



2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	515.2	87.9%	1.0%	0.3%	8.7%	1.8%	0.1%	0.1%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards			3			
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	2
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

In reviewing the 2024 LCAP survey results for Building Relationships, parents had the highest levels of agreement that BUSD creates welcoming environments for all families in the community with 63% of parents agreeing and only 15% disagreeing. Another 22% neither agreed nor disagreed.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

In reviewing the 2024 LCAP survey results for Building Relationships, parents had the lowest levels of agreement that BUSD supports staff to learn about each family's strengths, cultures, languages, and goals for their children with 48% agreeing and 20% disagreeing. Another 32% neither agreed nor disagreed.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the district acknowledges the need to enhance engagement with underrepresented families to build relationships between staff and families. In response to the self-reflection process, the district has included an LCAP Goal specific to building authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build the capacity to promote successful outcomes for students. BUSD has developed a set of professional learning resources to support staff in developing their capacity to build trusting and respectful relationships with families and to learn about, affirm, and leverage the cultural wealth of families. These resources will be provided to all schools with the support of staff from the Office of Family Engagement and Equity and the Equity Teacher Leaders.

To address the specific needs of underrepresented families, the district will implement actions to broaden support. This includes building relational trust through humanizing, culturally responsive relationships between families, students, students and staff with a focus on families of color, families experiencing homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth. Activities such as community events, focal family coaching, interpretation support, and access to family resource center services. The district will also work to build the capacity of families to navigate the educational system so that they can better support their families through culturally responsive practices, emphasizing empowerment over dependency, and increase the capacity of educators to better engage families as partners. Activities provided by The Office of Family Equity and Engagement include coaching for families and family engagement workshops for families and staff. Translation services will continue to be prioritized. Through these efforts, the district aims to forge stronger connections between school staff and underrepresented families, fostering equity, inclusion, and academic success for all students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	2
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

In reviewing the 2024 LCAP survey results for Building Relationships for Student Outcomes, parents had the highest levels of agreement that BUSD provides all families with information and resources to support student learning and development in the home. More than half of parents agreed (51%), and 20% disagreed with that statement. Another 29% neither agreed or nor disagreed with the statement.

BUSD demonstrates relative strength in providing information and resources to families, so as to improve student outcomes. District-wide resources are regularly provided in Spanish and Arabic and systems have been standardized to ensure language supports via Language Line, bilingual staff, or contracted interpreters. Spanish bilingual family engagement and equity specialists have been strategically assigned to schools with more than 15% of Spanish-speaking households, schools with Spanish immersion programs, and schools with newcomer programs.

BUSD teachers host parent-teacher conferences for students in K-8. Additionally, parents receive parent reports for STAR and DIBELS assessment data at the end of each of the three screening windows. Staff have been trained to

explain benchmark and summative data available in eduCLIMBER to families and to use this data to partner with families for student learning and school leadership.

New this year was the publication of District Data Newsletters. These can be found on the district website: <https://www.berkeleyschools.net/departments/bea-berkeley-evaluation-assessment/>, and on each school's website for the site-level version of the newsletter.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

There continue to be opportunities to improve and refine two-way communication with families. While 51.99% of the 1,260 respondents on the LCAP and Strategic Plan survey indicated either agree or strongly agree that "BUSD develops multiple opportunities for the district and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families" PAC and DELAC LCAP recommendations indicate need for supporting 2 way communication through additional translation and interpretation services and improving the district website to make it easier to use.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, the district acknowledges the need to enhance engagement with underrepresented families to build partnerships for student outcomes. In response to the self-reflection process, the district has included an LCAP Goal specific to building authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build the capacity to promote successful outcomes for students.

