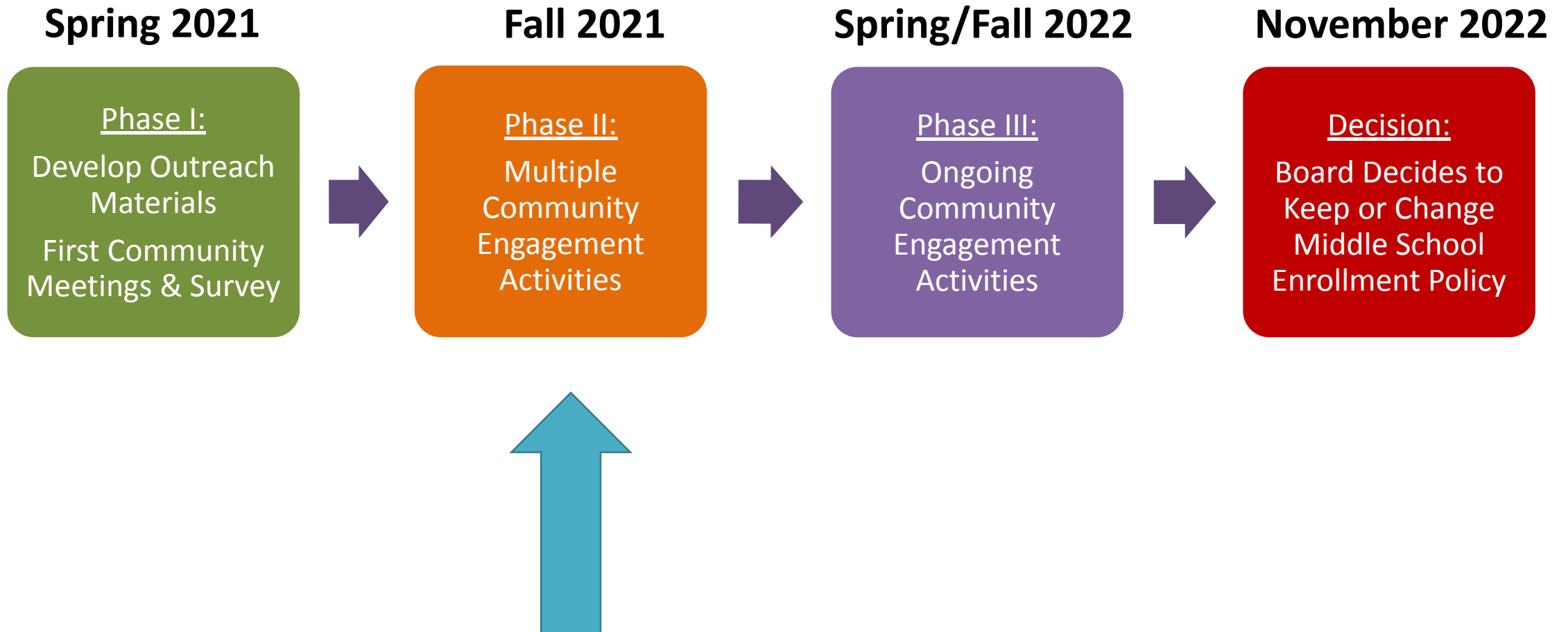


# **Middle School Enrollment Policy Review Fall 2021 Community Engagement Key Findings**

**Report to the Board of Education  
December 8, 2021**

# Middle School Enrollment Policy Community Engagement Process: May 2021-November 2022



# Fall 2021 Engagement Activities:

## September

- All Principals' Meeting
- Principal/Administrator Survey
- School Secretaries Meeting
- BFT Leader Meeting
- Longfellow Educator Meeting
- Community Town Halls (Spanish & English)
- Community Engagement Overview Presentation to the Board

## October

- Affinity Group Town Halls:
  - Families of Latinx students
  - Families of Special Education students
  - Families of African American Students
  - Families of ELL students
- Willard Educator Meeting
- PTA Council Meeting

