
State of the District

— January 31, 2018 —
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gratitude

acknowledgment

thanks

gracias

thank-you

note

thank you

expression

expressing

obliged

danke

appreciation

merci

Agenda

- **Theory of Action**
- **Local Control & Accountability Plan (LCAP)**
- **Indicators of Success - How are we doing?**
- **What actions are we taking?**
- **Board Priorities**
- **Other Exciting News**

Theory of Action

If we build the capacity of our staff by providing high quality professional development and collaborative teams with specialized staff; effectively support the social-emotional development of our students, and create a culturally and linguistically responsive environment,

Then we will provide the kind of educational program and school community in which every student can thrive.

State Model: More Local Control & Accountability

- **Local Control Funding Formula**
 - An equity model for school funding
- **Local Control Accountability Plan (LCAP)**
 - Use of state funds to serve our high need students
- **Parent Advisory Committee - Site representation**
 - Ongoing input and feedback

Berkeley's LCAP Goals

Goal #1: High Quality Classroom Instruction w/
Enrichment

Goal #2: Culturally and Linguistically Responsive Systems

Goal #3: Safe, Welcoming and Inclusive School Climate

How are we doing on key indicators of success?

- **Academics**
- **Cultural Competency**
- **Student Well-Being**
- **Graduation and Post-Secondary Opportunities**

Key Academic Indicators

- **Third Grade Reading Proficiency - English Language Arts**
Teachers College Reading & Writing Project;
Common Core-Based State Assessment (SBA)
- **Eighth Grade Math**
Common Core-Based State Assessment (SBA)
- **English Learner Progress Indicator - CELDT**

BUSD - Third Grade Reading Performance - 16-17

Teachers College Reading and Writing Project (TCRWP)

Third	Percentage of Students at/above Standard		
	15-16	16-17	
All	77%	81%	+4
English Learner	27%	36%	+9
Socio-Economically Disadvantaged	59%	64%	+5
Students with Disabilities	32%	33%	+1
Black or African-American	56%	62%	+6
Hispanic or Latino	62%	77%	+15
White	91%	93%	+2

BUSD English Language Arts Performance Smarter Balanced Assessment Gr 3-8 by Subgroup

Gr 3-8	Percentage Meeting or Exceeding Standards		
	15-16	16-17	change
All	61%	62%	1%
Black or African-American	23%	22%	-1%
Hispanic or Latino	44%	44%	0%
White	84%	83%	-1%
Socio-Economically Disadvantaged	34%	33%	-1%
English Learner	19%	17%	-2%
Students with Disabilities	14%	15%	1%

BUSD Mathematics Performance

Smarter Balanced Assessment Gr 3-8 by Subgroup

Gr 3-8	Mathematics		
	15-16	16-17	change
All	59%	60%	1%
Black or African-American	18%	20%	2%
Hispanic or Latino	42%	41%	-1%
White	82%	82%	0%
Socio-Economically Disadvantaged	33%	30%	-3%
English Learner	26%	24%	-2%
Students with Disabilities	14%	16%	2%

BUSD - English Learner Progress Indicator

Preliminary Percent / Number	15-16	16-17	change
Annual ELs Meeting Indicator on CELDT	457 (59.9%)	501 (72.6%)	+12.7%
ELs Reclassified in Year	74 (6.3%)	156 (13%)	+6.7%

Percent / Number of Long-Term ELs making Progress	15-16	16-17	change
Long-Term English Learner Progress	163 (61.3%)	117 (56.5%)	-4.8%

Key Academic Indicators

- **9th & 10th grade: Constructed Response**
 - **BHS School-wide benchmarks for writing and analysis**
- **11th grade: Common Core-Based State Assessment**
- **University of California & State University Eligibility**
 - **A-G requirements**
- **Graduation Rate**

Professional Development and Cultural Competency

- **Coaching for Equity**
- **Art of Coaching**
- **Equity in Mathematics**
- **Instructional Technology and Equity**
- **Constructing Meaning in Content Areas**
- **Professional Development that Changes Practices**
- **Social Emotional Learning**
- **Cultural Competency**

Student Well-Being

- **9% Increase in the percent of all BHS students who respond - “an adult on campus knows me well” (71.8%)**
- **Chronic Absenteeism - missing more than 10% of school year**
 - **Data stayed relatively flat, with a slight increase in absenteeism for students with disabilities**
- **Suspension**

Berkeley Unified School District

Suspension Rate for Gr 7-12

	Suspension Rate		
	15-16	16-17	change
All	2.9% (138)	2.5% (118)	-.4%
English Learner	2.5% (*)	1.0% (*)	1.5%
Socio-Economically Disadvantaged	6.2% (105)	5.2% (80)	1.0%
Students with Disabilities	8.4% (45)	7.7% (40)	.7%
Black or African-American	9.4% (86)	8.9% (73)	-.5%
Hispanic or Latino	2.4% (26)	1.6% (16)	-.9%
White	.4% (*)	.7% (12)	-.2%

Graduation Rates

More of our students are graduating with a high school diploma: 89.5% (+ 2.3% increase)

- All subgroups had increases, except for students with disabilities

Berkeley Unified School District

BUSD Graduation Rate

Student Groups	Class of 2016
All	89.50%
English Learner	73.80%
Socio-Economically Disadvantaged	85.90%
Students with Disabilities	73.30%
Black or African-American	83.80%
Hispanic or Latino	88.60%
White	90.40%

