

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Dr. Stephens, Ed.D., Superintendent
FROM: Baje Thiara, Associate Superintendent
DATE: November 6, 2019
SUBJECT: CA Dashboard Local Indicators Submission 2019-2020

BACKGROUND INFORMATION:

As part of the California Dashboard, The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within 5 priority areas.

For each of these items, the LEA makes a determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas support LEAs in local planning and improvement efforts.

PRIORITY AREAS:

(LCFF Priority 1) - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

BERKELEY UNIFIED SCHOOL DISTRICT'S RESPONSE:

BUSD reported **NO** misassignments of teachers of English learners, **ZERO** total teacher misassignments and vacant teacher positions, **ZERO** students without access to their own copies of standards-aligned instructional materials for use at school and at home and **ZERO** identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies).

(LCFF Priority 2) - Implementation of State Academic Standards

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

BERKELEY UNIFIED SCHOOL DISTRICT'S RESPONSE:

This Priority Area was measured on a Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

For each response in this priority area, BUSD reported either initial (2) or full implementation (3) scores in many areas. Relative strengths reported included implementation and professional development support in Mathematics and Physical education. Two areas of additional/future focus include support for English Learners, NGSS implementation and History/Social Studies framework implementation, which is relatively new.

(LCFF Priority 3) - Parent and Family Engagement

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

BERKELEY UNIFIED SCHOOL DISTRICT'S RESPONSE:

Building Relationships: The Office of Family Engagement and Equity offers district-wide support for families and is in its 8th year of school-based family engagement programs at six of the district's elementary schools and for the past three years, at Berkeley High School. Priorities include: 1) Establishing links between home and school for academic success, 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students, and 3) Promoting attendance and access to community resources. As a focus area, BUSD has identified Parent Engagement as a major priority, as evidenced by an elevation of the position of Supervisor of OFEE to the Superintendent's Cabinet. Another focus area for improvement is the revision of the Parent Engagement Plan/ Parent Involvement Policy to reflect an analysis of current data and priorities and to improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes: BUSD demonstrates relative strength in providing information and resources to families, so as to improve student outcomes. There is also an expectation (policies and programs) that teachers and administrators communicate and engage with parents and families. An area for focus would be in providing professional learning and support to principals to improve a school's capacity to partner with families, with special attention made to supporting the engagement of underrepresented families.

Seeking Input for Decision Making: BUSD has a variety of opportunities for principals, teachers and the majority of families to participate in decision-making. These opportunities contain capacity building structures for stakeholders, intended to be spaces for collaboration and empowerment. A future focus will be the intentional outreach to families who are underrepresented, both for purposes of increasing general awareness of decision -making opportunities and the value and power of meaningful collaboration and input in decision making.

(LCFF Priority 6) School Climate

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

BERKELEY UNIFIED SCHOOL DISTRICT'S RESPONSE:

Student Services will be collaborating more closely with the sites for future implementations to assure a larger sample size at all grades for more reliable data to take action. The district is also considering expanding the survey areas beyond the minimum requirement as well as giving the survey every year instead of every other year. BUSD Student Services and Berkeley Research and Evaluation and Assessment (BREA) partners with WestEd to administer and evaluate findings from the CHKS.

(LCFF Priority 7) - Access to a Broad Course of Study

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

BERKELEY UNIFIED SCHOOL DISTRICT'S RESPONSE:

Across all school sites, BUSD ensures that there is time both during the school day and after school for students to receive direct intervention support services by highly trained teachers and support staff. This structure and others, like the digital assessment tool to inform instruction and interventions, helps increase the likelihood to which students have access to and are regularly enrolled in a broad course of study.

The identified barriers preventing BUSD students access to a broad course of study were: Scheduling and programs continue to impede some access to intervention classes -Inconsistent access and usage of common core aligned instructional materials -The need for a professional development plan that included offerings for all staff.

BUSD continues to improve strategic course scheduling to facilitate access to intervention classes; relevant central office supports continue to closely monitor access to and usage of common core aligned instructional materials. On a yearly basis, the professional development coordinator makes a comprehensive review and evaluation of professional development offerings, to ensure that all staff have the appropriate training (intervention, culture/climate, growth mindset, A-G)