. By providing support to teachers, the program helps create engaging and rigorous learning experiences that cater to the

diverse needs and interests of students. Focal students, including those who may struggle with science concepts or come from underrepresented backgrounds in STEM fields, benefit from the enhanced instructional practices and resources provided by the K-8 Science TSA program. Additionally, by fostering a love for science and inquiry-based learning, the program aims to inspire and empower students to pursue further study and careers in science-related fields.

Offerings, Access and Participation

The instructions, services, activities, and programs provided by the District K-8 Science TSA program include:

Professional Development Workshops: Offering workshops and training sessions to teachers on inquiry-based learning, science curriculum development, and instructional strategies.

Curriculum Alignment: Supporting teachers in aligning science curriculum with district standards and adopting research-based practices.

Resource Development: Creating and disseminating science teaching resources, materials, and kits for hands-on experiments and investigations.

Classroom Support: Providing coaching and mentoring to teachers in implementing effective science instruction and integrating technology into science lessons.

Collaborative Planning: Facilitating collaboration among teachers to share best practices, develop common assessments, and create interdisciplinary connections within the science curriculum.

Teacher-Initiated Professional Development **Reduced by \$25,000** **\$25,000**

Description

The Teacher-Initiated Professional Development program allocates funding to support teachers in pursuing professional learning opportunities and collaboration efforts aligned with their site, district, individual or collective goals. This program addresses the rationale by empowering teachers to take ownership of their professional growth and development, ensuring that they have the resources and support needed to address specific subject areas or skill areas that may have been overlooked in previous professional learning initiatives. Overall, the program serves to enhance teacher effectiveness and instructional quality across the district by investing in teacher-led initiatives that address identified needs and priorities.

Focal Student Groups

This program serves focal students by ensuring that teachers have access to professional development opportunities that directly impact their instruction and support their students' learning needs. By prioritizing subject areas and skill areas such as world languages, visual and performing arts, special education, special education instructional assistants, and K-8 mathematics, the program aims to improve instructional practices and outcomes for focal student populations. Teachers who participate in professional learning initiatives through this program are better equipped to meet the diverse needs of their students, implement effective teaching strategies, and create inclusive learning environments that support student success.

Offerings, Access and Participation

The instructions, services, activities, and programs provided through the Teacher-Initiated Professional Development program may include:

Professional Learning Opportunities: *Funding support for teachers to attend conferences, workshops, seminars, or courses relevant to their subject area or skill area.*

Collaboration Initiatives: *Resources for teachers to collaborate with colleagues within their school or across schools to develop and implement professional learning goals and initiatives.*

Curriculum Development: *Support for teachers to engage in curriculum development projects or initiatives that address identified needs in subject areas or skill areas.*

Resource Materials: *Funding for the purchase of instructional materials, resources, or technology tools to enhance teaching and learning in specific subject areas or skill areas.*

Outcomes

By analyzing data on past professional learning allocations and identifying subject areas or skill areas that have not recently received major allocations, the program can prioritize funding towards areas of need. Additionally, data on student performance, demographic characteristics, and instructional needs may inform the selection of professional learning initiatives that target specific student populations or address identified gaps in instructional practices. Overall, the program utilizes data-driven decision-making to ensure that resources are allocated in a manner that maximizes impact and promotes excellence in teaching and learning across the district.

Elementary Language Arts Year 2 Implementation – Professional Learning (\$40,000)

Outcomes:

Short-Term: Increased teacher capacity to deepen implementation of the K–5 Language Arts curriculum in Year 2, with a focus on refining instructional practices through unit internalization, peer observation during sub release days, and targeted adjustments based on student data. Educators will strengthen the use of structured literacy routines and place increased emphasis on writing instruction, while ensuring greater access and engagement for focal student groups.

Long-Term: Improved and more equitable student literacy outcomes, including stronger writing proficiency and increased rates of students meeting or exceeding benchmark. This includes a continued reduction in students requiring intervention and improved access to grade-level content for multilingual learners and students with unfinished learning through more responsive and differentiated Tier 1 instruction.

Kindergarten Science Implementation (\$10,000)

Outcomes:

Short-Term: Increased teacher readiness to implement NGSS-aligned, inquiry-based science instruction in kindergarten classrooms.

Long-Term: Improved student engagement and foundational science skills, supporting long-term success in STEM learning.

Elementary Math Curriculum Adoption (\$50,000)

Outcomes:

Short-Term: Increased educator understanding of high-quality math instruction aligned to the California Mathematics Framework and readiness to engage in curriculum selection and piloting.

