



JOIN SUPERINTENDENT
ENIKIA FORD MORTHEL
FOR

A Year In Review

MAY 31
6:00 PM - 7:30 PM
BUSD BOARDROOM

Berkeley
PUBLIC SCHOOLS



Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Excellence

Equity

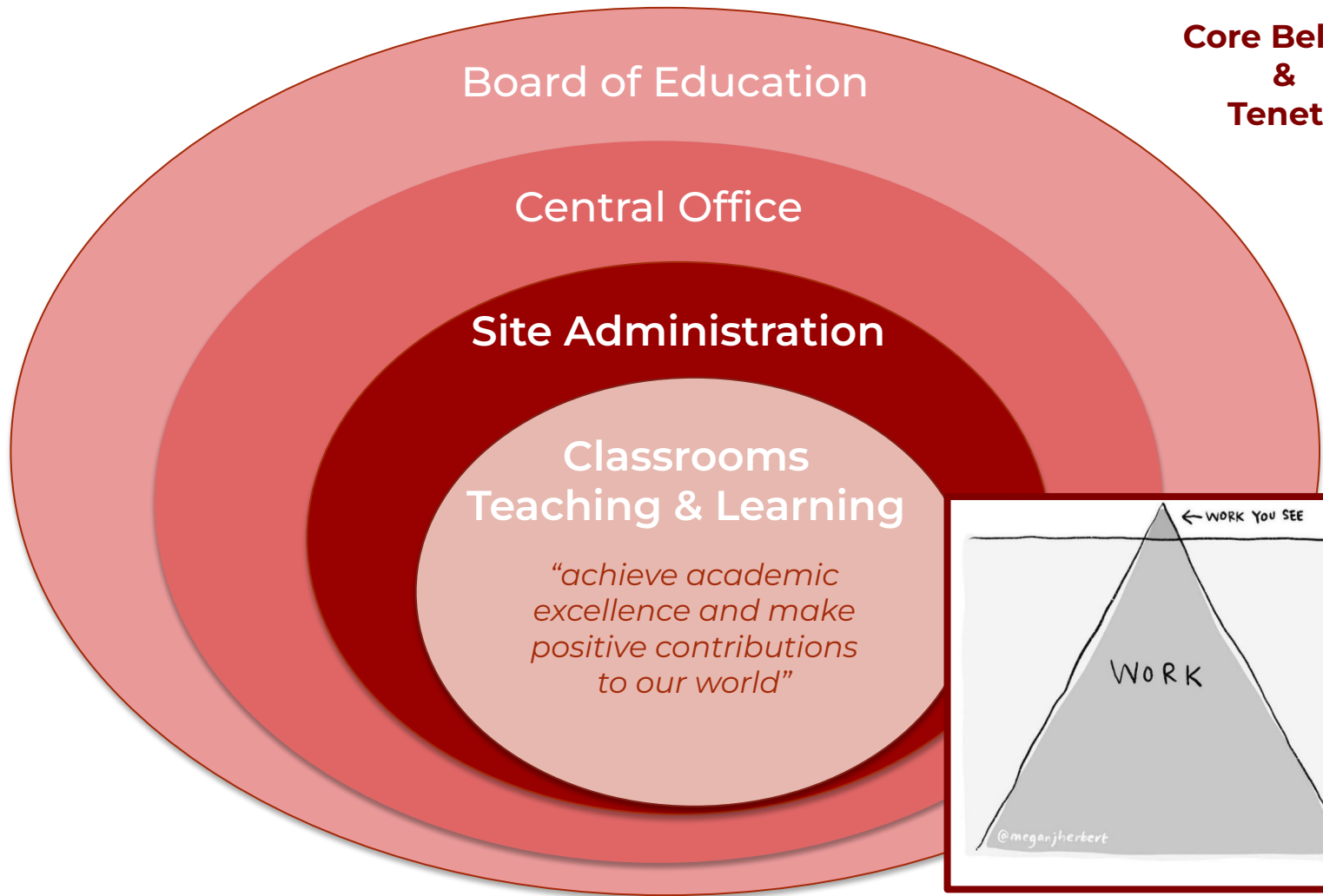
Engagement

Enrichment



"Everything that we do is in service of teaching and learning" - E. Ford Morthel

Core Beliefs & Tenets



Berkeley PUBLIC SCHOOLS



Superintendent's Entry Plan Listening and Learning Report Out



"Been giving feedback and saying
the same things for years. People
listen but nothing is done"

- BUSD family

*"deep listening to those who have been
doing and are impacted by the work -
E. Ford Morthel"*