## November

- Survey for TK through 8<sup>th</sup> grade families
- Survey for BUSD Staff
- PAC Meeting
- DELAC Meeting
- King Educator Meeting

## December

- Fall 2021 Key Findings Presentation to the Board
- Fall 2021 Key Findings Report to Superintendent

# How Activities Were Promoted:


## Community-Wide

- Superintendent Emails
- BUSD Website
  - Main Page
  - Dedicated Policy Review Page
- A+ News
- BUSD Newsfeed
- PTA Council
- Extended Learning Program
- YouTube Recordings

## Targeted

- OFEE
- DELAC
- NAACP of Berkeley
- Latinx Unidos de Berkeley
- Principals & Administrators
- Special Education
- REMIND (Spanish)
- HOPE

## Fall 2021 Community Engagement Highlights

- **21** engagement activities
  - **220** Town Hall attendees
  - **263** YouTube views
  - **1,350** survey comments
  - **1,464** survey responses
  - **1,698** website visitors
  - **1,896+** TK-8<sup>th</sup> grade students
- 

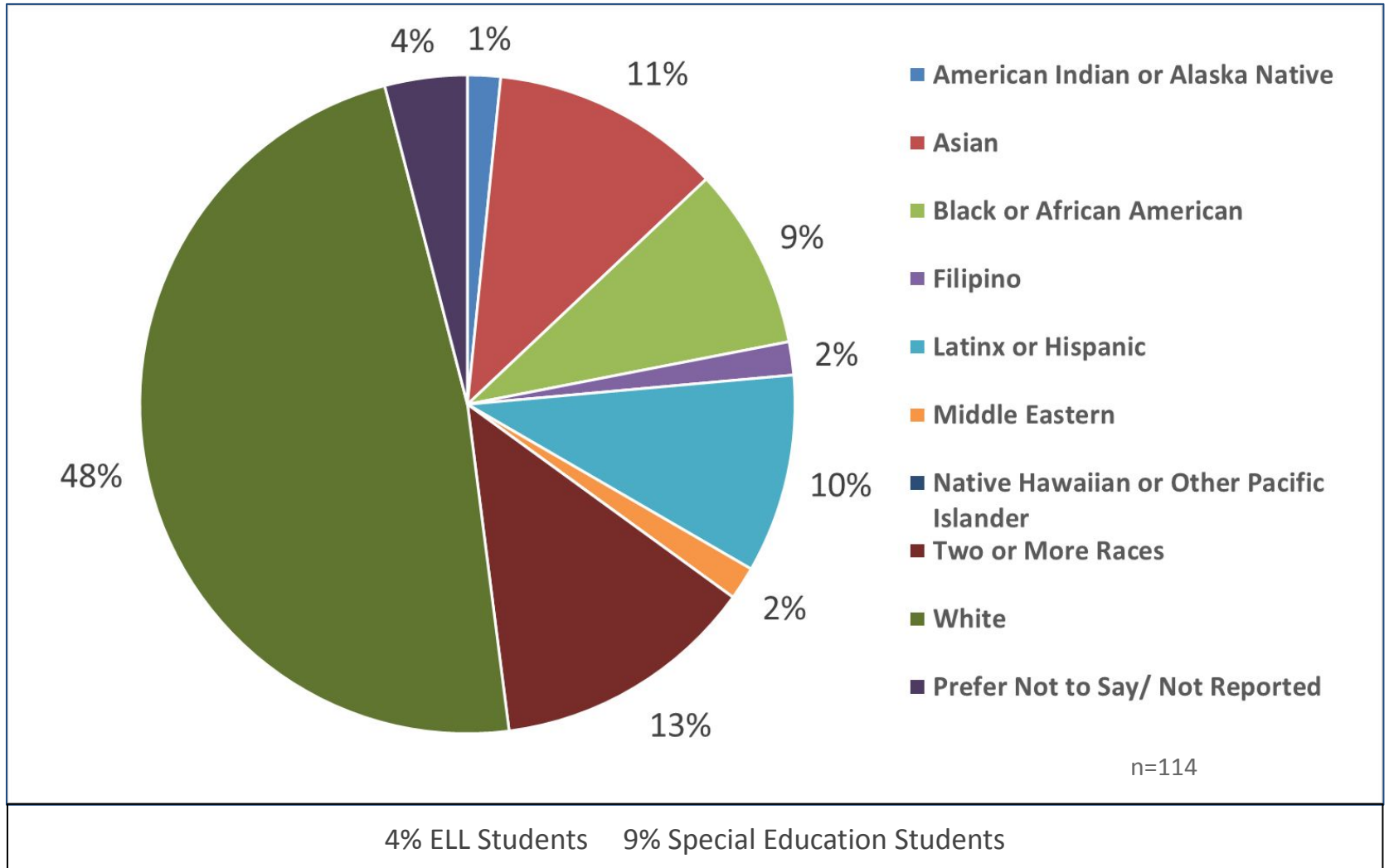
# Fall 2021 Town Halls Overview

**220 Attendees  
Observed**

**60% of Attendees  
had a student in  
Elementary School**

**26% of Attendees  
had a student in  
Middle School**