To address the specific needs of improving the engagement of underrepresented families, the district will implement actions to broaden support. This includes providing proactive and immediate support to students in attendance and behavior management at the high school through On Campus Intervention (OCI) office and in collaboration with the Dean of Students and the Dean of Attendance to track behavior referrals, attendance data, and to collaboratively work with focal students and their families on interventions plans. In addition, the district will focus on building relational trust through humanizing, culturally responsive relationships between families, students, students and staff with a focus on families of color, families experiencing homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth. Activities such as community events, focal family coaching, interpretation support, and access to family resource center services. The district will also work to build the capacity of families to navigate the educational system so that they can better support their families through culturally responsive practices, emphasizing empowerment over dependency, and increase the capacity of educators to better engage families as partners. Activities provided by The Office of Family Equity and Engagement include coaching for families and family engagement workshops for families and staff. Translation services will continue to be prioritized. To improve two-way communication by increasing awareness of translation and interpretation services for both staff and families, family engagement specialists will provide training, reminders, and partnership with DELAC and ELAC members to advocate for and use these services.. To improve the access to resources and use of the district website, staff will create guidance for families to better navigate the website and partner with families and family engagement specialists to update and redesign the website for ease of use.

Through these efforts, the district aims to forge stronger connections between school staff and underrepresented families, fostering equity, inclusion, and academic success for all students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Partnerships are the cornerstone of our educational philosophy. In BUSD, we believe that working collaboratively with our educational partners is essential to student success. In reviewing the 2024 LCAP survey results for Building Relationships, parents had the highest levels of agreement that BUSD provides all families with opportunities to share input on policies and programs, and BUSD implements strategies to reach and seek input from underrepresented groups in the school community. More than half of the families (54%) agreed with that statement, 25% neither agreed nor disagreed, and only 21% disagreed.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

An objective of BUSD is to ensure that effective teaching takes place both at school and in the home environment. The 2024 LCAP survey results showed that only 42% of families agreed that BUSD builds the capacity of and supports principals and staff to effectively engage families in advisory groups with decision making; and 16% disagreed with that statement. Another 41% neither agreed nor disagreed with the statement. To better support seeking input for decision making from our educational partners an action in the 2024-2027 LCAP is to leverage community assets. In order to do so, the district will work to better understand and leverage the variety of assets and cultural wealth (i.e., strengths, experiences, resources) that our families and community members bring.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The 2024 LCAP survey showed that only 42% of families agreed that BUSD builds the capacity of and supports principals and staff to effectively engage families in advisory groups with decision making; and 16% disagreed with that statement. Another 41% neither agreed nor disagreed with the statement. To improve the engagement of

underrepresented families, the district has prioritized educational partner engagement and support through a specified LCAP goal which includes metrics (i.e. percent of parents and families of Multilingual Language Learners and students with disabilities who feel school is a welcoming environment) and actions (i.e. Family Engagement Capacity Building).

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students.

The CHKS provides information to guide school improvement and Local Control and Accountability Plan (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

In 2024, the Berkeley Unified School District took the CHKS Core Module, as well as the supplementary Social Emotional Health Module. The surveys were completed by students in grades 5, 7, 9, 11, and students at BTA. Participation rates for each group were: 66% for 5th grade, 92% for 7th grade, 90% for 9th grade, 68% for 11th grade, and 67% for BTA. The overall participation rate for the district was 79%. In all, 2,298 BUSD students participated in the CHKS.

We are focusing on a set of questions from the CHKS survey including School Engagements and Supports, School Safety and Cyberbullying, and Social Emotional Health.

School Safety: Experience any harassment or bullying

7th grade 42%

9th grade 29%

11th grade 23%

non-traditional school 15%

School Connectedness Measure

5th grade 81%

7th grade 64%

9th grade 63%

11th grade 60%

Caring Adult Measure

5th grade 76%

7th grade 65%

9th grade 67%

11th grade 70%

LCAP and Strategic Plan Survey indicate bullying at school is an area in need of attention.

39.42% of the 1,260 respondents disagreed or strongly disagreed with the statement "Bullying is not an issue at school." 39.4% of students disagreed with the statement.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key Climate Indicators from the CHKS include Supports and Engagement, Low Violence, and Other School Climate Indicators.

