

BUSD Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Beginning Development

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Beginning Development

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Beginning Development

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Beginning Development

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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.

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

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.

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

- 1 Exploration And Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

2 Beginning Development

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

2 Beginning Development

Mathematics – Common Core State Standards for Mathematics

3 Initial Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4 Full Implementation

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

3 Initial Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

3 Initial Implementation

Identifying the professional learning needs of individual teachers

2 Beginning Development

Providing support for teachers on the standards they have not yet mastered

3 Initial Implementation

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report 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 for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Enrollment in A - G approved courses - Access to appropriate instructional materials - Enrollment in specialized services: EL progress, Intervention, SPED State and Local Assessment data - GPA data - Reclassification data

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

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.

3. Identification of any barriers preventing access to a broad course of study for all students.

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.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

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)