**8% were educators  
or non-teaching staff**





# Fall 2021 Family Survey Demographics

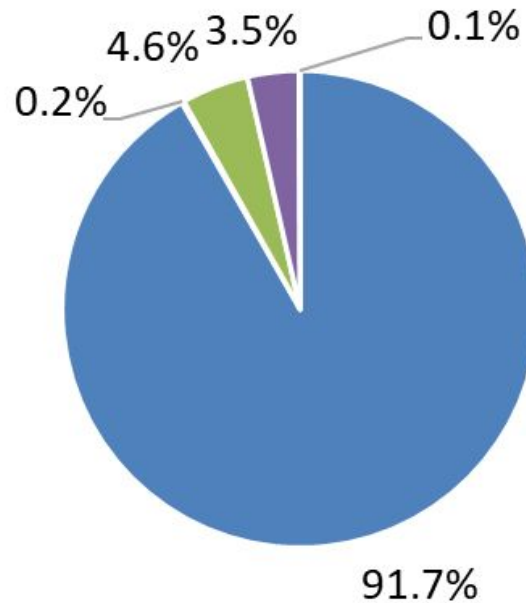
## Student Race/Ethnicity

Race/Ethnicity	# Families	# Students*	% Responses	BUSD TK-8 Population
American Indian or Alaska Native	0	0	0.0%	0.3%
Asian	81	119	9.0%	6.8%
Black or African American	49	66	5.0%	12.3%
Filipino	3	4	0.3%	0.6%
Latinx or Hispanic	84	114	8.7%	22.4%
Middle Eastern	7	12	0.9%	unavailable
Native Hawaiian or Other Pacific Islander	0	0	0.0%	0.2%
Two or More Races	336	463	35.2%	16.6%
White	591	840	63.9%	40.6%
Prefer Not to Say/Not Reported	164	235	17.9%	0.2%

\*Calculated based on student grade levels provided by 1315 families

# Fall 2021 TK-8<sup>th</sup> Grade Family Demographics

**Language Spoken At Home**



■ English ■ Arabic ■ Spanish ■ Other ■ Prefer Not to Say

ELL	
Yes	3.0%
Prefer Not to Say	4.3%
No	92.7%
TK-8th ELL: District	8.4%

Special Education	
Yes	9.7%
Prefer Not to Say	7.0%
No	83.3%
TK-8th Special Education: District	10.80%



# Fall 2021 TK-8<sup>th</sup> Grade Family Demographics

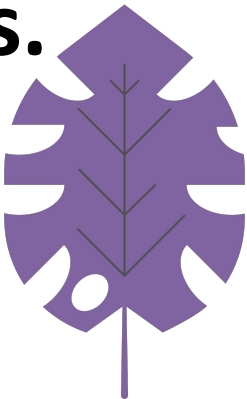
**Percentage of Students in Each Grade  
Compared to All Students in Grade District-Wide**

