Learning Continuity and Attendance (LCP) Feedback Summary and Response From Stakeholder Groups

Stakeholder Group Meeting Events:
1. District English Language Advisory Committee (DELAC): September 1, 2020
2. Parent Advisory Committee (PAC): September 1, 2020
3. Educators Advisory Committee (EAC): September 8, 2020
4. Parents of Children of African Descent (PCAD) & Black/African American Families Stakeholder Group: September 9, 2020

The Draft LCP was presented and questions and comments were collected at each of these meetings. Feedback was also collected from an email link posted on our district website. Input was evaluated for commonalities, synthesized and summarized. The summary and response to this feedback and where it affected revision to the LCP is indicated below.

Feedback	Response, and Revision to LCP
#1 Increase capacity of the Office of Family Engagement and Equity	We are expanding our Office of Family Engagement and Equity (OFEE) adding a full time Family Engagement Specialist to Longfellow Middle School and a part-time position for centralized support in the OFEE department. <u>LCP Section Revised</u>: Pupil and Family Engagement and Outreach, page 36
#2 Excitement about full implementation of Star360 assessments at elementary & middle schools	N/A
#3 How does the public know if the district is doing what it says it will? 1. E.g. that asynchronous learning is happening at all sites 2. E.g. that IAs get trained on online learning platforms	1. For Fall distance learning, uniform elementary, middle school and high school schedules were developed in collaboration with our union partners which include both synchronous and asynchronous learning. Teachers use a Learning Management System (LMS) - Google Classroom or SeeSaw - to post their schedule and assignments. Family communication is another component of this plan. Teachers are responsible for creating their daily instructional schedules with oversight by the principal. 2. In June, and prior to the start of this school year, we held professional development focused on using technology for distance learning, mental health, and curriculum subject focused PD. All Instructional Assistants were invited to join these sessions, but not required to attend because it was outside of the school year. We will continue to offer professional development to all staff on our staff development days this school year. We

	have a new Classified Professional Development Coordinator position we are currently in the process of hiring for. This addition to staff will help us to ensure our classified staff's professional development needs are being addressed. No revision to LCP
#4 African American Success Project should list how many students are being served	This school year, Umoja added new 6th grade students to their program. They currently have 47 students served by the African American Success Project at Longfellow Middle School. LCP Section Revised: Mental Health and Social and Emotional Well-Being, page 31
#5 How is BUSD going to make sure that students needing RTI and ELL support are not missing enrichment?	We can not guarantee Intervention and ELD instruction will not overlap with enrichment classes. We can confidently assert, however, that staff are carefully creating schedules to avoid overlap as much as possible. We know that live instruction and interaction with peers is a vital need for all students, and especially those who need extra support. No revision to LCP
#6 The extended day learning program is not well defined. It seems it has been eliminated. Is that the case?	Extended learning through our BEARS and LEARNS programs are being offered in a distance learning model. All students in the programs are invited to participate. No revision to LCP
#7 Cultural Relevance & Racism ● What is BUSD going to do to make sure that regular day classes are culturally relevant? ● How will PD focus on anti-blackness, implicit bias, and/or racism? ● How is the BUSD equity rubric going to be used in this LCP?	Our district is committed to values and actions which recognize and help end the impact of racism in society and our schools. Every institution, *including BUSD*, must engage in critical reflection about its own ongoing issues with racialized outcomes. Our extended Cabinet group is focusing our work on equity, meeting weekly to identify biases in our educational programs and systems, and develop a plan for addressing the persistent achievement and opportunity gaps that exist for our students of color. We have developed a partnership with R.T. Fisher Enterprises to assist us with designing and implementing culturally and linguistically relevant and rigorous professional learning and executive coaching opportunities, including a comprehensive listening/learning campaign which includes a district-wide environmental scan and multi-year strategic plan of action with measurable goals and outcomes. The work may include the design and implementation of strategic academic intervention and enrichment student services and included the summer program STEM STEPS, which is outlined in the LCP.

Principal Circles: As part of this work with R.T. Fisher we are holding principal circles to engage administrators and Black/African American parents through a structured process to better support the success of Black/African American students and promote communication, understanding and respect between Black/African American parents and school leaders. More information is included in the LCP.

Professional Development offered to staff prior to the start of the school year included PD designed to meet the needs of our underserved student populations, and steps for creating intellectually safe classrooms for diverse learners.

At Berkeley High School discussion around Culturally Relevant Pedagogy and instruction strategies are taking place in departments as they make important decisions about what is taught when, how curriculum can be revised to decenter whiteness, how the unique experiences of the student body can be incorporated directly into the curriculum. This year deliberate decisions were made to take an explicitly "Anti Racist" stance with PD work. Critical race theory is one dimension of this work, but it also includes identifying and uprooting policies that are producing racially disparate outcomes. The BHS Antiracism PD will take place in several different configurations, including four meetings in racial affinity groups: 1) Black. 2) PoC (non Black) 3) Mixed with White 4) White. This affinity work is focused primarily on how to establish and uphold antiracist policies in our classrooms, and how to do the same within our broader learning communities. BHS PD Plan for 2020-2021

Black Lives Matter Resolution: In June, BUSD announced its resolution in Support of Black Lives Matter. Some of the actions in the resolution related to teaching and learning include:
- Resources that teach about, celebrate, uphold, and affirm the lives of Black people
- Black Joy campaign to celebrate the full experience of Black students, families, staff, and community members
- Address the symbols of institutional racism and white supremacy, identify and address biases, practices, policies, and institutional barriers that perpetuate injustice and inequality
- Identify class and cultural biases that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students

