

Black Lives Matter Resolution

Berkeley Unified School District Board of Education Update

September 22, 2021

Presented by

Rubén Aurelio, Associate Superintendent

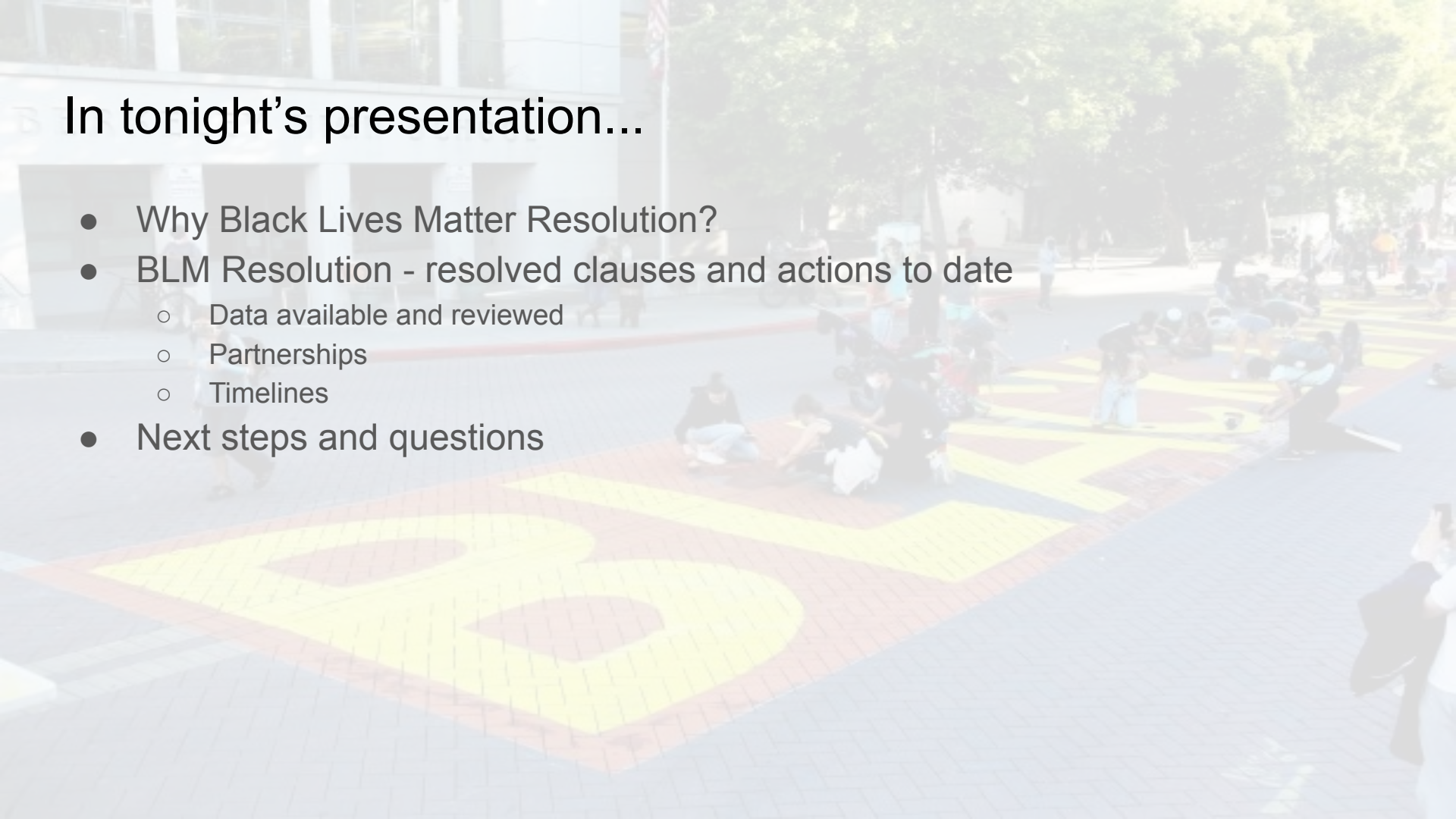
Liza Estupin, Director

Ruth Steele Brown, Director

Kamar O'Guinn, Manager

In tonight's presentation...

- Why Black Lives Matter Resolution?
- BLM Resolution - resolved clauses and actions to date
 - Data available and reviewed
 - Partnerships
 - Timelines
- Next steps and questions



Why Black Lives Matter Resolution?

In June of 2020, the School Board passed this resolution in support of the BLM movement and to address the systemic racism in our schools.

Data shows Black students in Berkeley Unified School District are more likely to be suspended and be identified for Special Education.

The resolution calls for specific actions and reporting to occur.

District staff offered an update on the Black Lives Matter resolution on November 18, 2020; and Spring 2021 budget planning included extensive investments in the development of the district's African American Success Framework.

