

Berkeley

PUBLIC SCHOOLS

Berkeley Unified School District

LOCAL CONTROL & ACCOUNTABILITY PLAN

Executive Summary

LCAP: 2016-2018



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Our Mission:

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Our Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Our Values and Beliefs:

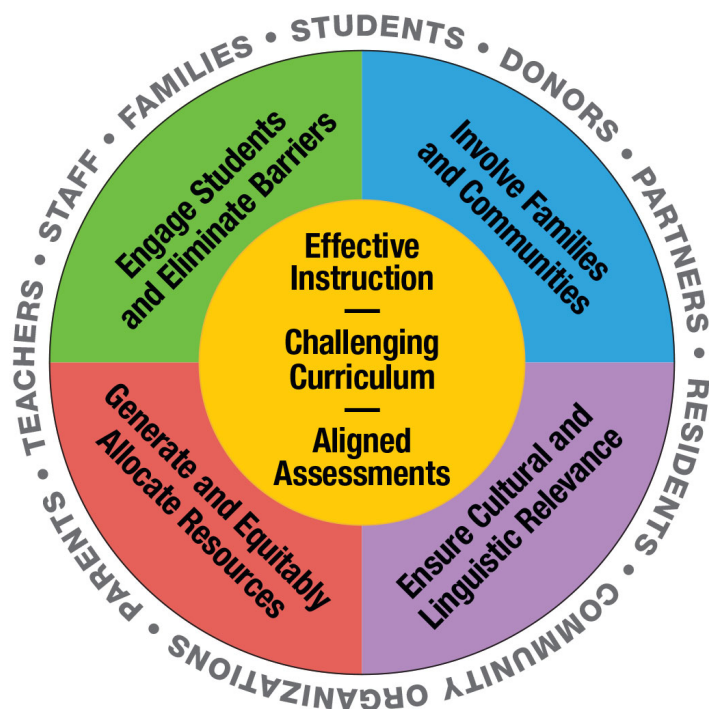
Our work to achieve this mission and vision is guided by the following values and beliefs:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Background

Berkeley Unified School District's Five Strategic Goals for Excellence

In keeping with our mission of inspiring and enabling success for ALL students, five strategic goals have guided the district priorities, actions, and allocation of resources. These five goals, summarized below, have guided our efforts to identify best practices and close the achievement gap. We have directed professional development toward using data to drive decisions, and provided access to better online evaluation and assessment tools that have helped in the identification of best practices. The focused efforts are showing improved outcomes for all student groups (by ethnicity and by special circumstance) on key indicators of student achievement.



BUSD'S FIVE STRATEGIC GOALS FOR EXCELLENCE

- **Effective Instruction, Challenging Curriculum, Aligned Assessments:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
- **Engage Students & Eliminate Barriers:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
- **Involve Families and Communities:** Establish partnerships with our families and community to increase academic success for all students.
- **Ensure Cultural & Linguistic Relevance:** Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.
- **Generate & Equitably Allocate Resources:** Generate and equitably allocate resources for programs and services that enable every student to succeed.

The 2020 Vision

Just as the Five Strategic Goals for Excellence have guided the work of the Berkeley Unified School District Board, district leadership, and school site leaders, the 2020 Vision for Berkeley's Children and Youth has galvanized community-wide commitments to end the disparities in academic achievement that exist along racial lines among children and youth in Berkeley. The foundational belief of the 2020 Vision work is that improving educational outcomes for under-served students improves outcomes for all students. Equity and academic excellence work in tandem and both are priorities in our schools.

Data Driven Reforms/Fiscal Conditions

Key indicators of student achievement and engagement are showing incremental growth for all students, including graduation rates above the state and county averages for African-American and Latino students, and a growing achievement. While local educational reforms have led to measurable improvements in student outcomes, they have not yielded the level of accelerated achievement nor proven to disrupt the racial predictability of academic achievement of the target student subgroups on a districtwide scale.

The educational reforms undertaken by teachers and staff in the Berkeley Unified School District, as well as collaborations with the 2020 Vision partners, coincided with the "Great Recession" (2007-09) that resulted in severe cuts in funding for K-12 education. Berkeley has been extremely fortunate to have ongoing funding from the local parcel tax in support of the Berkeley Schools Excellence Program (BSEP), a school maintenance tax, facilities bond measures, as well as other city, university, and community partnerships and resources that contributed to Berkeley Unified School District's ability to remain strong even during the fiscal crisis. However, it is also true that the loss of approximately \$10 million in state funding from 2007 to 2012 for the Berkeley Unified School District has significantly limited the district's ability to increase targeted programs and services to meet the needs of our high need, and at-risk children and youth.