Long-Term: Improved coherence in elementary math instruction, leading to increased student proficiency and reduced disparities in outcomes across student groups.

Secondary Language Arts Curriculum Adoption Launch (\$10,000)

Outcomes:

Short-Term: Increased educator awareness of instructional shifts and engagement in the secondary ELA adoption process.

Long-Term: Strengthened alignment of secondary literacy instruction, resulting in more consistent, standards-aligned practices and improved student achievement.

Secondary Math Curriculum Adoption Launch (\$10,000)

Outcomes:

Short-Term: Increased educator understanding of the California Mathematics Framework and engagement in the early phases of curriculum adoption.

Long-Term: Improved alignment of secondary math instruction, leading to stronger Tier 1 practices and increased student achievement.

Instructional Coaching Training & Support (\$30,000)

Outcomes:

Short-Term: Increased capacity of site leaders and coaches to provide evidence-based, actionable feedback through observation and coaching cycles.

Long-Term: Improved teacher effectiveness and instructional coherence across classrooms, resulting in stronger Tier 1 instruction and improved student outcomes.

Integrated ELD Training and LTEL Support (\$40,000)

Outcomes:

Short-Term: Increased teacher ability to integrate language development strategies across content areas, including structured academic discourse and scaffolding.

Long-Term: Improved academic language proficiency and achievement for English Learners and Long-Term English Learners, including increased reclassification and access to rigorous grade-level content.

Summary of Professional Development Investments 2026-27

Summary of Professional Development Investments (2025–26)

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

9-12 Professional Development Plan

BHS Goals

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 **Reduced by 0.8 and 0.2 shifted in from Student Achievement Strategies, net change is -0.6** **4.4 FTE 3.8 FTE**

The Professional Development Leads Program (Teacher Leaders - TLS) has been restructured for 2026-27.

Berkeley High School will continue to focus its professional development efforts on professional learning communities school-wide, as well as within learning communities and departments. Teacher-led teams from learning communities and the departments participate in this collaborative structure and the presence of this teacher leadership model ensures that a consistent and collaborative focus remains on instruction. While administrators are ultimately responsible for instructional leadership and supervision of teaching and learning, this current teacher leadership structure ensures that relevant and peer-led staff development remains consistent in the face of the many operational, behavioral, and structural challenges that regularly pull administrators away from an instructional focus. These PD Leaders co-plan relevant PD every Monday morning in either Learning Community/Program or Department settings, on topics such as anti racist education, implicit bias, explicit language instruction (Constructing Meaning), hard conversations, mental health and socio-emotional learning, gender expansion, and executive functioning skills. Funding supports a 0.2 FTE (release for one period) where these leaders plan PD and how they will lead their department or small school - supporting in total a staff of 320+ individuals.

Offerings, Access and Participation

Every teacher receives professional development from the PD Leads for their department or small school.

BHS Instructional Technology Teacher TSA **1.0 FTE** **0.8 FTE**

This position has been reduced to a 0.8 as part of budget balancing solutions.

The BHS 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. In addition, the TSAs support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom, and email, and software issues. They support classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

Other K-12 Professional Development Positions

K-8 Instructional Technology Teacher on Special Assignment (TSA) **0.5 FTE** **0.0 FTE**

0.5 FTE Shifted to Instructional Technology for 2026-27 and ongoing. This position remains an overall 1.0 FTE ongoing funded fully by the BSEP Instructional Technology Plan

K-12 Consent Education Counselor on Special Assignment **1.0 FTE**

The Counselor on Special Assignment for Consent Education supports the development and implementation of co-curriculum around healthy relationships, communicating boundaries, practicing consent and social norms that protect against sexual harm. This position primarily works directly with high school aged students within Berkeley Unified School District to deliver in class consent education and will provide support to staff across the district around consent education.

Changes from Prior Year

The ongoing updates to the district professional development plan are aligned with the ongoing priorities of the newly formed Department of Curriculum and Instruction, reflecting a commitment to uplifting the educational experience for BUSD students and educators.

Curriculum Selection and Implementation: The revisions to the professional development plan prioritize the selection, creation, and implementation of curriculums that are guaranteed, rigorous, and relevant. By allocating resources for curriculum development workshops and providing stipends for curriculum teacher leaders, the plan ensures that educators have access to high-quality instructional materials that meet the diverse needs of BUSD students.

Adult Learning Opportunities: The plan emphasizes the provision of meaningful and proven adult learning opportunities, aiming to reduce educational disparities and produce equitable learning environments. By investing in culturally responsive teaching workshops and offering support for multilingual learners, the plan empowers educators to address the diverse needs of students and create inclusive learning environments.