	Equity Rubric: The district's equity rubric was developed years ago and is currently used in varying degrees by our equity teacher leaders and site administrators. We will revisit this rubric and reflect on how it will align with the BLM resolution, how the current climate may influence revisions, and how to better implement the strategies and accountability identified in this document. LCP Section Revised: General Information, page 1
#8 Clarity around consistency and rigor of asynchronous learning	Teachers are posting assignments on Google Classroom or SeeSaw, and creating a schedule that encompasses the instructional minutes requirement. Site administrators have access to these Learning Management Platforms. For instruction during distance learning, our teachers are using Common Core aligned district curriculum along with supplemental online platforms. Academic rigor is embedded in our curriculum and the Common Core Standards, and is expected in distance learning as well. Site administrators will supervise and evaluate staff using the same California Standards for the Teaching Profession (CSTP) as they do in the regular school program, and conducting both formal and informal observations. No revision to LCP
#9 Equitable allocation of CARES and other funds to sites with more unduplicated and high-need students	CARES Act funding includes Learning Loss Mitigation Funds (LLMF) designated for pupil learning loss. The district is committed to spending these funds on allowable expenditures which include: ● Addressing learning loss or accelerating progress to close learning gaps for students who need this support ● Providing additional academic services, such as diagnostic assessments, intensive instruction for addressing gaps in core academic skills, and additional instructional materials ● Providing integrated support services and resources to address other barriers to learning, such as counseling, mental health services, or programs to address pupil trauma and social-emotional learning Though the LCP does not require districts to document funding sources, LLMF will be used to address learning loss actions. No revision to LCP
#10 Are Re-engagement plans working? Are	We have updated our attendance plan for distance learning. In this new plan, teachers will take daily attendance that reflects both participation in live instruction, or synchronous

Re-engagements plans working for unduplicated students? What will be done with results? What will be continued support or improvement at teacher, principal, OFEE, district level?	learning, as well as participation in asynchronous learning such as completing assignments, engagement with online learning platforms, instructional videos, homework, and student/parent/guardian contact. Our Distance Learning Attendance Plan will enable us to collect more nuanced data that reflects both synchronous and asynchronous learning. We are closely monitoring attendance with a tiered re-engagement plan, including outreach, in order to respond swiftly to students who are falling off, and ensure that they have the resources needed in order to re-engage. Our re-engagement plan includes actions at both the site level, involving site COS Teams, and the district level, involving the Office of Family Engagement and Equity. This re-engagement plan is outlined in the LCP section: Pupil and Family Engagement and Outreach, page 33. LCP revision: Pupil Participation and Progress, page 12 (new attendance plan)
#11 Is integrated ELD happening in the classroom? Is classroom teacher and ELA teacher collaboration happening? Has the district been able to have a strong instruction plan for integrated ELD? How will it be evaluated?	Teachers include Specially Designed Academic Instruction in English (SDAIE) in their instruction. Teachers are certified in these teaching methods for content area classes in which English Language Learners participate. Though we have offered professional development for integrating ELD instruction into our curriculum in the past, continual professional development for teachers is needed. In planning for our staff development days, we will strategize on growing teachers' expertise in this area, especially for a distance learning model. Principals will observe and provide feedback to teachers through both formal and informal observation. ELD teachers are using an alternative assessment tool in order to identify our ELs' levels of English proficiency and focus on areas of need. We continue to assess all students using other informal and formal assessment tools. Revision to LCP: Supports for Pupils with Unique Needs, page 18
#12 What is the formula that will be used to determine ELD teacher time at each site?	The formula for calculating the percentage of Full Time Employment (FTE) for each ELD teacher at each site is based on the number of ELs at the site from the previous year's numbers. Some sites supplement the FTE of ELD teachers using site funds. This formula is computed and evaluated yearly. We will revisit the formula to ensure allocation of the FTE of these positions equitably. No revision to LCP
#13 Concern about hybrid/in-person (in-person) being seen as set in stone.	Our In-person learning plan is a hypothetical model. The section was written based on initial conversations prior to the requirement that the school year start in a distance learning model. The in-person learning plan will need to be revisited and will be subject to stakeholder

	feedback, state, county and city health policies, union negotiations, and research. LCP revision: Continuity of Learning, In-person Learning, page 5
#14 Clarity around attendance policy for teachers	As stated in section #10, we updated our attendance plan and policy so that teachers will have a clearer understanding of how to document both synchronous and asynchronous participation in distance learning including a flow chart and a Frequently Asked Questions section. LCP revision: Pupil Participation and Progress, page 12 (new attendance plan)
#15 A concern of teachers is that families are going to want to opt out of synchronous and only do asynchronous	Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments made by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, BUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. Our families will be receiving communication from our Superintendent emphasizing the requirement to attend school. LCP revision: Pupil Participation and Progress, page 12
#16 Technology support for families & parents	Our Office of Family Engagement and Equity (OFEE), in collaboration with our professional development department, is offering parent/guardian seminars focusing on how families can support students during distance learning, including support with technology. Seminars are in the process of development and focused on meeting parent support needs. Our Digi-tech team created videos, available to families, on how to use our various Learning Management Systems and communication tools. For elementary families, the first two weeks of school was dedicated to family meetings, including offering technology support. This information is included in the LCP section: Pupil and Family Engagement and Outreach, page 36 No revisions to LCP