Small District that operates
like a big district -
impersonal and inefficient

- BUSD Parent

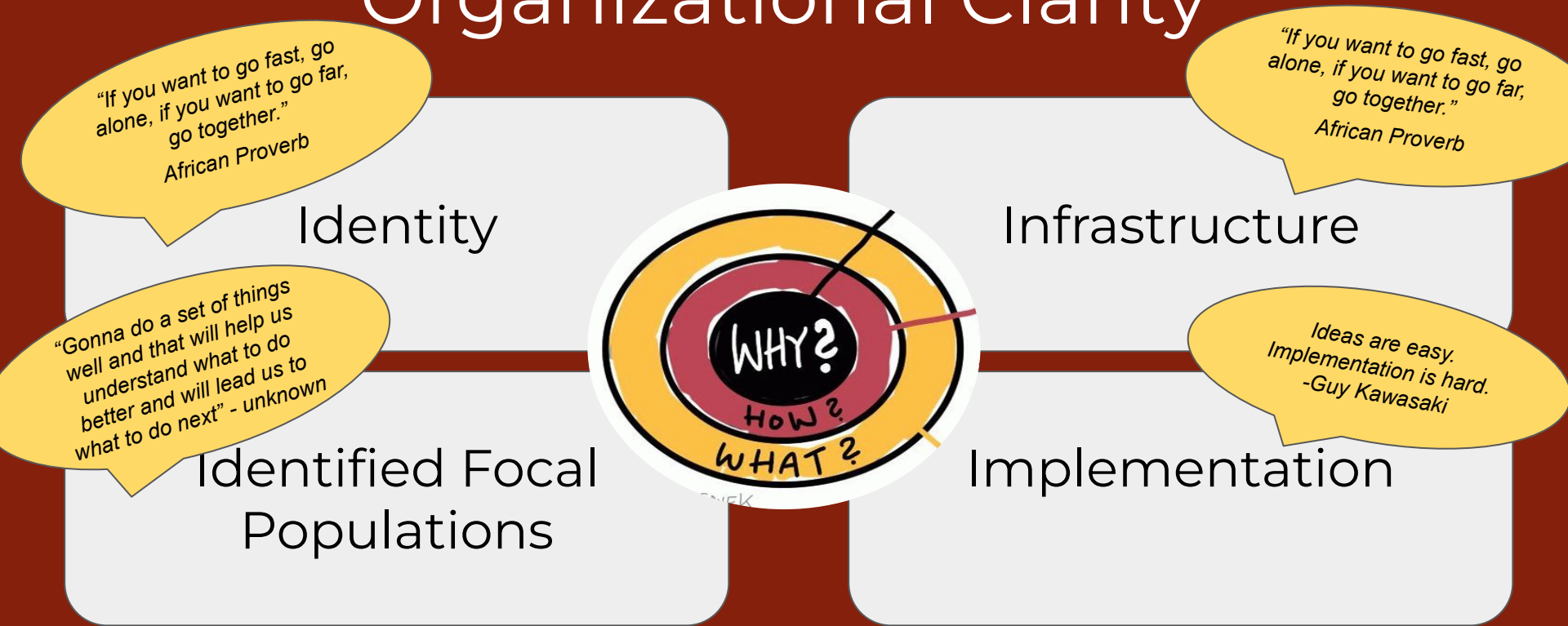


"Silos
of
Excellence"

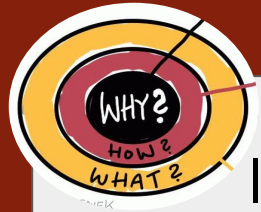
Engaged over 300 members of the Berkeley Community, including but not limited to...

- ★ BUSD Board of Education (all 5 individual members and new)
- ★ PTA Council Leadership
- ★ BHS Intervention Counselors
- ★ Jewish Families of BUSD
- ★ Former BUSD Superintendents & Associate Superintendents
- ★ African American Success Framework Partners
- ★ R.I.S.E.
- ★ University of California at Berkeley Leads
- ★ Former BUSD Board of Directors
- ★ BUSD Teachers of Color Network
- ★ BUSD Teachers and Teacher Leaders
- ★ BUSD School Principals and Assistants
- ★ BUSD Families and Community members
- ★ Former BUSD Central Staff
- ★ BIPOC Parent Leaders
- ★ BHS Student Leaders
- ★ Berkeley Police Department
- ★ Berkeley Fire Department
- ★ Berkeley Federation of Teachers (BFT) Leadership (Past and Present)
- ★ BFT Executive Team
- ★ Berkeley Council of Classified Employees Leadership (Past and Present)
- ★ Local 21
- ★ Union of Berkeley Administrators (UBA) Leadership
- ★ Berkeley Public Schools Fund Board
- ★ Latinos Unidos de Berkeley
- ★ City of Berkeley - Mayor Jesse Arreguin
- ★ City of Berkeley, 2020 Vision Partners
- ★ BUSD Classified Staff
- ★ Office of Family Equity and Engagement (OFEE) Staff
- ★ Berkeley Community College Leadership
- ★ BUSD Special Education CAC
- ★ BUSD Asian American Pacific Islander (AAP) Parent Leaders

Organizational Clarity



Actions towards Organizational Clarity



Identity

"If you want to go fast, go alone, if you want to go far, go together."

African Proverb

Re-Launch Strategic Planning in alignment of District Priority Initiatives

- ❑ *Profile of a Learner/Graduate*
- ❑ *Profile of Educator*
- ❑ *Key Systems Shifts*
- ❑ *CORE Values*
- ❑ *Theory of Action & Change*

- ✓ *Increase awareness and understanding of our mission and 4 E's*
- ✓ *Build team and a sense of 'We' - "We are BUSD"*

- ✓ *Increase opportunities to 'be in community' as members of BUSD*

Actions towards Organizational Clarity



Infrastructure

"To be effective, trustee and superintendents must develop a governance mindset, a shared moral imperative, and unity of purpose utilizing sound principles and practices - the keys to effective governance."