Universal Instructional Priorities: The changes in the plan also prioritize the creation and implementation of instructional priorities, frameworks, and trajectories that affirm student identity while holding all students to high expectations. Through initiatives such as math support and integrated ELD training, the plan ensures that students have access to a learning experience that affirms their identity and supports their academic growth.

Collaboration and Engagement: The plan underscores the importance of collaboration with students, families, educators, and the greater BUSD community. By offering summer professional learning opportunities and promoting collaboration with site and program leaders, the plan fosters trusting relationships and informed decision-making, ensuring that the needs and aspirations of the BUSD community are addressed.

Educational Leadership Support: Finally, the plan provides support for educational leadership by offering professional development opportunities for site and program leaders. By investing in the development of curricula expertise and the analysis of pedagogical practices, the plan empowers leaders to drive instructional improvement and promote excellence in teaching and learning.

In summary, the changes in the district professional development plan reflect a commitment to the priorities of the Department of Curriculum and Instruction, aiming to enhance the educational experience for BUSD students by promoting equity, relevance, and excellence in instruction and leadership.

Focal Student Groups

The professional development plan serves a wide range of stakeholders within the BUSD community, including students, educators, families, and the greater community. The program is designed to benefit all students in the district, regardless of grade level or specific student groups. By offering a variety of professional development initiatives, workshops, and support services, the program aims to meet the diverse needs of students across all grade levels and demographic backgrounds. The information included in the Data and Measure Section informs programming by providing insights into student performance, instructional needs, and feedback from stakeholders. This data helps guide the selection and design of professional development offerings, ensuring that they are responsive to the evolving needs of students and educators. Additionally, the data informs decision-making processes, allowing for the prioritization of resources and initiatives that have the greatest potential impact on student learning and achievement. Overall, the district professional development plan serves as a comprehensive framework for promoting continuous improvement and excellence in teaching and learning throughout the district.

Offerings, Access and Participation

The professional development plan is a comprehensive framework aimed at fostering continuous improvement and excellence in teaching and learning throughout the BUSD community. Through a variety of offerings, services, and programs, the plan endeavors to enhance instructional practices, promote equity, and meet the diverse needs of students, educators, and families.

- Offerings:
 - Curriculum development workshops focused on selecting, creating, and implementing rigorous and relevant curriculums.
 - Culturally responsive teaching workshops provide strategies to address diverse student needs and promote inclusive learning environments.
 - Math and science support initiatives offering specialized assistance and resources to improve instruction in these subject areas.
 - Integrated ELD training aimed at enhancing language instruction across content areas, ensuring equitable access for English Language Learners.
 - Summer professional learning opportunities encompassing various topics such as curriculum development, pedagogy, and culturally relevant practices.
- Providers:
 - District staff: Curriculum specialists, instructional coaches, and professional development coordinators.

-
- Community partners: Organizations and individuals collaborating with the district to offer specialized expertise and resources.
 - Participants:
 - All educators within the district: Teachers, administrators, instructional assistants, and support staff.
 - Students: Beneficiaries of improved instructional practices and curriculum enhancements.
 - Families: Engaged in the educational process through workshops, outreach, and involvement in decision-making.
 - Community members: Contributing to the development and implementation of programs and initiatives.

In summary, the district professional development plan serves as a catalyst for collaboration, innovation, and excellence in teaching and learning. By providing a range of opportunities and resources, the plan empowers educators, supports student success, and strengthens partnerships within the BUSD community. Through ongoing evaluation and feedback, the plan will continue to evolve and adapt, ensuring that it remains responsive to the changing needs and aspirations of all stakeholders.

Outcomes

As stated previously, 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:

- The District K-5 Math Coach (1.00 FTE) focuses on improving math instruction in the elementary grades, aligning with the goal of improving student achievement in mathematics.
- The District K-8 Science TSA (0.40 FTE) supports teachers in implementing effective science instruction, which contributes to improved student outcomes in science education.

Goal #2: Enhance Teacher Capacity:

- The K-5 Lead Literacy Coach and Elementary Literacy Coaches (totaling 3.45 FTE) are dedicated to improving literacy instruction in the elementary grades,

enhancing teachers' skills and strategies for teaching reading and writing effectively.

- The Middle School Literacy Coaches (1.20 FTE) focus on building the capacity of middle school teachers to effectively teach literacy across the curriculum.
- BHS Professional Development Leaders (4.40 FTE) work to support professional development initiatives at the high school level, providing guidance and resources to improve teaching practices.
- The Literacy Coordinator (1.00 FTE) oversees the coordination and implementation of professional development activities across the district, ensuring that all educators have access to relevant and impactful learning opportunities.