Grade	%
TK	45%
Kindergarten	31%
1st Grade	35%
2nd	39%
3rd	36%
4th	46%
5th	40%
6th	28%
7th	26%
8th	18%

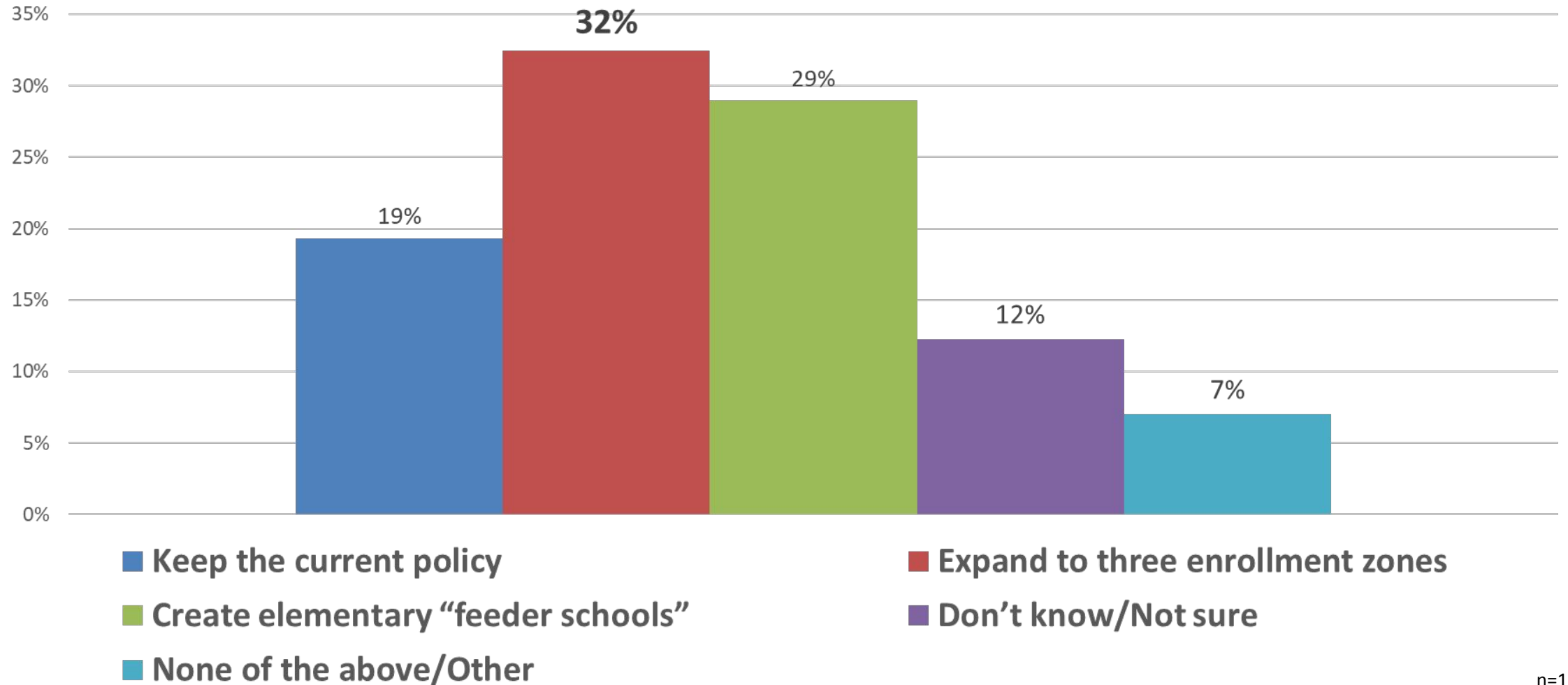
*\*148 families had TK-8th plus high schooler*