- ✓ Strengthen Governance Team -
 - ✓ Equity focused, aligned governance
 - ❑ Clear priorities
 - ❑ Policy review
 - ❑ Informed about what is happening at district

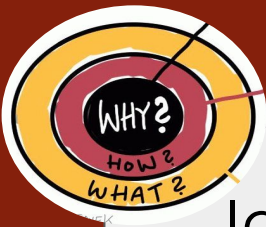
Build Internal Capacity & Clarity

- ✓ Strategic organizational structure
- ✓ Clear and Consistent Processes and Procedures
- ✓ Structures for feedback and input
- ✓ Systems for professional growth and development
- ✓ Coordination of Services and Resources

Develop Ecosystem of Data and Evidence

- ✓ Improved Data and Consistent Reporting
- ✓ Progress monitoring to study and adjust

Actions towards Organizational Clarity



Identified Focal Populations

African American

*

Latinx Students (specific focus on Spanish Speaking English Language Learners)

"Gonna do a set of things well and that will help us understand what to do better and will lead us to what to do next" - unknown

Center the Experiences and Outcomes of those "least well served"

- ✓ Develop Multiple Tiered Systems of Support Framework

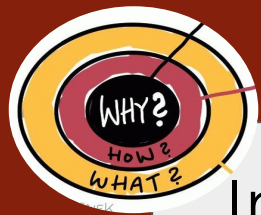
Moving from "Compliance to Commitment"

- ✓ Operationalize African American Success Framework
- ✓ Operationalize Multilingual Learner Master Plan
- ✓ Operationalize Latinx Resolution

Foster Culture of Continuous Improvement

- ✓ Establish & enhance data routines & structures to review and respond to data regularly

Actions towards Organizational Clarity



Implementation

*Ideas are easy.
Implementation is hard.
-Guy Kawasaki*

Clarify and Narrow Priorities

- ❑ “A focused Approach”
- ❑ Timelines for implementation
- ❑ Clear metrics and indicators for impact
- ❑ What are you expecting and how will you support/build capacity?

Instructional Alignment and Coherence

Starting with Literacy Focus

- ✓ Instructional/Curricular Audit
- ✓ Common definition of quality instruction
- ✓ Aligned professional development and coaching Plan
- ✓ Instructional Initiative Braiding
- ✓ Collaboration and Observation Cycles

BSEP

Berkeley Schools

EXCELLENCE PROGRAM

Sustainability Program



Engaging Elementary Students' Passion: Planning Day
Reimagining Green Transportation

Dismantling...

2022-23 Highlights
August 2022
September 2022

Climate Literacy

Berkeley
Public Schools

Learning & Leading



4th Grade Climate Literacy Day
Highlights from April 5, 2022, Events

- All 4th grade students participated in a climate literacy day.
- All 4th grade students participated in a climate literacy day.
- All 4th grade students participated in a climate literacy day.
- All 4th grade students participated in a climate literacy day.

September 2022: World Water Day
November 2022: World Water Day
April 2022: World Water Day



Learn more www.berkeleyschools.org/climate-literacy/



Scan to hear from a student leader

Career Technical Education

Berkeley
Public Schools



A big goal of CTE is to diversify the CTE career pipeline.

2022-23 Highlights - High School

- 1. Student of the Month: ...
- 2. Student of the Month: ...
- 3. Student of the Month: ...
- 4. Student of the Month: ...



2022-23 Highlights - High School

- 1. Student of the Month: ...
- 2. Student of the Month: ...
- 3. Student of the Month: ...
- 4. Student of the Month: ...

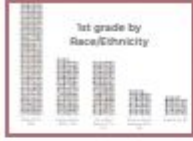


Scan to see more highlights from Sites



eduCLIMBER

Berkeley
Public Schools



Making Data Visible

This information about the school's current status is available to all stakeholders. It is a key tool for understanding the school's current status and for planning for the future. It is a key tool for understanding the school's current status and for planning for the future.

Equity, Quality, Engagement and Continuity

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Focus on Literacy

Berkeley
Public Schools



BUSD's Literacy Action Plan

The goal of the Literacy Action Plan is to ensure that all students are able to read at or above their grade level by the end of the school year. This plan outlines the strategies and resources that will be used to achieve this goal.

2022-23 Highlights

- 1. Student of the Month: ...
- 2. Student of the Month: ...
- 3. Student of the Month: ...
- 4. Student of the Month: ...



Literacy Action Plan

We asked staff: Which Literacy highlights would you want to learn more about and go deeper into next year?

These highlights were chosen by staff as the most important for next year.

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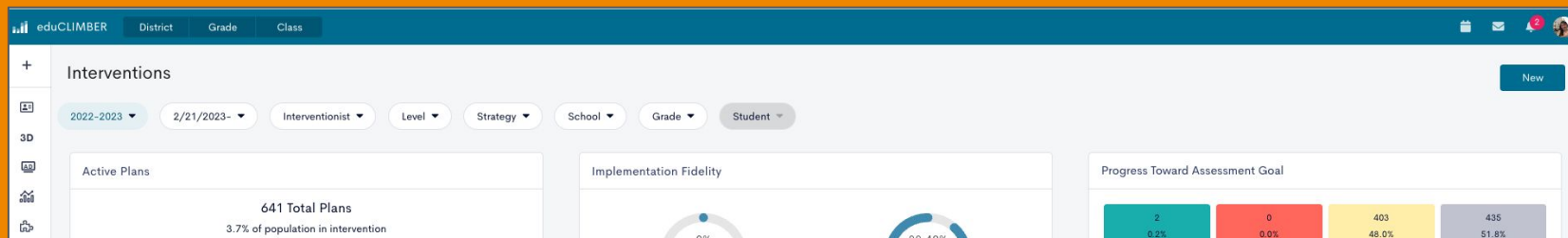
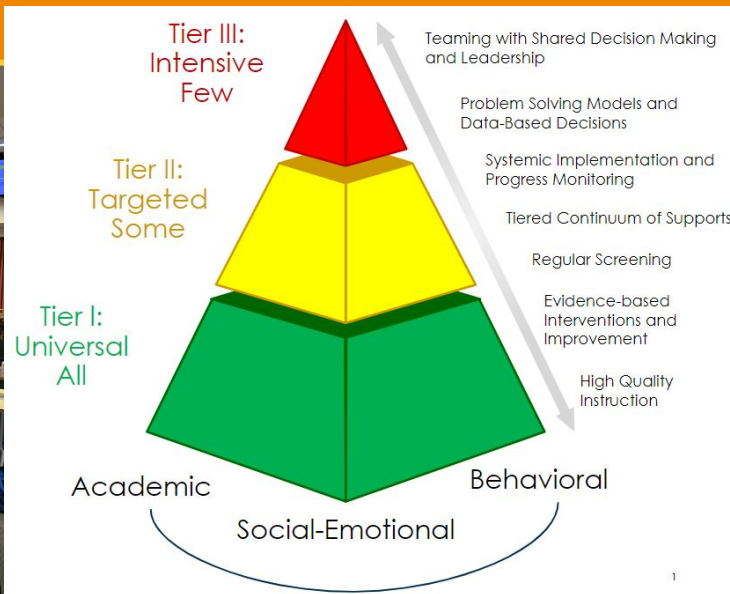
Berkeley Public Schools Fund
Jumpstart their future

