

2022- 2023 Educational Partners Comments and Questions

LCAP Overview and California Dashboard Data Review

District Advisory Group and Community Advisory Committee

- Do other districts have equal decline in ELA and Math scores
 - Yes, a comparison of similar districts shows that the decline is universal.
- Where is the baseline data from?
 - The baseline data was used to develop this LCAP in 20-21.
- Will the baseline data in the 23-24 school year be used to develop the next LCAP?
 - Yes.
- When do we develop the new LCAP? In the third year?
 - Yes.
- Is Distinguished School the same as High Reliability Schools?
 - No. Distinguished school is an award based on achievement/Dashboard data. High Reliability Schools is a certification that the school has sustained systems to monitor the effectiveness of the school program at each level of reliability: safety and collaboration, effective teaching, a guaranteed and viable curriculum, standards-referenced reporting, and competency-based education.
- Why did the State take the colors away on the Dashboard?
 - In order to earn a color on the dashboard, two pieces of data are necessary (status and change). This year the State is only reporting status, so one color is being used to report the information: purple. The change in format of the Dashboard will also help identify that this year's reporting is different when the Dashboard is looked at from an historical perspective.

Parent Advisory Committee

- Are the High Reliability Schools levels a rating scale or a framework?
 - They are a framework within which schools monitor the reliability of their systems to ensure safe, collaborative schools, effective teaching, and a guaranteed and viable curriculum. The levels are not used to rate schools.
- Is the PLC (Professional Learning Communities) reflection survey given to students?
 - It is completed by teachers and administration
- Would it make sense to survey students as this goal describes safe schools?
 - Students will be surveyed when the LCAP survey is administered; however, this survey is a tool monitoring the implementation of the PLC implementation which is a teaching and planning strategy that students would not be aware of the components of the strategy in order to share their perspective of level of teacher implementation. This tool is measuring the "collaborative environment" part of the goal.
- What does PLC mean?
 - Professional Learning Communities. These are planning and analysis meetings that teachers engage in to monitor the effectiveness of instruction.
- What year is the baseline data representing?
 - The 2019 - 2020 year of development of the current LCAP.
- Do you expect the measurement to improve over the year?
 - This is a final measurement as this is when the survey is completed so that schools have a base with which to plan improvement over the course of the year.
- Is the information an average of all schools?
 - Yes.
- Who completes the FIT inspections?
 - An outside company

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- What does the FIT inspect and why are they not inspecting once the year starts and facilities decline?
 - The FIT inspects: Systems (gas leaks, HVAC, sewers), Interiors, Cleanliness, Electrical, Restrooms/Fountains, Safety (Fire and Hazardous Materials) Structural (roofs), and External (playground equipment and windows/doors). This inspection is a baseline review of the facilities that is included in the SARC (School Accountability Report Card) as an annual measure of sites. During the school year, the maintenance work order system is used to address needs.
- What does exemplary and good mean?
 - Exemplary rating is 99% - 100% and Good 90% - 100%.
- What happens after the reports come in?
 - Administration and custodians review the report to identify areas to be addressed either at the site level or through the work order system at the District level.
- Is the PLC reflection data for Goal 2 for Middle and High School?
 - No, it is from all schools.
- Is the AP data for MHS and BHS or Statewide?
 - It is reporting the achievement of BUSD students.
- How does the end goal get determined for the metrics?
 - A review of the previous pattern of achievement is analyzed to determine an achievable goal.
- Is the district looking to add math coaches?
 - Intervention teachers were added and it is a site decision as to the focus of these teachers. The current focus is Reading. Math intervention is supported through additional programs such as ST Math at the elementary level and IXL at the Secondary level as well as intervention opportunities provided by individual sites either during the school day or after school.
 - Are students using JiJi (ST Math)?
 - Yes, sites are monitoring the usage of this program. JiJi has visited one school so far this year and helped with Launch day. Other sites are incorporating incentives to support student usage.
 - What grades take the Science State Test?
 - Students in 5th, 8th, and once in HS. Students in high school this year will take the exam in 11th grade; however, if for some reason a student does not take the exam in 11th grade, they will be required to take the exam in 12th grade.
 - How many students are taking CTE courses?
- How do students that are taking band know about CTE courses?
 - All students are communicated with in the same way. The high schools advertise courses in their curriculum handbook. Counselors assist with course enrollment when they visit classes each spring. All courses available are posted on the website of each school.
- Is there a better way to advertise CTE courses so parents and students know their choices when planning their high school courses?
- Suggestion provided:
 - Provide a short video for preview day so students are aware of options.
 - Use platforms in addition to Instagram to share information about CTE and CalAPs.
 - Currently schools include CTE course descriptions in their course catalog. BUSD website includes CTE course offerings available at Secondary sites and a link to the CalAPs website. For CalAPS courses, a counselor/career tech person at each site assists with advertisement.

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Posters are placed on campus during each enrollment period and phone and email messages are sent home to families.

- Videos are currently being created to advertise CTE and CalAPS courses to students and to inform parents.