Elementary school exceeded state averages in all Supports and Engagement categories (6) and increased from 2022 to 2024 in 4 of 6 Supports and Engagement categories (School connectedness, Caring Relationships, High Expectations, and Perceived School Safety). Anti-bullying Climate decreased by 4% and fell below the state average in 2024, and Parent Involvement in Schooling decreased by 2% and also fell below the state average in 2024.

Middle schools increased in all Supports and Engagement categories (7) from 2022 to 2024. as well as all Other School Climate categories (3). Categories Academic Motivation, and Two or Fewer Absences/Month, are below the state average. Low Violence indicators decreased in 3 or 4 categories, with 1 remaining the same.

High School improved in all Supports and Engagement Indicator categories (7), improved in 3 of 4 Low Violence Indicator categories, and all Other School Climate Indicator categories (3). Categories Academic Motivation, and Two or Fewer Absences/Month, are below the state average, as well as the Promotion of Parental Involvement category.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Welcoming Schools program to be implemented at all middle schools. Chronic Absenteeism programs will be implemented at all BUSD schools. Wellness Center to open at BTA, with planning for Wellness Centers at the middle schools. Partnerships with community agencies for mental health counselors to increase access.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

BUSD utilizes various local measures to track access to and enrollment in a broad course of study.

These measures include:

K-2 DIBELS, 3-8 Star Reading, 3-8 Star Math, % of schools offering courses described in Ed Code 51210 and 51220, Programs and services developed and provided to low-income students, English Learner and Foster Youth students, and students with disabilities, % of high school students who receive end-of-course grades of D or F, % of students who have passed an AP examination with a score of 3 or higher, % of students meeting A-G requirements, % of students who meet A-G requirements and complete a CTE pathway, % of students who graduate and complete a CTE pathway, % of students prepared for College/Career based on dashboard indicator, % of students who graduated, and the % of Multilingual Language Learners reclassified and FEP.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

BUSD ensures that all students have access and are enrolled in a broad course of study. Enrollment data analysis indicates equitable access across school sites, with availability to diverse academic offerings. Disaggregation by student groups reveals access to enrollment which indicates efforts are being made to address disparities among diverse student populations. Progress through time shows improvements in access to a broad course of study, with ongoing efforts to expand course offerings and enhance inclusivity. Educational partner feedback highlights areas for further improvement and targeted intervention support to address any identified gaps and to ensure equitable access for all students across every school site and student group.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

BUSD has continued to work on ensuring all students have access to a broad course of study. There are currently no barriers preventing the district from providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the locally selected measures, BUSD has revised various metrics, goals, and actions. BUSD has also included new actions and two new LCAP goals to ensure access to a broad course of study for all students.

Revised metrics:

K-2 DIBELS - All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a baseline proficiency rate below 80%

3-8 Star Reading - All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a baseline proficiency rate below 80%

3-8 Star Math - All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a baseline proficiency rate below 80%

% of schools offering courses described in Ed Code 51210 and 51220 - Maintain at 100%

Programs and services developed and provided to low-income students, English Learners and Foster Youth students, and students with disabilities - Maintain that these programs are offered to the specific student groups

% of high school students who receive end-of-course grades of D or F - All students will make at least a 3% annual decrease over each of the three years (9%) to 13.5%. An accelerated target of at least 5% annual decrease (15%) is being set for focal student groups

% of students who have passed an AP examination with a score of 3 or higher - Increase 3% total over 3 years for all students to 29% and accelerated increase of 5% total over 3 years for focal student groups

% of students meeting A-G requirements - All students will increase 3% annually (9% over 3 years) to 72.5%. An accelerated target of 5% annually (15% over 3 years) for focal student groups

% of students who meet A-G requirements and complete a CTE pathway - All students will increase 3% (total over 3 years) for all students to 32.1%. An accelerated target of 5% (total over 3 years) for focal student groups

% of students who graduate and complete a CTE pathway - All students will make at least a 3% total increase over three years to 39.6%. An accelerated target of at least 5% total increase for focal student groups

% of students prepared for College/Career based on dashboard indicator - Increase 9% total over 3 years for all students to 71.3% and accelerated increase of 15% total over 3 years for focal student groups

% of students who graduated - All students will maintain or attain a graduation rate of at least 95%

% of Multilingual Language Learners reclassified and FEP - All students will make at least a 3% total increase over three years (3%)

2024-2027 LCAP Goals:

Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

New Actions:

Goal 1 Action 15 - Collection and Analysis of Tier 1, 2 and 3 data - Implement regular assessment cycles for data review and progress monitoring to analyze intervention for academics, attendance, behavior and social-emotional supports.