# Key Finding: Preferred Alternatives

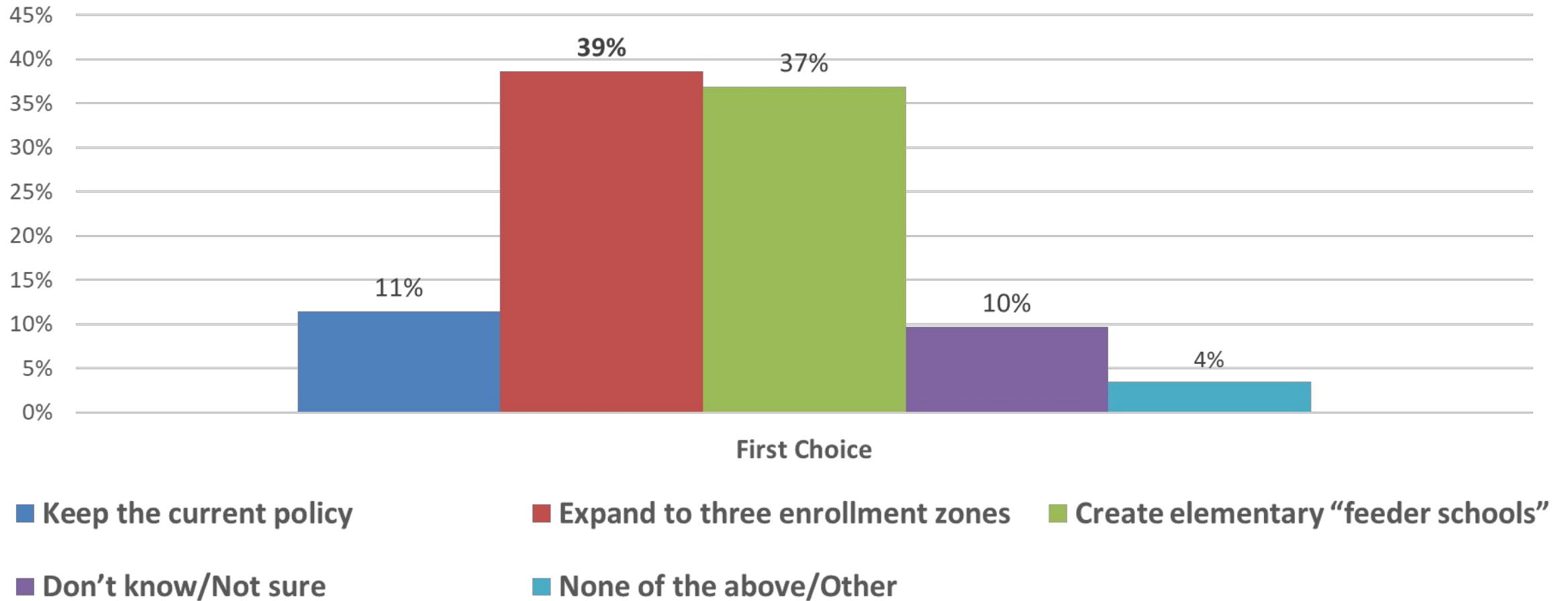
- Majority favor three-zone policy
- Feeder school policy close second for most groups
- Commitment to diverse and inclusive school communities.