District English Learner Advisory Committee

- Is the Supplemental budget assigned by school? How are funds allocated?
 - Funds are allocated according to the number of qualifying students at each school site.
- Is this the first time PLCs have been in the LCAP and are teachers learning how to do PLCs?
 - PLCs have always been part of the LCAP in goal one as this goal addresses creating a safe and collaborative culture. Teachers use PLC time to plan instruction, analyze data, and deepen their knowledge about the PLC process.
- Can we have a feedback form to share with ELAC?
 - The PowerPoint shared in this meeting will be posted to the BUSD website which you may use to share with ELAC to solicit input for future DELAC meetings.
- Is the NWEA fluency test multiple choice?
 - No, it is a reading test. Students are tested on foundational reading skills using pictures, letters, words, and audio.
- Do students in the dual program have the same reclassification criteria?
 - Yes; however, the dual immersion program is a language acquisition program and bilingualism/biliteracy is the goal of the program which may cause a delay in reclassification of students as they are learning two languages simultaneously.

Student Advisory Group

- The student group identified key words in the BUSD Mission, Vision, and Theory of Action.
- Why is the plan built for three years if anything can happen within a year (global pandemic, stock market crash, etc.)?
 - The State determined the timeline for meeting goals within the LCAP as a three year process; however, the plan is monitored yearly to identify areas of needed improvement. During the pandemic, the State required supplemental plans from districts to address how needs were met during the pandemic.
- Do students really give input?
 - Students have an opportunity to provide input when responding to surveys (LCAP, Panorama, Healthy Kids Survey, etc.). The Student Advisory's role is also a forum for providing input from students.
- Comment: Students do not really feel the impact of the LCAP and aren't really notified what the funding is used for at their schools.
- Students shared why it is important to know about the LCAP.

Administrative Group

- Suggestion: Create a parent night that highlights all CTE/CalAPS classes.

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LCAP Annual Update Review

District English Learner Advisory Committee

- Do English learners have the highest dropout rate?
 - This number also includes students who have left BUSD. Does this also include the reclassification rate? Reclassified students should not be included as there is another category for these students.
- Can we have more details on students completing A-G, like a % of how far students have progressed?
- Why is the % of reclassified students so low in 21-22?
 - Our goal is at least 11% of students will be reclassified yearly, that is our target.
- Is Parent Tracker a survey?
 - Yes, completed by the Principal to list the parent events at each school and track how many parents are attending each one, examples such as parent teacher conferences, PTA, and ELAC meetings were shared.
- Can we share the Healthy Kids Survey link with other parents?
 - Link is site specific, so you can share with parents at your school only.
- Results are provided to the District by school?
 - Yes, each school will get a report. It is important to have as many parents as possible to take the survey to have valid results.
- What does E3D stand for with ELD instruction?
 - English 3D, online platform for ELD instruction
- Can Coach Rudy train parents?
 - Yes, February 7 & 21 at 6:00 p.m.
- Parents were very interested in PAPER tutoring, discussion about the details.
- A parent suggested having a garden at the sites and teaching students how to plant their own gardens and eat healthy. Include a parent night for how to grow healthy vegetables.

District Advisory Group/Parent Advisory Committee/Community Advisory Committee

- Why is 20-21 the baseline
 - That was the first year of the three year LCAP
- How are we comparable to prior to the pandemic
 - Chronic Absenteeism increased and academic achievement declined.
- Define chronic absenteeism
 - The California School Dashboard reports the percentage of students who are absent for 10 percent or more of the instructional days they were enrolled to attend.
- Does this include absence for COVID
 - The California Dashboard data for the chronic absenteeism indicator is based on 2021-2022 data.
- Do we normalize the data to see where the trend is versus students that have COVID vs non-COVID.
 - Students that were due to COVID can be identified as they were quarantined or on short term independent study during that school year and marked as such in the system.
- We were told if you are sick, don't send them to school - my daughter doesn't have COVID but was sick.
- Can we put an asterisk on graduation rate that speaks to Mod Severe students?
 - When looking at data, it is important to know the context of the data. We are not

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able to put an asterisk on the California School Dashboard; however, locally, we are aware that sites that teach students that earn a certificate of completion versus a diploma will have a lower graduation rate.