Goal 2 Action 13 - MTSS Framework - Develop and implement an MTSS framework to articulate and define support for students in Tier 1, 2 and 3 in the areas of academics, attendance, behavior and social-emotional learning.

Goal 2 Action 14 - Data Review and Progress Monitoring - Implement regular assessment cycles for data review and progress monitoring to analyze intervention for academics, attendance, behavior and social-emotional supports.

Goal 3 Action 2 - ¡Adelante! Latinx Success Initiative - Develop, coordinate, support, and monitor progress on the implementation of the activities of the ¡Adelante! Latinx Success Initiative as part of the Latinx Resolution (2021). Align activities and metrics with the four goals of the ¡Adelante! initiative: 1) ¡Sí, soy! Affirm Latinx culture, history, and language; 2) ¡Sí, puedo! Build capacity and empower Latinx students and families; 3) ¡Sí, voy! Ensure Latinx student college and career readiness. Activities include cohort-based programming (e.g., Puente), family learning and leadership (e.g., Líderes Latinx), two-way immersion program support, and affinity spaces.

Goal 3 Action 12 - Improving Student Attendance - Systematize chronic absenteeism program to include: increased communications with families, incentive support, transportation support, individualized intervention/support, PD for staff, data monitoring support, and early warning system for students at-risk of becoming chronically absent.

Goal 4 Action 1 - Build Relational - Build relational trust through humanizing, culturally responsive relationships between families, students, and BUSD staff. Focus on families of color, families experiencing poverty and/or homelessness, families of English learners, families of students with disabilities, and families of foster youth. Activities include community events, focal family coaching, interpretation support, and family resource center services. Includes support by the Office of Family Engagement & Equity staff.

Goal 4 Action 2- Leverage Community Assets - Understand and leverage the variety of assets and cultural wealth (i.e., strengths, experiences, resources) that our families and community members bring to our community, including connecting staff and families with community organizations, in order to address equity gaps and improve student outcomes. Activities include resource connections with families, community partnership organization, and support for family affinity spaces. Includes support by the Office of Family Engagement & Equity staff.

Goal 4 Action 3 -Family Engagement Capacity Building - Build capacity of families to navigate the system and support their families and community via culturally responsive practices, emphasizing empowerment over dependency, and build capacity of educators to better engage families as partners in learning and leading. Activities include coaching for families and family engagement workshops for families and staff. Includes support by the Office of Family Engagement & Equity staff.

Goal 4 Action 4 - High School attendance - Provide proactive and immediate support to students in attendance and behavior management, working through On Campus Intervention (OCI) office and in collaboration with the Dean of Students and Dean of Attendance to track behavior referral, attendance data, and work collaboratively with focal students and their families on intervention plans.

Goal 5 Action 1 - College/Career Readiness Supports - All BTA students will have clear pathways to post-secondary options. BTA staff will support the improvement of student goal setting for post-secondary options by creating and implementing a Career Technical Education (CTE) pathway(s) with a connection to one or more Peralta City Colleges (Berkeley City College Merit and Laney College).

Goal 5 Action 2 - Individual Learning Plans - Create Individual Learning Plan (ILP) for all students to plan post-secondary opportunities and pathways

Goal 5 Action 3 - Counseling Team - Continue ongoing support with the BTA Counseling Team on building a college and career-going culture

- Integrate the ongoing college and career readiness work at BHS into BTA structures
- Build a stronger collaboration with other college-going organizations, such as College Bound, to support student postsecondary planning

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet					

Coordinating Instruction	1	2	3	4	5
the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					