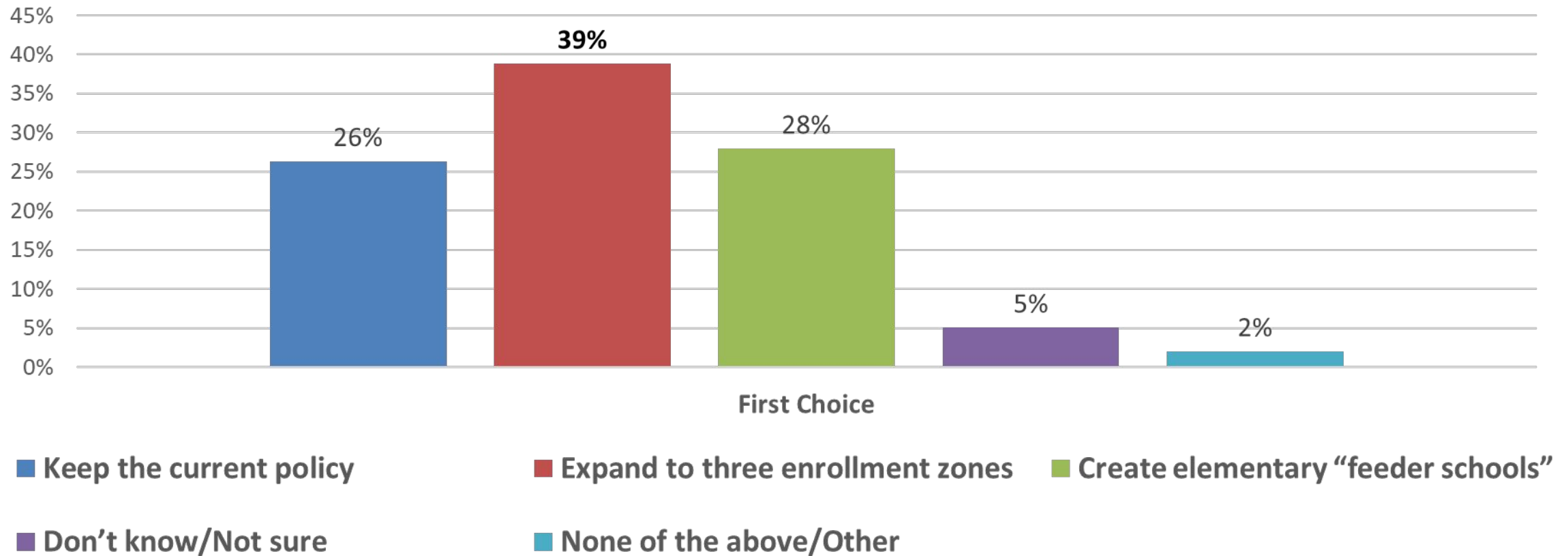
# Fall 2021 Town Hall Poll Results:1st Choice