With a heightened sense of urgency, the School Board, district leadership, and key stakeholders have worked to target services and interventions to accelerate the achievement of African-American students and English Learners. Based on a limited increase in per pupil funding, the first year of the Plan to Accelerate the Achievement of African-American Students (2013-14) directed targeted strategies to students in our middle schools, including successful programs such as the Middle School Bridge program, mentoring, and targeted Response to Instruction and Intervention (RtI²). These efforts coincided with the launch of the Master Plan for English Learners, a comprehensive guide to ensure consistent and coherent practices are provided for every English learner in the district. Reforms at Berkeley High School included the practice of school-wide professional development focused on increasing curriculum coherence through the explicit teaching of academic language, and the school wide teaching of specific writing strategies with all teachers scoring this writing.

Local Control Funding Formula (LCFF)

The Local Control Funding Formula represents the biggest change to funding K-12 public education in California in at least a generation, and comes at a critical time for students in the Berkeley Unified School District. Newly adopted Common Core State

Standards (CCSS) now define by grade level what students need to know and be able to do from kindergarten through high school. These more rigorous standards have necessitated the use of new curricular materials and assessments, the integration of instructional technology, and computer and digital literacy for students. Raising expectations for all students is intended to better prepare students to succeed in pursuit of the post-secondary path of their choosing. Equally important is ensuring equity in access and effective programs and services targeted to meet the needs of our most at-risk student subgroups. To this end, the new funding formula provides base funding for each pupil (LCFF Base) and supplemental funding (LCFF Supplemental) based on the district's unduplicated number¹ of low income, English learner, and foster youth students.

LCAP Executive Summary

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the LCFF supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061. The LCAP is not intended to serve as the district's strategic plan.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

¹ "Unduplicated number" refers to the fact that the allocation of LCFF Supplemental for low income, English learners, and foster youth is based on counting each pupil only once, even when a student may be classified in more than one of the three subgroups.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).²

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the underperformance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district’s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD’s Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- | | | |
|--|--|------------------------------|
| ✓Great, Culturally Competent Teachers | ✓Grade Level Literacy & Math Proficiency | ✓English Fluency |
| ✓A College-Going Culture | ✓Graduation Success | ✓Full Engagement with School |
| ✓Social-Emotional Skills & Mental Health | ✓Schools and Families to Partner | |

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

² Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of *projected* LCFF Supplemental funding over the three-year plan period: \$5.1 million in 2016-2017, \$5.5 million in 2017-2018, and \$5.5 million in 2018-2019.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2016-2017.

LCAP Supplemental Funding Supports:

Actions that will IMPROVE and EXPAND service to students

- ❖ Increase use of culturally and linguistically relevant instructional practices
- ❖ Actively recruit, support and retain African-American and Latino teachers
- ❖ Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- ❖ Increase targeted interventions with students and families
- ❖ Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- ❖ Continue the Bridge program for African-American students at all three middle schools
- ❖ Expand the AVID program to support middle and high school students on the path to college
- ❖ Fund literacy coaches at every elementary school

Actions that will provide NEW service to students

- ❖ Provide trained English Language Development (ELD) teachers at every school site
- ❖ Provide and support RtI² teacher coaches at all elementary schools
- ❖ Plan and monitor college and career path for high school students needing academic support
- ❖ Implement a districtwide social-emotional curriculum for grades K-6
- ❖ Provide additional intervention counselors at the middle and high schools
- ❖ Implement districtwide restorative practices
- ❖ Hire a teacher on special assignment for Equity.

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement (“School Plan”) and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley’s Local Control and Accountability Plan intentionally includes the implementation of certain schoolwide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the schoolwide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

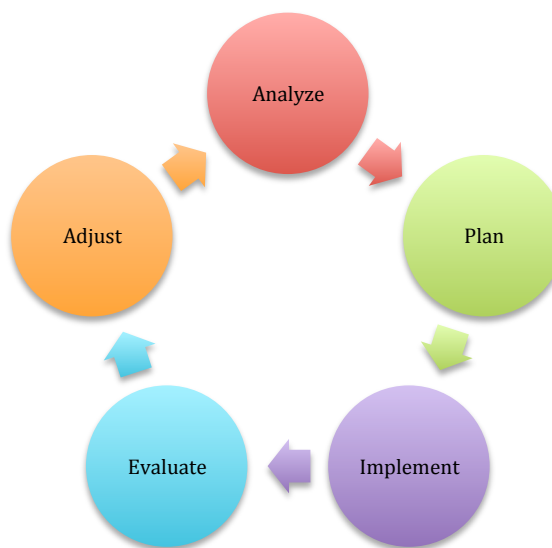
Section 3.D.

In order to demonstrate that services for low income pupils, English learners, and foster youth are being increased and improved in proportion to the increase in funding provided for those pupils in that year through the LCAP Supplemental Fund, the final section of the Plan provides a quantitative accounting of the Plan expenditures.