BUSD Facilities





A Focus on Instruction



2021 Significant Disproportionality

Comprehensive

Note: this is a

BACKGROUND

LEA Name: Berkeley Unified School District

County District: Alameda

SELPA Name: Berkeley Unified School District

CCEIS Period: 2021-2022

(Refer to the PDP for details)

Other Notes: 2

Specific LEA: Berkeley Unified School District

Previous School Year: 2020

Year(s): 2020

2020

2020

Table 1

Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT)
--------	--------------------------	-------------------	------------------------	-------------------------------------

- BUSD will form Implementation
- BUSD will select system that use and cost efficient research-based testing system (AIMSwebPLUS DIBELS Next, R for use in Grade
- BUSD will conduct Outside Consultation to develop Professional Development (PDP).
- BUSD will review reform proposals including R
- BUSD will conduct Assessments and spring to growth for all support early through unive
- BUSD will evaluate perceptions at general and s research-base practices and

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Excellence • Equity • Engagement

AFRICA AMERICAN SUCCESS FRAMEWORK
AUGUST, 2022

51 Actions

Report by:
R.T. Education

BUSD 2022 LCAP

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Berkeley Unified School District
Excellence • Equity • Engagement • Enrichment

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Berkeley Unified School District
CDS Code: 01-61143-000000
School Year: 2022-23
LEA contact information:
Rubén Aurelio
Associate Superintendent, Educational Services
rubenaurelio@berkeley.net
510-644-6257

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

2022-23 School Year

63 Actions

Strengthen Tier 1 and Tier 2 supports

Focus support and intervention identified student populations

Provide cross-collaboration and capacity building

Monitor progress

DIBELS Grade K SY22/23 NWF-CLS data (by Race/Ethnicity)

	Asian Above	Asian At	Asian Below	Asian Well Below
Fall	18.37%	24.49%	16.33%	40.82%
Winter	34.69%	26.53%	8.16%	30.61%
Spring	42.86%	24.49%	12.24%	20.41%

	Black/AA Above	Black/AA At	Black/AA Below	Black/AA Well Below
Fall	13.51%	18.92%	16.22%	51.35%
Winter	16.22%	24.32%	18.92%	40.54%
Spring	27.03%	29.73%	13.51%	29.73%

	Hispanic Above	Hispanic At	Hispanic Below	Hispanic Well Below
Fall	10.14%	10.14%	18.84%	60.87%
Winter	23.19%	15.94%	23.19%	37.68%
Spring	30.43%	36.23%	10.14%	23.19%

There were different rates of progress made between Fall and Winter for each groups of students when organized by Race/Ethnicity.

For example, Asian students were at 43% proficient (At/Above) in the Fall and increased to 67% proficient by the Spring which is an overall increase of 24%.

Black/AA students were at 32% proficient in the Fall and increased to 57% in the Spring. This is an overall increase of 25%.

This shows that both subgroups made similar gains across the year, at 24% and 25% respectively.

	MultiEth Above	MultiEth At	MultiEth Below	MultiEth Well Below
Fall	25.00%	25.00%	13.54%	36.46%
Winter	45.83%	19.79%	18.75%	15.63%
Spring	54.17%	28.13%	7.29%	10.42%