Black Lives Matter Resolution, Current Status

"Black Lives Matter" Banner	Complete
Black Lives Matter At School Week	Planning for February, 2022
Resources for Educators and Families	New Ethnic Studies TSA
Black Joy Campaign	Not Yet Started
Resources that Focus on the Well-Being of Black Families	Principals' Learning Circles College Bound Young, Gifted, and Black
Renaming Process for Jefferson and Washington	Washington Renaming Process Now In Process
Proactively Identify Class and Cultural Biases	2021 Professional Development - Equity Lead Teachers
Identify Additional Measures of Racial Inequity	Current Data

District Enrollment by Race				
	Elementary	Middle School	High School	District
Asian	8.8% (342)	8.2% (165)	6.9% (228)	8.0% (735)
Black/Afr Am	11.2% (436)	14.0% (281)	12.9% (424)	12.4% (1141)
Latinx	21.4% (830)	23.9% (478)	21.0% (693)	21.8% (2001)
MultiEthnic	15.5% (601)	14.3% (286)	15.1% (496)	15.1% (1383)
Other	1.2% (47)	1.1% (22)	1.3% (43)	1.2% (112)
White	41.9% (1624)	38.4% (769)	42.8% (1411)	41.5% (3804)
Overall	3880	2001	3295	9176

**Within the Multiethnic label - data clean up is needed to identify the multiple races associated with this tag.*

9th Grade Students Receiving D/F/NP in Math 1, by semester

	2018/19		2019/20		2020/221	
	S1	S2	S1	S2	S1	S2
Asian	8.1% (5)	11.5% (7)	6.3% (4)	1.6% (1)	7.3% (4)	12.7% (7)
Black/Afr Am	45.2% (33)	38.9% (28)	42.2% (35)	14.6% (12)	48.8% (42)	52.9% (46)
Latinx	20.0% (27)	22.5% (31)	22.8% (33)	8.9% (13)	24.2% (37)	22.1% (33)
MultiEthnic	13.9% (14)	14.7% (15)	6.4% (8)	3.3% (4)	17.5% (21)	17.8% (21)
Other	*	27.3% (3)	*	*	*	10.0% (1)
White	5.1% (18)	3.7% (13)	4.2% (13)	3.2% (10)	4.2% (14)	5.8% (19)
Overall	13.5% (99)	13.2% (97)	12.8% (94)	5.7% (42)	15.9% (120)	17.0% (127)
*fewer than 10 students in the denominator						
9th Graders in Math 1	733	736	736	737	753	749

Attendance Rates, First Month of 2021/22

	Elementary (3880)	Middle School (2001)	High School (3295)
Asian	95.3%	96.7%	95.3%
Black/Afr Am	88.5%	88.6%	84.8%
Latinx	93.6%	92.9%	91.5%
MultiEthnic	96.0%	93.6%	92.3%
Other	89.5%	91.6%	95.5%
White	95.6%	94.1%	93.9%
Overall	94.3%	93.2%	92.1%

BLM Partners

	RT Fisher	College Bound	Young Gifted & Black
Services for Students	<ul style="list-style-type: none"> • STEM Steps - grades 3th - 8th • Social Emotional & Academic Development (SEAD) at CCEIS Vision Schools 	<ul style="list-style-type: none"> • Registered BHS/BTA students (130 students) will be assigned (in addition to their counselor) a CB staff member who will monitor academic related services 1:1 	<ul style="list-style-type: none"> • 66 rehearsals to prepare for student performance (30 students)
Services for Parents	<ul style="list-style-type: none"> • Listening/Focus groups at BHS (cont'd from 20-21) 	<ul style="list-style-type: none"> • Monthly college and career readiness family meetings 	<ul style="list-style-type: none"> • 9 parent meetings • 5 performances
Services for BUSD Staff	<ul style="list-style-type: none"> • Provide site staff with technical support in regards to intervention • Development of Data Dashboard to support coordination and alignment of services/supports 	<ul style="list-style-type: none"> • Gather Data of registered CB students in order to prepare a board presentation. 	<ul style="list-style-type: none"> • 8 sessions for 2 paraprofessionals at each site to support the preparation of students for the annual MLK Oratorical • District Mindfulness Institute (4 Parts)

BLM Timeline

Timeline	RT Fisher	College Bound	Young Gifted & Black
AUG - OCT	Needs Assessment, Programmatic Design & Development. Learning Circles STEM STEPS & Vision Schools	Needs Assessment, Programmatic Design & Development. Program Implementation (October)	Needs Assessment, Programmatic Design & Development. Program Implementation (October)
NOV - FEB	Completion of AASF Recommendations	Ongoing implementation	Ongoing implementation
MAR - MAY	AASF Community Review & Engagement Program Evaluation & Reporting	Ongoing implementation Program Evaluation & Reporting	Ongoing implementation Program Evaluation & Reporting
JUNE	Final Draft AASF Implementation Plan	End of Year Eval/Report	End of Year Eval/Report

Enrollment Snapshot 2019 - Present



UMOJA
African American
Success Project

23

7/8 Grade, 2 Sections

63

6 - 8 Grade, 3 Sections

73

6 - 8 Grade, 4 Sections

 **2019/20**

 **2020/21**

 **2021/22**



Thank you & Questions