- Can they parse out the data so that districts are compared fairly
 - On the Dashboard this information is not parsed out; however, on DataQuest the different types of high school completers are reported.
- Is the California Healthy Kids Survey to all parents or just 5, 7, 9?
 - All parents.
- Can we include more parent surveys in goal 3 since responses may change depending on the time of the year?
 - Additional “topic-based” surveys are administered such as the Expanded Learning Program Input and District Website Input surveys. Sites may also administer local surveys to gather information specifically from their community.
- Comment: MHS science teachers have a survey called Kelvin Pulse. It is ongoing data and takes a “pulse” on needs and initiatives at the moment.
- Are the surveys State surveys?
 - The California Healthy Kids Survey is a State survey.
- The surveys can be hard to answer as experiences are different depending on the school level. Can we have surveys that are targeted to elementary, middle, and high school.
 - We have differentiated the LCAP survey for students. We will look into the possibility of differentiating the survey based on the parent completing for an elementary or secondary student.
- Can we include a metric that states how many hours of training teachers have had?
 - We can research this possibility.
- Can we standardize and align our PD with other professional learning like Continuing Education Units?
 - The funding source utilized to provide professional development does not allow for teachers or administrators to earn college credit for professional learning.
- Comment: We don’t have sub releases during the day, we need to find more creative ways to get everyone trained during the school day. We can’t move anything forward unless we are all trained.
 - For example: Have Think Together staff take students for a half day.
- What percentage of all employees is the 548 that went to SEL training?
 - There are approximately 1500 employees. 548 would be 37%.
- Can we offer ViewSonic training for longer chunks of time with time for practice?
 - Sites may contract with ViewSonic to provide additional training or contact the District curriculum specialist to coordinate with the site Technology Instructional Leader to provide professional development for the site.
- Can we have a BEST class for TK-2nd as there are many behavior problems in these grades?
 - We can look into this possibility.
- Are these programs used for Dual immersion?
 - Dual Immersion received professional development in literacy through Esperanza, WOW, and WELLS training this year. Dual Immersion teachers also had access to attend Advanced Thinking Maps training.
- Comment: Please include the dual programs listed on the informational slide deck when reporting.
- Are there other ways to use the money instead of PAPER Tutoring?
 - Sites may implement targeted tutoring local at their site.
- Comment: We need to re-embrace PTA when we talk about parent engagement.

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LCAP Review and Development of Advisory Group Priorities

District Advisory Group/Parent Advisory Committee/Community Advisory Committee

- What is the difference between a career pathway and CalAPS?
 - A pathway is a series of courses in specific areas, such as culinary arts. CalAPS is an organization that provides career technical education for students predominantly after school.
- If 38% are responding that they feel an area needs to have increased attention, is it the assumption that 62% is happy with that area?
 - The choices for the questions that track percentage of increased attention include the option for increase or maintain. This means that 62% believe that the services should be maintained.
- Is the amount of administration at the secondary level the same as elementary?
 - No. There are more administrators at the secondary level than the elementary level.
- Do we know who is responding to “this” question (e.g. if 39% of everyone thinks that we need less support for English, who makes up that 39%)?
 - That question is asked of the community, parents, teachers/staff, administrators, and students.
- What kind of support might respondents think are needed for PE?
 - This question asked about the percent of people that believe increased efforts to improve student outcomes is needed. For PE, students may need support with passing the course or the physical fitness test.
- How can more information be readily available to parents regarding courses available?
 - The course listings for each secondary site is posted to their school website. This catalog includes, among other things, a description of each course and whether it is an a-g approved course.
- Have we defined the difference between STEAM and CTE? Not having done so could skew the data.
 - STEAM are courses that include science, technology, engineering, arts, and math. Whereas CTE are courses specific to a career pathway such as culinary arts.
- Who is advertising about College/Career Opportunities? Where is their marketing coming from? It does not seem like they are “harvesting” the neighborhood.
 - The current advertising is done at the site level. Counselor presentations in classrooms and course catalog includes this information. Input is currently being solicited for future updates to the BUSD website.
- If a student has questions, how are they supposed to go to the College and Career center with the limited hours of 10-2 pm?
 - If a student has a question, the first point of contact should be their counselor. The counselor will have more information and suggestions to help support the student and answer questions.
- Why don't we make the questions specific to age brackets (split them out? Data might be skewed if mostly one particular group answered and it did not really pertain to them. We need to know who answered what questions.
 - Based on previous feedback, we have disaggregated the data by elementary and secondary students. We further disaggregate by population responding to the question. Some data is reported as a whole if all populations completed the question. We will look into how we can continue to further disaggregate the data.

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- Is there anywhere that people can comment “why” they responded as they did? If there is a problem we can solve, we should be able to solve it.
 - The data is separated by school site and provided to each school site, so that questions with open comments can be reviewed at the site level.
- Comment: Maybe we should have different words. For example, if I don’t care, you need to know that I don’t care (Sample question: How easy is it to get information about your child’s school?)
 - The current question includes the following responses: Very Easy, Easy, Neither Easy Nor Difficult, Difficult, Very Difficult.
- Was the information different for Elementary than Secondary?
 - Student data is separated by elementary and secondary. We can look into the possibility of separating parent, teacher/staff, and administrators by elementary and secondary.

District English Learner Advisory Committee

- What is primary vs. secondary?
 - Primary is elementary and secondary is 7th-12th grades
- Can schools have active shooter training?
 - Yes, staff is currently being trained for active shooter and we are having safety meetings to gather parent input
- Comment: Please teach sign language
- Can you explain civic and community classes?
 - These classes include understanding responsibilities as citizens. Some schools are democracy schools and focus on these types of lessons. (Ramona and BHS)

Student Advisory Group

- Comment: Counselors need more time to meet with students. It would also help to have the same counselor throughout all of high school to build relationships between counselors, students, and their families.
- Comment: It would help to have additional support in the Career Center to help with Cerritos Complete, LBCC Promise programs, and Dual Enrollment paperwork.
- Comment: It may help to provide growth mindset training for teachers and students to help students engage with teachers and build relationships.