Goal #3: Promote Equity and Inclusion:

- The Culturally Responsive Teaching Workshops provide educators with strategies and resources to create culturally inclusive classrooms, aligning with the goal of promoting equity and inclusion.
- The Social-Emotional Learning K-12 initiative supports the development of social-emotional learning skills among students, contributing to a more inclusive and supportive learning environment.

Goal #4: Align Curriculum Initiatives:

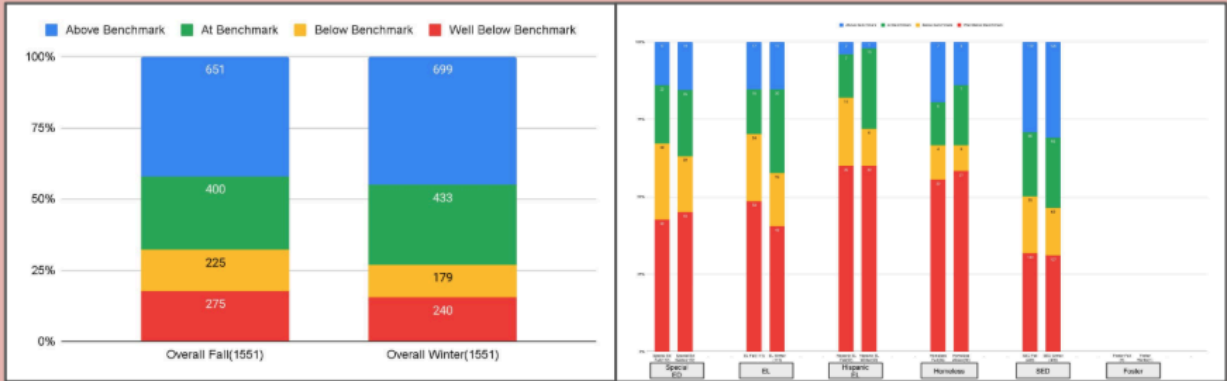
- The K-8 Curriculum Teacher Leaders Stipends support teacher leaders in facilitating curriculum alignment efforts across grade levels and subject areas, ensuring coherence and consistency in instructional practices.

Goal #5: Foster Collaborative Learning Communities:

- Site-Initiated Professional Development supports school-based collaborative learning communities by providing resources and funding for site-specific professional development activities tailored to the needs of educators at each school.
- Math Training and Integrated ELD Training and Support initiatives promote collaboration among educators by providing opportunities for shared learning and professional growth in targeted areas.

Data Mid Year Data Update - March 6 2024

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

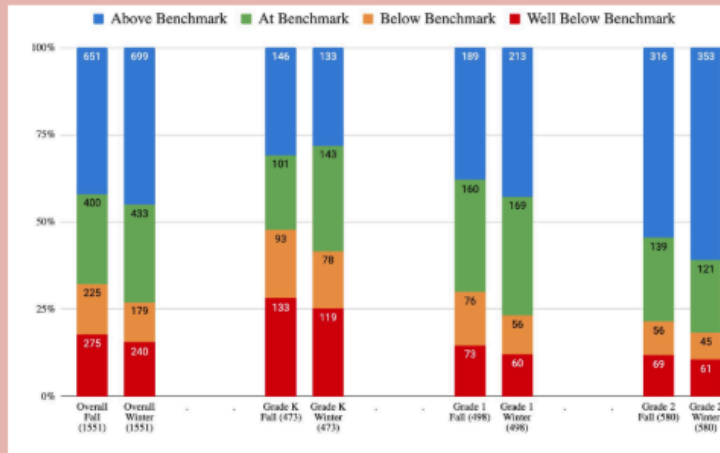


73% of K-2 students showed proficiency on the Winter DIBELS assessment, a 5% increase from Fall. Most students in program groups showed progress as well. English Learners met our 3x5 target with an 12% increase between Fall and Winter.