Cal State & UC Eligible Graduates of Berkeley High

- Overall 3% increase in BHS students who are UC/CSU eligible
- African American eligibility dropped by 3%
- All other subgroups saw increases in number of BHS students eligible for UC/CSU

2018 Board Priorities

- **Special Education and Advisory Group**
- **Berkeley High School Redesign - Universal 9th**
- **Fiscal Planning and Budget Reductions**
- **Extended Learning Task Force**

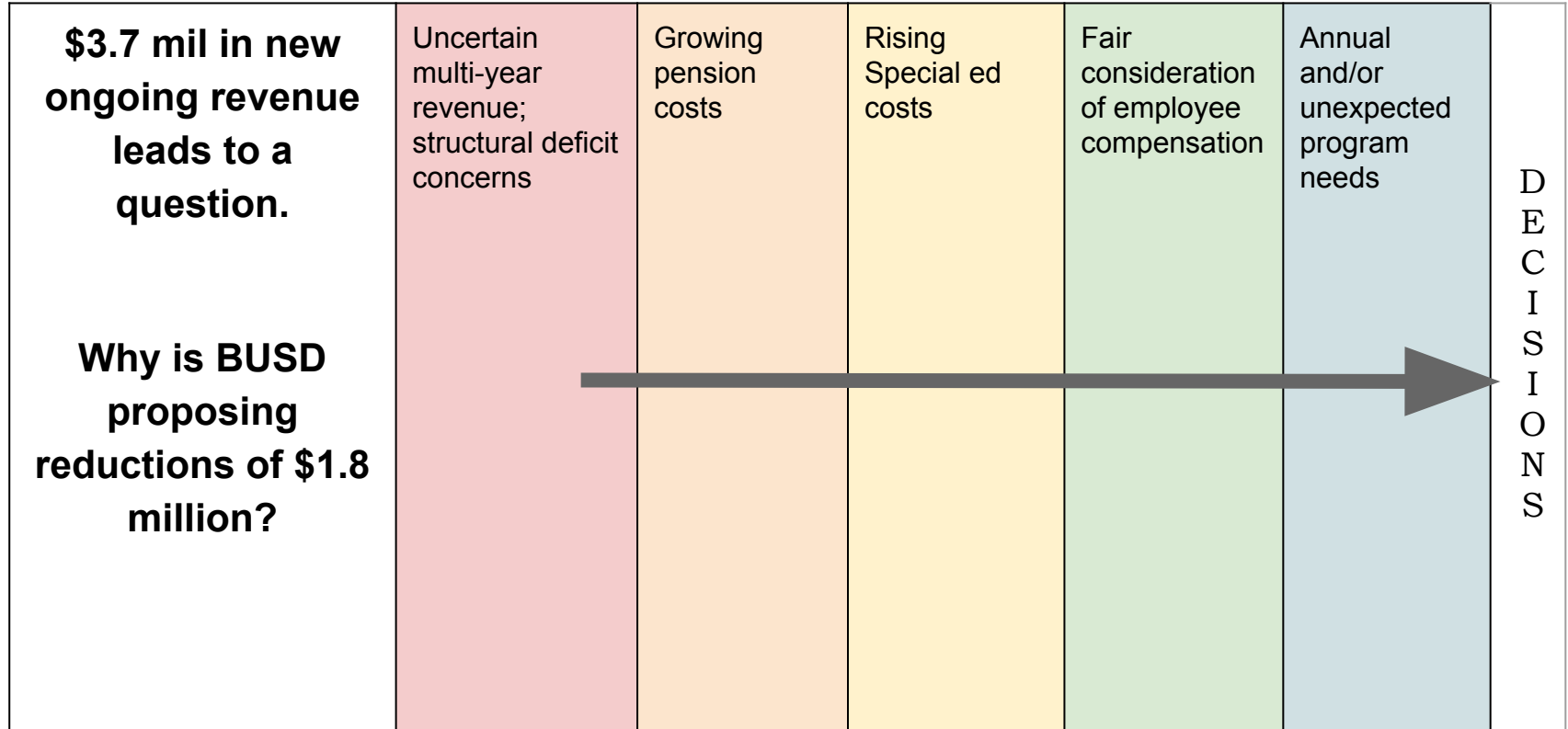
Berkeley High Redesign

- **Universal 9th Grade**
- **120 students per Hives**
- **AVID Strategies**
- **4 Core Academic Classes (English, History, Math, and Science)**
- **LEAP Classes**

Budget

- **Positive Certification**
- **Superintendent Budget Advisory Committee**
- **Bond Rating Approval**
- **Budget Reductions of \$1.8 Million**
- **Board Approval in February**

Fiscal Situation



Berkeley Schools Excellence Program - BSEP

- **High Quality Instruction (66% of funds)**
- **Essentials for Excellence (27% of funds)**
- **Effective Student Support (7% of funds)**
 - **Increase in site discretionary funds**
 - **Beginning of balanced class size in elementary schools**
 - **More release time for teachers grades 1-3: prep & collaboration**

Reallocation of Measure I

- Educational program driving facilities plan
- Identification of major projects
- \$110 million left in current bonds
- Facilities Committee

In Other Exciting News

- **Developments in Career Technical Education**
- **Berkeley School Excellence Program (Measure E1)**
- **Supporting Classified Staff to Become Teachers**
- **Facilities Projects**
- **Technology**
- **Sustainability**

Thank you again for coming tonight!