463 Total Responses (442 English, 21 Spanish)

Please select your preferred language. / Por favor seleccione su idioma preferido.
458 responses

95.4% English
13% Español

437 Identified Stakeholders
(228 students, 148 parents/guardians, 57 staff members, 4 community members)

Which type of stakeholder are you?
437 responses

52.2% Student
33.9% Parent / Guardian
13% Community Member
13% Staff Member
Grade Level Representation
(All but 1 student were in grades 6-12)

Which grade level(s) do you represent:
437 responses

- Tk - 5 (BES) 16.9%
- 6-8 (HSMS) 23.6%
- 9-12 (BUHS) 9.6%
- 9-12 (PGHS / BIS / KBS) 22.7%
- 9-12
- Tk - 5
- 6-8

Which of the following priorities are most important to you?

- A Positive School Culture: 185
- Academic Intervention in MATH for emerg.: 159
- Extracurricular (Athletics, Clubs, Ban.: 159
- School Safety: 151
- Academic Intervention in ENGLR/R.: 148
- Opportunities to take Vocational Educ.: 131
- Updated facilities & Technology: 113
- Academic Enrollment for advanced St.: 104
- Vaping & other tobacco/alcohol use...: 89
- Quality Professional Development for...: 89
- Student Academic Assessment Tools: 86
- Other: 37
- Other: 39

LCAP 2020 Survey Responses
What are BUSD’s greatest strengths?
(What should we keep/expand/protect?)

Top 3 BUSD Strengths by Stakeholder Group:

Parents/Community:
1. Caring and dedicated teachers and staff (20% of responses)
2. Small community / Personal relationships (14% of responses)
3. Variety of elective offerings (Band, Art, PE, CTE courses) (11% of responses)

Staff:
1. Experienced and dedicated teachers and staff (32% of responses)
2. Community Involvement / Personal relationships (19% of responses)
3. Variety of elective offerings (Band, Art, PE, CTE courses) (16% of responses)

Middle School Students:
1. Caring and dedicated teachers and staff (31% of responses)
2. Technology (Chromebooks, AERIES) (22% of responses)
3. tie - School Safety & Sports (Skiing, Drill Team, Color Guard, PE) (12% of responses each)

High School Students:
1. Caring and dedicated teachers and staff (25% of responses)
2. Sports (18% of responses)
3. Personal relationships focused on student well-being (12% of responses)
If I had to choose two areas that were in need of improvement or additional attention, it would be...

Note: Some respondents listed more than two improvement ideas, others only one. Of the 447 survey responses, there were 579 “improvement ideas” and 48 “blank/nothing needs to be changed” responses.

Trends/Themes
- **Academic** (130), the desire for **More Resources** (99), **School Culture** (69) and **Facilities** (68) emerged as important areas of improvement.
  - There were several recurring statements that fell under the desire for additional resources:
    - **More choices for courses** was mentioned 22 times (4%)
    - **Smaller class sizes** was mentioned 20 times (3.8%)
    - **Additional paras** (in various capacities) was mentioned 18 times (3.5%)
    - **Technology/computers** was mentioned 10 times (2%)
  - **Facilities**: Bathroom/Restroom came up 41 times (7%); students are more concerned about facilities than other stakeholder groups
  - **School Culture**: 47 of the 69 improvement ideas came from those who selected 9-12 on the survey

Analysis of recent “hot button” issues:
- **Drug or Vaping** was referenced 28 times (4.8% of the improvement ideas); most of these responses (27 were from respondents who choose 6-8 or 9-12).
- **Bullying/fighting** was referenced 22 times (4%); this was more of an issue for adult respondents (15) vs. students (7).
- **Counseling/Mental Health** was referenced 12 times (2%). This spanned multiple themes including more resources and school culture. (Note: I counted this by searching counseling, counselor, and mental then totaling the number of times those word appeared)
- **School safety/security** was referenced 5 times (>1%)
- **Trauma Informed practices** was referenced 2 times (>1%)

---

LCAP 2020 Survey Responses
BUSD, like many districts, has an “achievement gap” where some groups of students (low-income, students with disabilities, English Learners, Native American) perform lower academically than the student body as a whole.

**What can the district do to better support all students to succeed and be prepared for the future?**

Note: This data illustrates 427 english responses coming from community members (4, 0.9%), parent/guardian (143, 33.5%), staff (57, 13.3%) and students (223, 52.2%) 

Responses were classified into the following categories:

- **Having specific resources or support** (167, 39.1%)
  - Students and parents contributed the most to this category, totaling 85% of the responses
  - Several recurring statements included:
    - Help, support, resources and staff: 75, 45%
    - Tutoring: 11, 6%
    - Teachers: 25, 15%
    - Class size or more 1:1 attention: 23, 14%
    - Programs: 20, 12%
    - Intervention suggestions: 13, 8%; of that total, 7 commented suggesting trauma informed practices

- **School culture** (75, 17.6%)

- **Academics** (80, 18.7%)
  - Students contributed the most to this category, totaling 65% of the responses
  - Students (31), parents (13), and staff (8) made specific comments related to classes, assessments, and homework (52, 65% of the total academic category)

- **Other** (9, 2.1%)

- **No response or “I don’t know”** (96, 22.5%)

---

**Response Categories**

- No Response/IDK: 22.5%
- Resources: 39.1%
- Other: 2.1%
- School Culture: 17.6%
- Academics: 18.7%