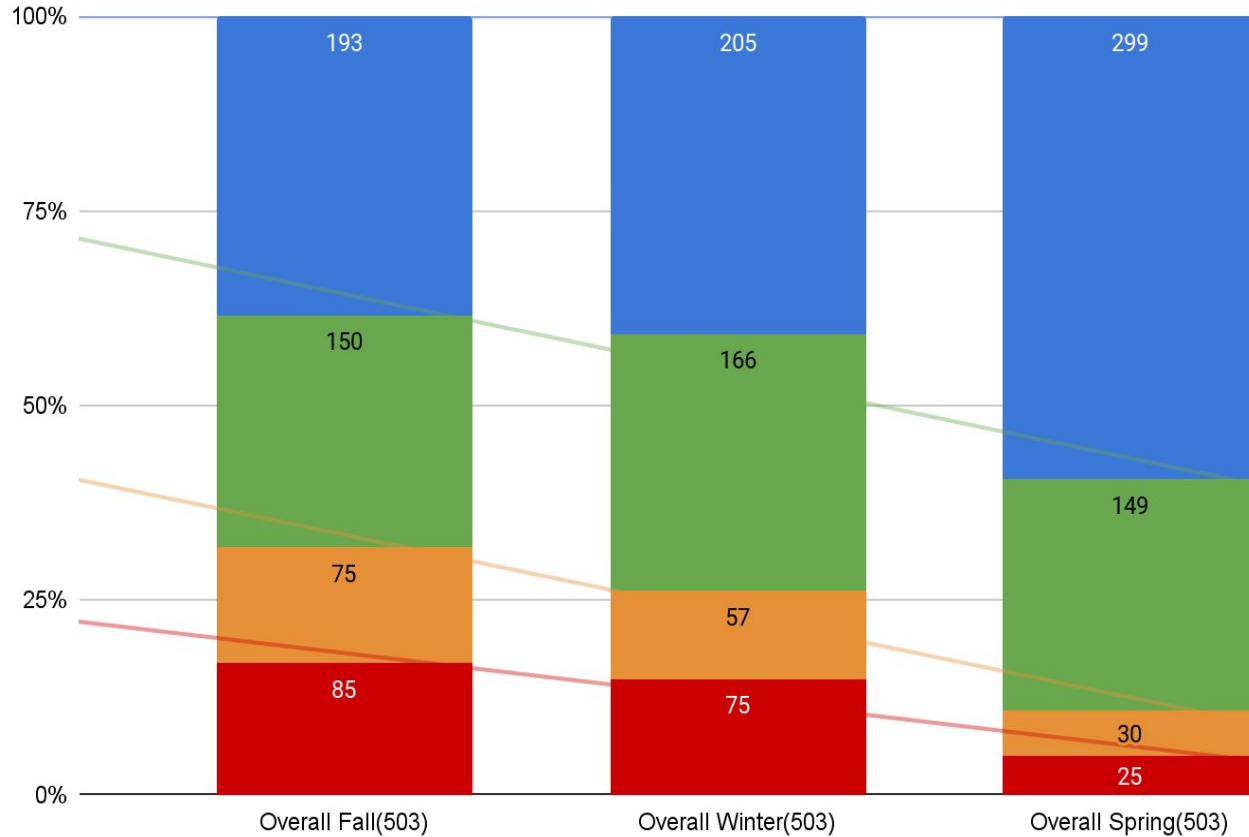
	White Above	White At	White Below	White Well Below
Fall	21.18%	26.60%	10.84%	41.38%
Winter	36.95%	30.54%	16.75%	15.76%
Spring	44.33%	36.45%	9.85%	9.36%

Asian = 49 students (24% growth in At/Above)
 Black/AA = 37 students (25% growth in At/Above)
 Hispanic/LatinX = 69 students (46% growth in At/Above)
 Multi-Ethnic = 96 students (32% growth in At/Above)
 White = 203 students (33% growth in At/Above).

All groups made at least 24% growth in "At/Above".
 Hispanic/LatinX showed the greatest growth of 46%. 16