# Fall 2021 BUSD Staff Survey Results: 1st Choice

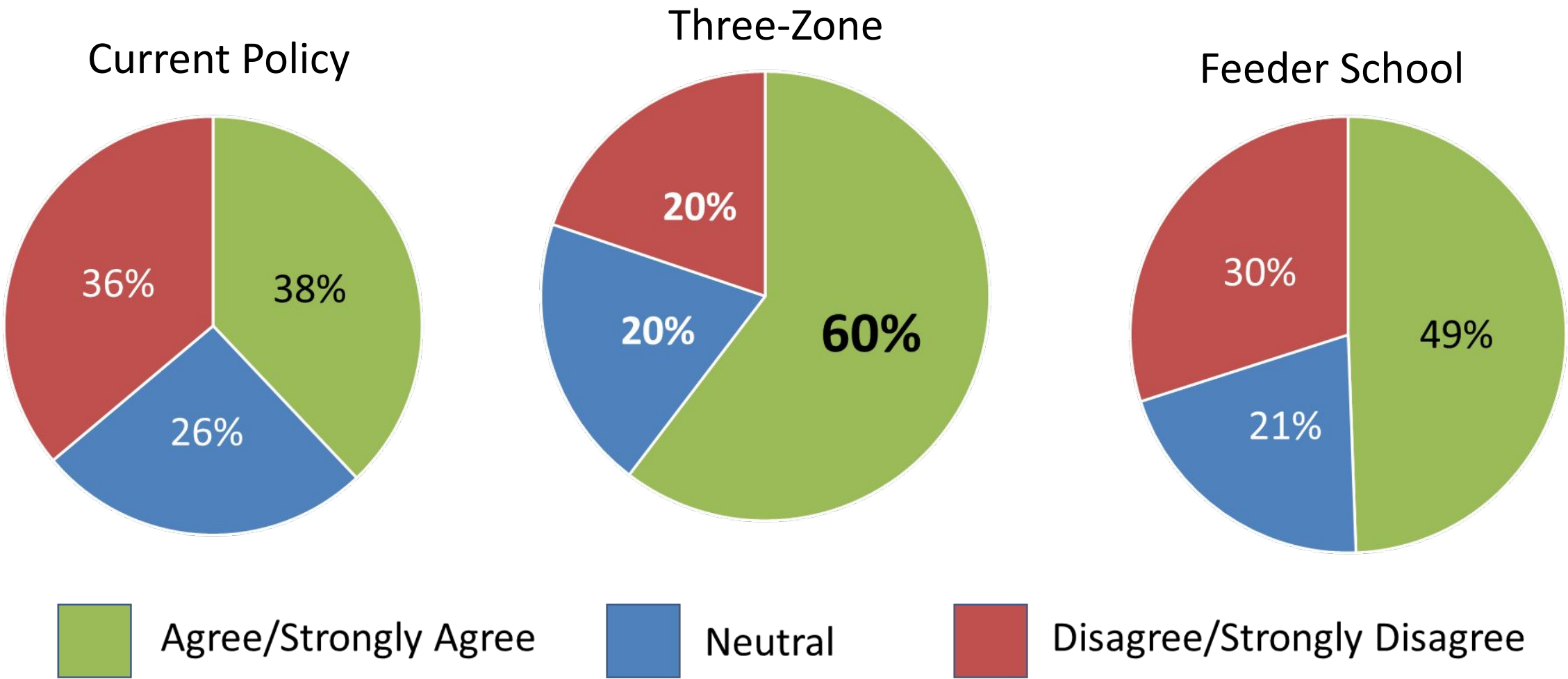


# Fall 2021 Family Survey Results: 1st Choice



# Level of Support for Alternatives: Family Survey

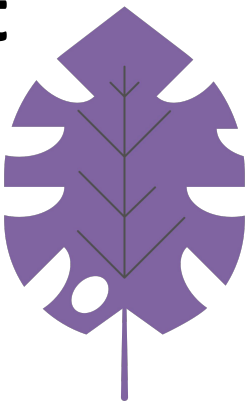
I would support BUSD adopting...





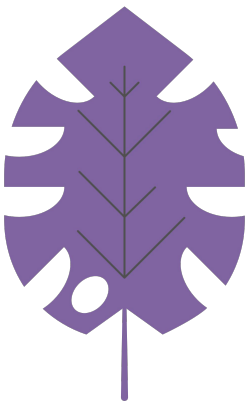
# Key Finding: Current Policy

- Works well for some families
- Affinity programs at Longfellow
- Concerns:
  - Schools not diverse, integrated
  - Resource intensive to support
  - Perception of schools



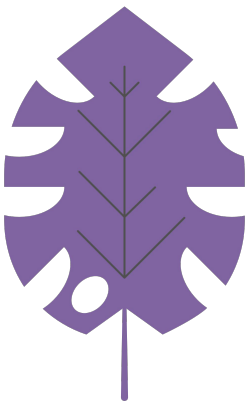
# Key Finding: Three-Zone Policy

- Seen as creating most diverse, integrated schools
- Simplest alternative
- Concerns:
  - Program/resources
  - Transportation
  - Splitting “border” schools



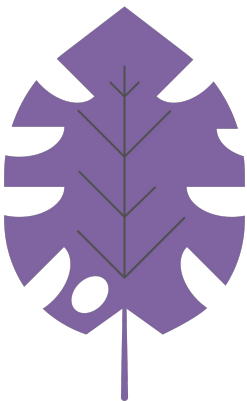
# Key Finding: Feeder School Model

- Easy to understand
- Keeps communities together
- Mixed views on social-emotional support
- Serious concerns:
  - Transportation
  - Equity/diversity
  - Increased pressure on elementary enrollment



# Key Finding: Community Concerns

- **Community wants questions & concerns addressed first:**
  - **Program**
  - **Resources**
  - **Transportation**
  - **Social-emotional well-being**
  - **Equity/access/inclusion**
  - **Other (transfers, etc.)**



# Implications for Spring 2022

- More multi-modal, multi-channel outreach to community members.
- Increase targeted engagement for difficult to reach populations.
- Continue to seek community partners and trusted allies to support engagement.
- If/when possible, engage in person and onsite with families and staff.
- Adapt messaging to reflect the district's policy review process.