Source: Illuminate

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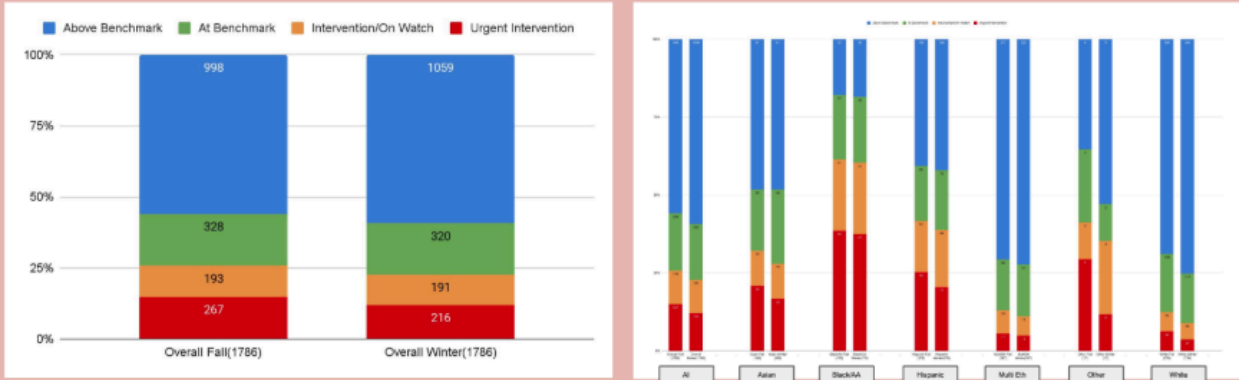
**25/26 DIBELS - Fall to Winter Progress
Grades K-2**



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

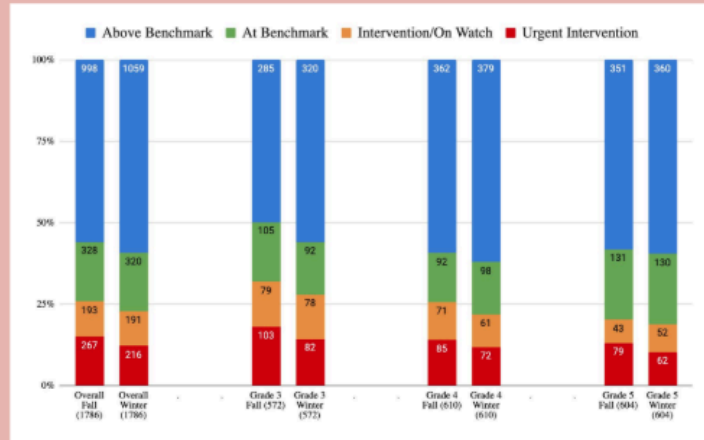
- Kindergarten increased to 58% At or Above (+6pp), with Well Below dropping from 133 to 119.
- Grade 1 rose to 77% (+7pp), with Well Below down from 73 to 60.
- Grade 2 reached 82% (+6pp), with Well Below decreasing from 69 to 61.

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



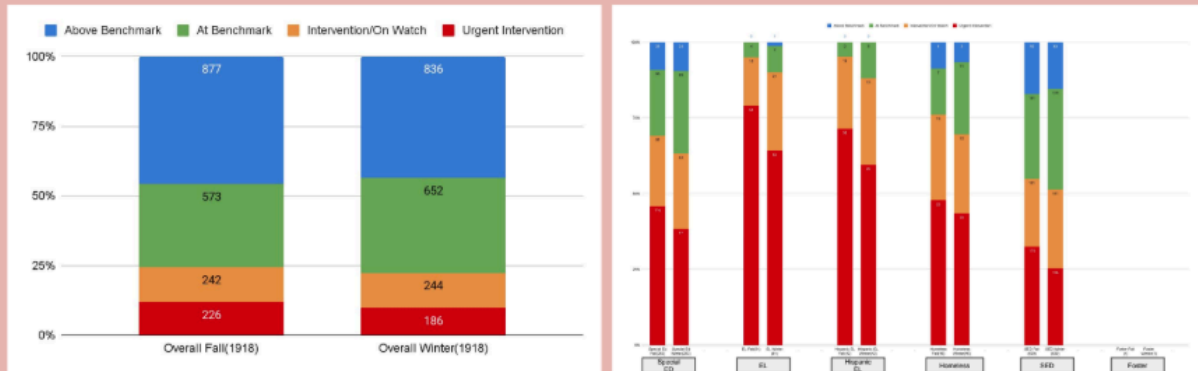
Districtwide, 77% of students in grades 3–5 were At or Above Benchmark in Winter, up from 74% in Fall, a 3 percent point increase.

- 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.

Source: Illuminate

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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.

Source: Illuminate

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

2026-27 BSEP Budget Overview

BSEP Measure H Resource 0841			2026-27	
Professional Development Budget			DRAFT	
5-26-26			5-26-26	
Expense				
Staffing	15.55 FTE	\$	2,533,295	
Stipends & Allocations		\$	25,000	
Initiatives		\$	-	
Reserve for Personnel Variance		\$	151,998	
Subtotal Expense		\$	2,710,293	
BSEP Measure E1 HQI Resource 0741				
Initiatives		\$	230,000	
TOTAL Budget		\$	2,940,293	