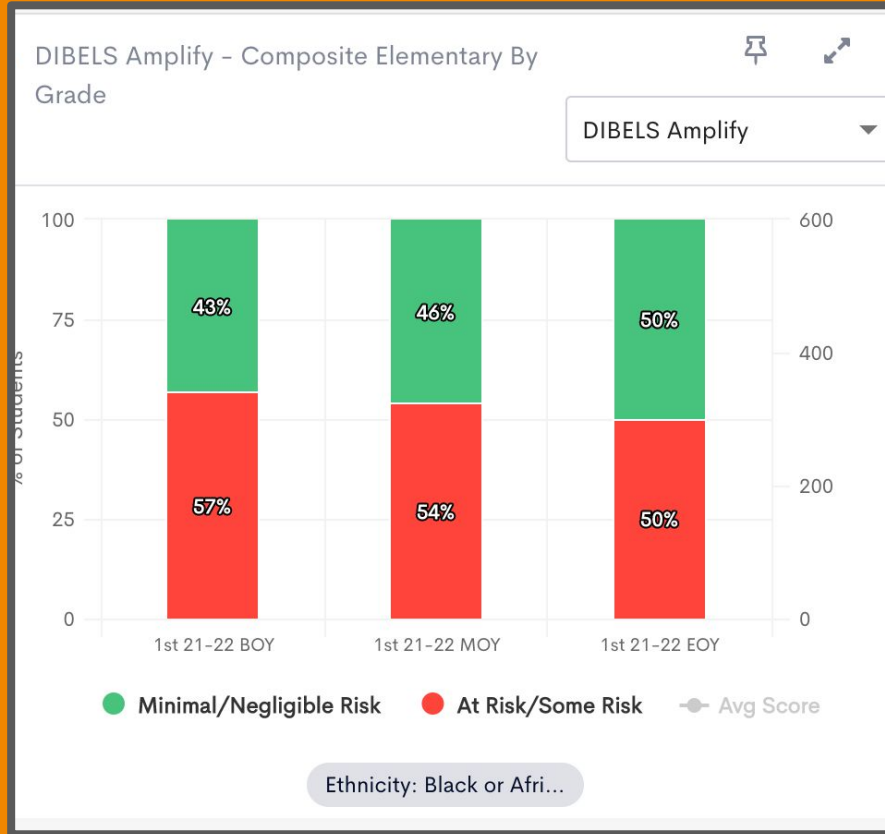
DIBELS Composite Grade 1 SY22/23

■ Above Benchmark ■ At Benchmark ■ Below Benchmark ■ Well Below Benchmark

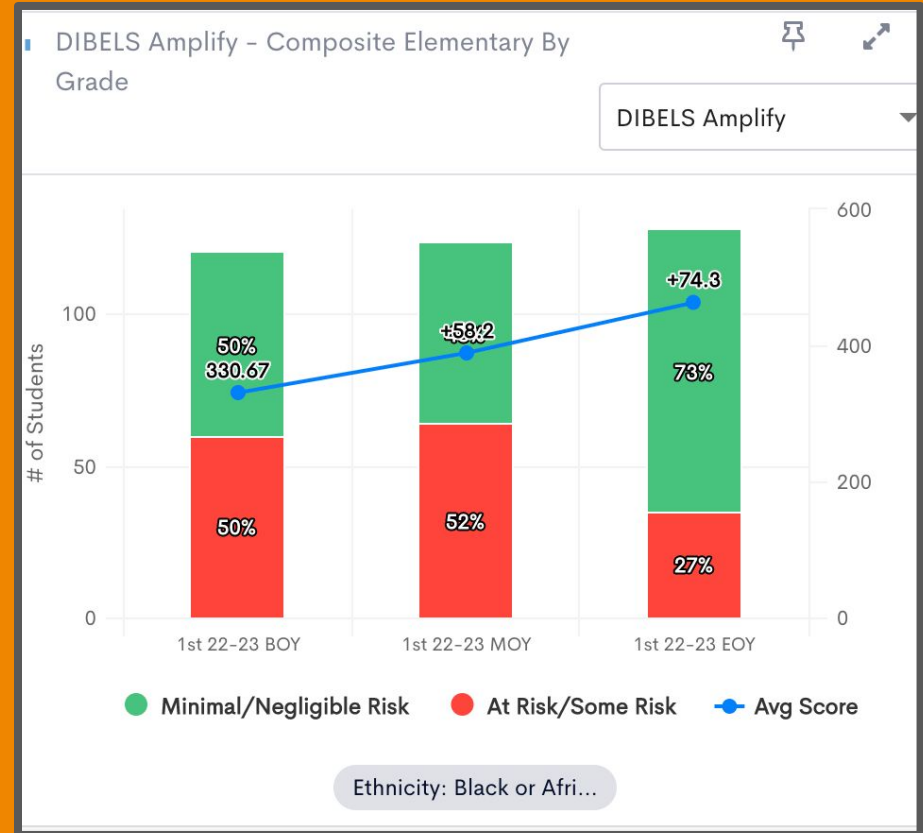


	Fall	Winter	Spring
Above Benchmark	38.37%	40.76%	59.44%
At Benchmark	29.82%	33.00%	29.62%
Below Benchmark	14.91%	11.33%	5.96%
Well Below Benchmark	16.90%	14.91%	4.97%

LAST year, composite growth for Black/AA and LatinX students

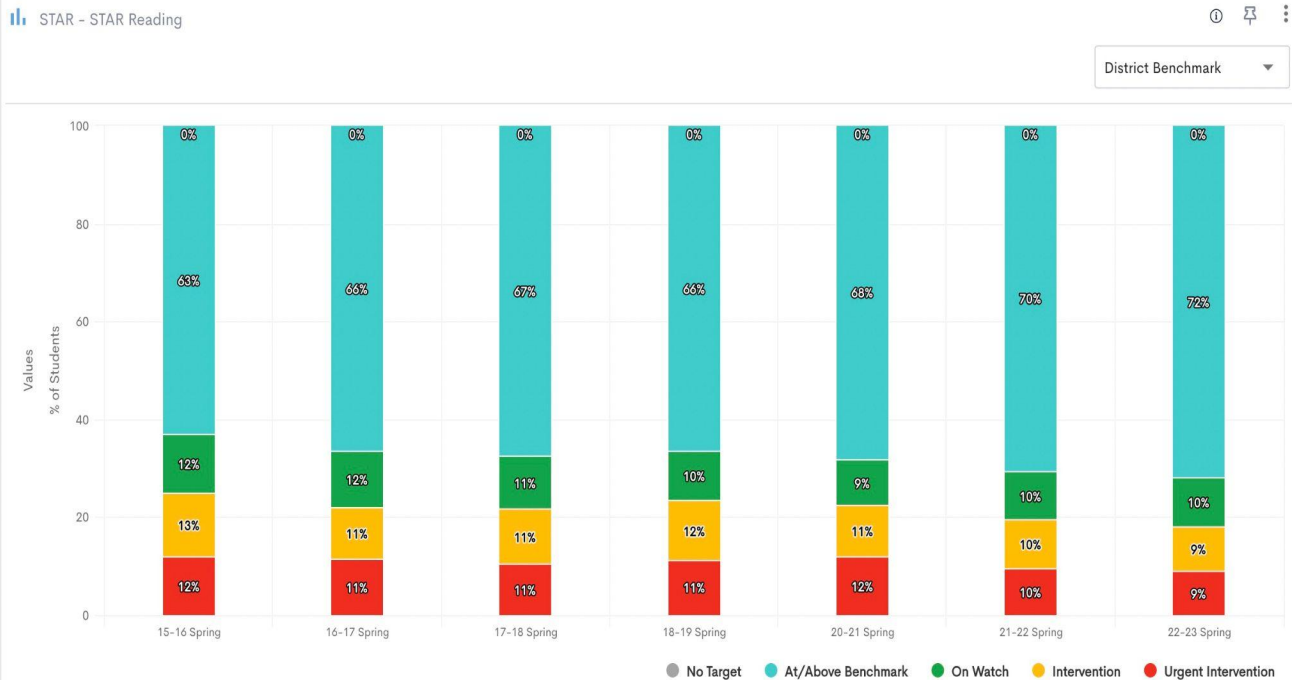


THIS year, composite growth for Black/AA and LatinX students



Celebration: STAR

There has been an increase in At/Above scores for grades 6-8 with STAR Reading. In 2015/16 it was 63% and now it is up to 72% in 2022/23!



