

BERKELEY UNIFIED  
SCHOOL DISTRICT

Update on  
Resolution in Support  
of Black Lives Matter

November 18, 2020

**BLACK  
LIVES  
MATTER**



At the June 10, 2020 Berkeley Unified School District Board of Education meeting, the School Board unanimously passed Resolution 20-064, In Support of Black Lives Matter.

# “Black Lives Matter” Banner

As a symbol of Berkeley Unified School District’s ongoing commitment to focus unerringly on the success of African American students, families, and staff members, and to serve as a visible affirmation of the movement for racial equality in the United States, a “Black Lives Matter” banner shall be displayed prominently in the chambers of the Board of Education;



# Black Lives Matter At School Week

That the Berkeley Unified School Board encourages district-wide participation in the Black Lives Matter At School Week from February 1-5, 2021, through discussions in classrooms and in homes;

- Teacher Equity Leaders have engaged in a review and discussion of the Black Lives Matter Resolution
  - Each elementary and middle school has a teacher equity leader
  - Network meetings took place on October 5th & November 2nd
- All school communities will have a dedicated time and space to celebrate Black History, Black people, and their contributions to the fields of literature, art, mathematics, science and politics, to name a few.
- The Director of Schools is working with principals to proactively plan specific activities and events for schools during the week of February 1-5.

# Resources for Educators and Families

That the Berkeley Unified School District, through the Education Services department, will purchase and develop resources for educators and families for distribution and posting on the BUSD website that teach about, celebrate, uphold, and affirm the lives of Black people; and that support critical dialogue among students, staff, and community members about the impact of bias and racism in our schools, community, and nation; and these resources will be embedded in professional development as integral components of the districts work with teachers in all subjects;

October 12th district-wide professional development for both elementary and middle schools centered on themes of equity

- Elementary morning session for all teachers focused on addressing issues of equity, community building and identity through highlighting best practices from BUSD teachers.
- Middle school morning session for all teachers focused on issues of equity and Abolitionist Teaching through highlighting best practices from BUSD teachers.

# Resources for Educators and Families

- Elementary Literacy Coaches from each site are enaging in a book study on Gholdy Muhammad's "Cultivating Genius".
  - The research in this book presents a teaching and learning model through the lens of historical African American literary societies .
  - The goal of the book study is to engage the team on how to move the work forward at a systems level, site level and classroom level
- In partnership with the Office of Family Engagement & Equity, 3 Family Support Seminars have been hosted:
  - September 22, 2020 “Building Student Agency, Self Awareness & Empowerment”
  - October 6, 2020 “Helping Our Children Thrive in Distance Learning”
  - October 27, 2020 “ Black Families in BUSD - Supports & Celebrations” featuring Dr. Khalid White

# Resources for Educators and Families- What's Next

## January 25th district TK-8 PD

- Continue to deepen our learning on abolitionist teaching

## January 27th district wide elementary collaboration

- Continue to reflect on focal student writing

## Teacher Equity Leaders

- Resources to support BLM and Black History Month

## Literacy Coach Network book study

- Continue to reflect and plan around “Cultivating Genius”

## Family Support Seminars

- Sessions 3-6 on “Building Student Agency, Self Awareness & Empowerment”

# Black Joy Campaign

Berkeley Unified School District will launch a Black Joy campaign to celebrate the full experience of Black students, families, staff, and community members;

Not Yet Started

# Resources that Focus on the Well-Being of Black Families

That the Berkeley Unified School District's Office of Family Engagement and Equity will consult with parents, educators, and community groups to develop additional resources that focus on the well-being of Black families and caregivers, for the purpose of contributing to the ongoing need for healing;

## **Black/African American Parent Principal Learning Circles Project**

OFEE the City of Berkeley's 2020 Vision collaboration: Engaging administrators and Black/African American parents from all TK - 8th grade schools through three facilitated learning circles to better support the success of Black/African American students.

October 20, 2020 Sharing Experiences, Expectations, Challenges and Hopes

November 17, 2020 Opportunities for Change~Identifying Priorities

February 16, 2021 Progress Check-In and opportunities for strengthening partnerships

Expected Outcomes: The primary outcome of this project is to promote communication, understanding and respect between Black/African American parents and school leaders.

# Renaming Process for Jefferson and Washington

That the Berkeley Unified School Board hereby commits to a renaming process for Jefferson and Washington Elementary Schools, in accordance with our current policy

June:	School Town Halls held for Jefferson and Washington School
July 1:	Board Vote to discontinue the names “Jefferson” and “Washington.”
August:	Superintendent’s Naming Advisory Committee established for “Jefferson”
September:	Committee and Community Meetings to discuss Criteria and Name Submissions
October:	7 Top Names Selected from 69 ideas - School Community Learning Begins
November 2-14	Classroom and School Community Straw Polls, Focus Groups, Meeting
November	Committee review of Community Input
December 2	Scheduled for Board Decision on new name for “Jefferson”
January or May	Begin Process for new name for “Washington”

# Ongoing Commitment

This Board commits itself not only to address the symbols of institutional racism and white supremacy, but also to proactively identify and address biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our schools and our community

Board retreats for December - March, 2021 are now scheduled, and planning for these agendas has started. The retreats will focus on policy and governance topics related to equity, and about the ongoing needs of African American students in BUSD.

# Proactively Identify Class and Cultural Biases

The Board of Education vows to work to proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students in order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations.

BSEP funds have been set aside to support the creation of an African American Success Framework, and to define the work of an African American Community Advisory Council; we expect both to begin in January.

# Identify Additional Measures of Racial Inequity

That the Berkeley Unified School District's BREA department will consult with parents, educators, and community groups to identify additional measures of racial inequity in the district, and propose a method for the collection of this data; and that the district commits to the collection of this data for the purpose of illuminating and resolving areas of the district's programs that are still marked by racial disparities;

**CHRONIC ABSENTEEISM:** Community concern that distance to school affects attendance. Analyze home address, school assignment and attendance patterns. (existing data)

**OPPORTUNITY AND ACCESS:** Disproportionality in access to AP, IB, and advanced math courses at BHS. Review enrollment procedures, parent knowledge of program options, and student choice (existing data; middle school parent interviews; BHS Principal interviews; student interviews)

**IMPLICIT BIAS:** Disproportionality in assignment to intervention services and behavioral referrals, including special education; effectiveness of intervention programs. (Fall and Spring SEL survey, existing enrollment data, behavioral referral analysis, classroom observations, analysis of entry process and requirements)

This work is not  
completed, and in the  
coming months we  
look forward to  
sharing:

Literacy Action Plan

Comprehensive Coordinated  
Early Intervening Services

Proposal for BUSD Equity  
Measures

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