STAR Completion Rates:

For the third assessment cycle, STAR completion was up to 97% across all school sites.

Number of kids tested

15-16= 1378
16-17= 1466
17-18= 1766
18-19= 2008
20-21= 1885
21-22= 1890
22-23= 1832

Health and Wellness





Core Values of Resource Allocation



Equity

We allocate resources to create the conditions to realize our district mission, address inequities and remove barriers that hinder that mission from being realized



Transparency

We believe it essential that the community understands the criteria and conditions that inform the allocation of resources



Excellence

We engage in continuous improvement - reflecting on resource allocation decisions, progress monitoring and using data to inform and evaluate implementation and impact



Engagement

We believe that context matters and that those closest to the work with the deepest understanding must have input in the decisions to leverage resources and meet student needs.



Sustainability

We allocate resources responsibly, planning not just on how to start programming but also considering staff, time, and resources required to sustain those initiatives.



Stability

2023-2024 Funding Foci

“We can do anything but we can’t do everything!”

- unknown (but Supt Ford Morthel says it a lot)

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5 Goals

Goal 1

Provide high-quality classroom instruction and curriculum

that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

Goal 2

Provide necessary and timely academic interventions

to eliminate barriers to student success.

Goal 3

Ensure all school sites have safe, welcoming, and inclusive climates

for all students and their families, so that all students are in their classes ready to learn.

Goal 4

Use local and state measures to assess student progress

resulting from district programs in order to evaluate and improve planned actions and services.

Goal 5

Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.



MAINTAIN CRITICAL PROGRAMS

AVID | Bridge | CTE Pathways | LEAP | Restorative Justice Counselors | ELD and RTI support | Wilson and Slingerland Reading Training

Organizational Clarity

Identified Focal Populations



SUPPORT IDENTITY-BASED PROGRAMS

June 2021 Latinx Resolution | June 2020 Black Lives Matter resolution | African American Success Framework (draft) | Coordination of Early Intervention Plan (CCEIS) | PUENTE | Umoja | Ethnic Studies

- ❑ Black Lives Matter Resolution: *African American Success Framework*
- ❑ Multilingual Learner Master Plan
- ❑ Latinx Resolution

Infrastructure



IMPROVE DATA COLLECTION AND REPORTING

Provide support for program managers and school leaders to employ improvement science practices throughout the district

- ❑ *Develop Multiple Tiered Systems of Support Framework*
 - ❑ *Interventions*
 - ❑ *Mental Health & Socio-Emotional*
- ❑ *Data Systems: Assessments*
- ❑ *Capacity to do the work!*
- ❑ *Staffing and Systems*



IMPROVE INTERVENTION AND SUPPORT PROGRAMS

Math Coaching and Training | Reading Intervention Resources | Develop and Expand Use of Instructional Technology

Implementation



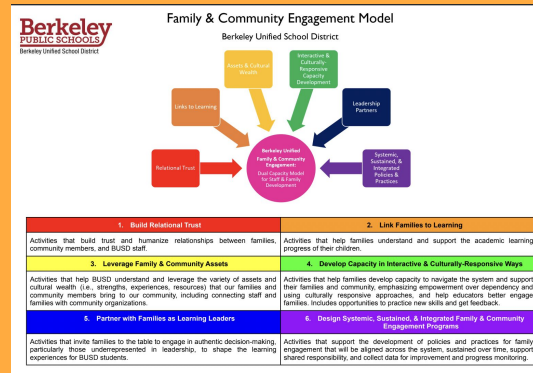
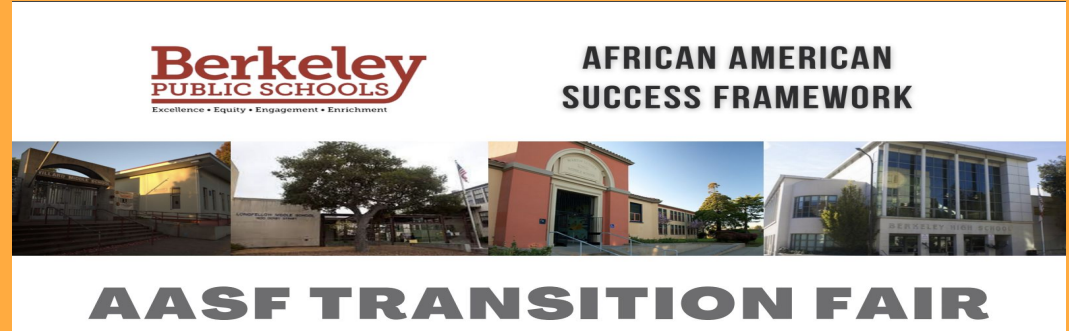
IMPROVE CORE INSTRUCTION

Early Literacy Assessment and Instruction | DIBELS Adoption (a new early literacy screener) | Math Program Review | Professional Learning in integrated ELD and Cultural Competence

Instructional Alignment and Coherence

- ❑ *Literacy (PK-12)*
- ❑ *Implement Literacy Action Plan*
- ❑ *Professional Development*

Community Engagement and Partnership



Community Engagement and Partnership

Technology Advisory Committee



Gender Equity Sexual Harrassment AC



FRIDAY, MAY 19TH
5-7:30 PM

BUSD AAPI HERITAGE MONTH CELEBRATION:
AAPI ACTIVISM BUSD STORIES!

ACTIVITIES! SMALL BITES!
HULA PERFORMANCE!
PANEL OF COMMUNITY ACTIVISTS!
AND MORE!

1231 Addison Street
BUSD School Board
Meeting Room
Wheelchair accessible
Live ASL Interpretation

[Livestreaming](#) [RSVP and act](#)

African American Success Advisory Committee



Apoyando a los Estudiantes LatinX en BUSD

Actualización acerca del Progreso y Planificación de la Resolución Latinx

El 2 de junio, 2021, el Board of Education adoptó una resolución en apoyo al logro y éxito de todos los estudiantes Latinx. Únase a nosotros para conocer nuestro progreso hasta la fecha y dar su opinión a medida que comenzamos a planificar el próximo año escolar.

Por favor únense a nosotros el
miércoles, 29 de marzo, 2023
6:00-7:00 p.m.

Escuela Secundaria Longfellow
Longfellow Middle School
1500 Derby Street

Berkeley
PUBLIC SCHOOLS

RSVP here



bit.ly/3Jw3W8J

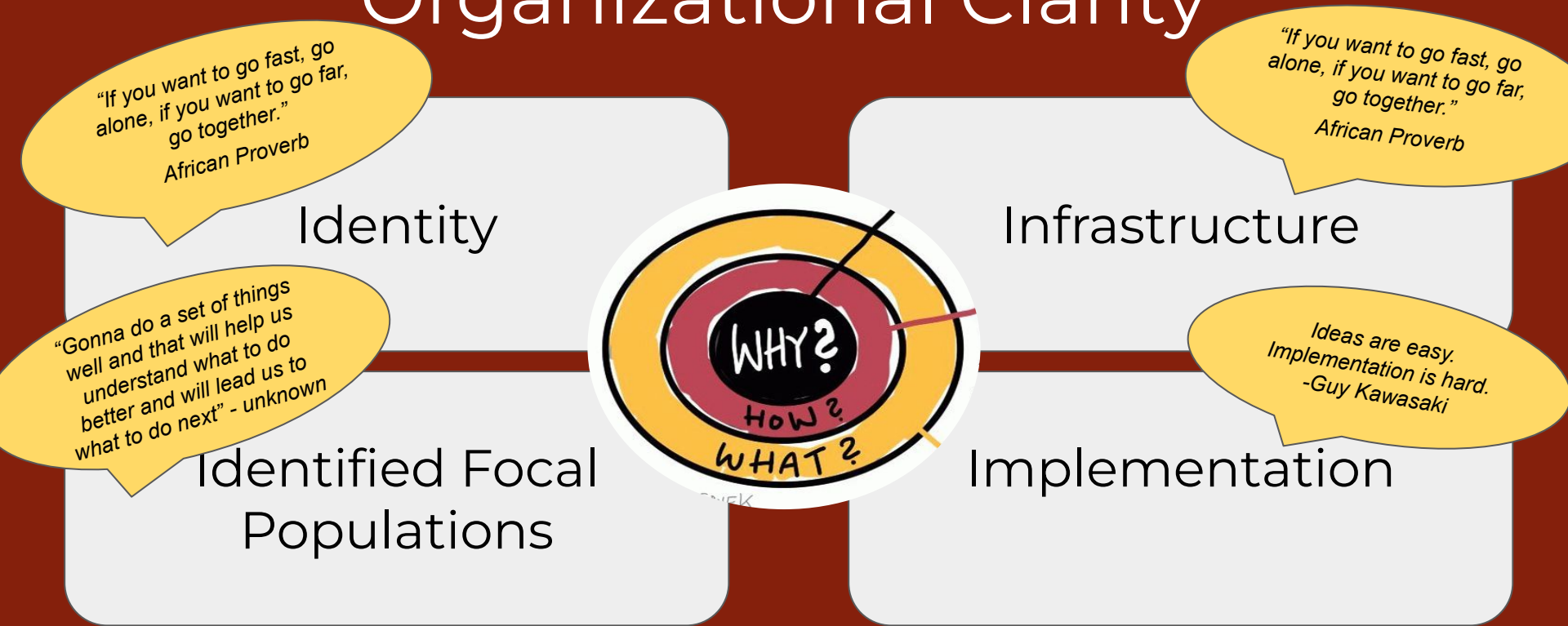
Esta reuniónse ofrecerá en inglés y español. Confirme su asistencia (RSVP) aquí para indicar su idioma y necesidades de cuidado para niños. Se ofrecerán bocadillos.

¿Preguntas? Por favor contactar la Oficina de Servicios Educativos a través de Rosalinda Barrios - rosalinda.barrios@busd.k12.ca.us

Looking Ahead 2023-2024



Organizational Clarity



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STRATEGIC PLAN



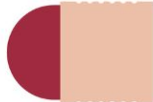


Berkeley Schools Excellence Program (BSEP) March 2024

Kasserian Ingera *“And how are the children?”*



Sapati Ingera *“All of the children are well!”*

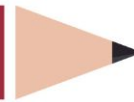


EXCELLENCE

EQUITY

ENGAGEMENT

ENRICHMENT



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Berkeley Unified School District

Congratulations Class of 2023!!



Save the Date!

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PUBLIC SCHOOLS

The First Day of School is

Wednesday, August 16, 2023