District and Community Commitment

This LCAP is a result of our engaged and passionate community, the expertise of our educators, finance experts, and specialized staff, and the guidance and leadership of the School Board.³ The Berkeley Unified School District is committed to using the 2016-18 Local Control and Accountability Plan to guide a Cycle of Continuous Learning and Improvement, and to the continued engagement of the parents, students, teachers, staff, and other community stakeholders who will continue to play a critical role in supporting the implementation, evaluation, and future adjustments to the Plan.

Cycle of Continuous Learning and Improvement



³ An appendix to the Plan provides a listing of the many committees, engagement opportunities, and stakeholder groups that participated in these efforts.

Our students NEED	Our Three-Year GOAL	What we were doing prior to LCAP	LCAP Effects
College and Career Ready at Graduation			
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies	All teachers (100%) will be appropriately credentialed for their assignments.	All BUSD teachers have verified teaching credentials	Continue to ensure that all teachers are credentialed and supported
	All teachers will be supported in teaching the new Common Core and Next Generation Science Standards including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.	All K-5 teachers are implementing <i>A Story of Units</i> , aligned with Common Core; middle school English teachers have created a Common Core curriculum map and math teachers are beginning to use <i>A Story of Ratios</i> ; high school core subject teachers are teaching writing skills aligned to Common Core; TSAs are supporting integration of technology	Additional coaches, workshops and time for curriculum planning K-12; K-5 Common Core aligned report cards
LITERACY SKILLS: Proficiency in Literacy in order to access curriculum & instruction	Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward the goal. By the end of third grade, 70 percentage points or more of students will meet reading targets by 2017-18. The percentage of each applicable student subgroup reaching third grade reading level will increase by at least 7 percentage points each year.	All K-5 teachers trained in English Language Arts curriculum (TCRWP) aligned with Common Core; multi-funded literacy coaches	By Year 3: Elementary literacy coaches funded districtwide; Year 2-3: Extend instructional time - K-12 with teachers paid hourly for after school small group instruction & intervention work; purchase secondary school intervention materials
		Intervention (RtI2) teachers funded K-8 to provide direct services to students; Additional funding varies by school site	Year 1: Teacher coaches for RtI ² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI ² coach funding increased at elementary; pre-school and middle school coaches added
		Elementary Summer School; Secondary Summer School	Re-designed elementary summer school with other funding; current secondary summer school funding continuing

Our students NEED	Our Three-Year GOAL	What we were doing prior to LCAP	LCAP Effects
College and Career Ready at Graduation			
MATH SKILLS: Proficiency in Mathematics to prepare for high school and beyond	Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal.	Intervention (RtI ²) teachers funded K-8 to provide direct services to students; Additional funding varies by school site	Year 1: Teacher coaches for RtI ² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI ² coach funding increased at elementary; pre-school and middle school coaches added
	The percentage of Eighth Graders scoring at grade level in math on the state standards test will increase by 5% or more for all students and by 7% percentage points or more for identified sub-groups beginning with the 2016 test administration.	K-8 teachers trained in Common Core math curriculum; Super Science Saturday (STEM: Science, Technology, Engineering, Math) (100 students)	Year 2-3: K-8 teacher hourly for after school interventions; secondary school intervention materials; Expand Super Science Saturday
		K-5 Math coach, part-time 6-8 math coach, math teachers leaders at schools; Part-time TSA for math at BHS	Year 1: High school math teachers trained; Year 2: Common Core aligned math pathway for BHS
COLLEGE GOING CULTURE: College and career counseling and high school courses meaningfully connected to life goal	Beginning 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified students subgroups will increase by at least 2% annually until they reach 90% or more. The percentage of 9th-12th graders in targeted subgroups completing A-G courses with a C or better will increase by 5% annually	High School Bridge program; RISE, Y-Scholars, AVID (gr. 7-10) and summer school	Year 1: High School Bridge funding replaces current city funds; mentoring

Our students NEED	Our Three-Year GOAL	What we were doing prior to LCAP	LCAP Effects
Culturally and Linguistically Responsive Systems			
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and reflect our student population	Beginning 2016-17, 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners, and use effective strategies that address students' multiple intelligences.	Three-day cultural competency training for teachers and staff; Training in strategies for English learners; Equity teacher leaders at K-12; Principals participating in Professional Learning Communities focused on cultural competence and strategies for English Learners	Year 1- 3: Significantly more teachers trained in cultural competence with on-going professional development at sites.
	Increase the percentage of teachers who are African-American or Latino by 2% or more annually.	African-American and Latino classified personnel to obtain teaching credential via the "Transition to Teaching" county program	Increase district capacity to recruit, support and retain teachers of color with a dedicated part time staff member.
ENGLISH FLUENCY: Fluency in English in order to access grade level curriculum and instruction	Beginning 2016-17, 70% of English learners will demonstrate at least one year of progress toward English fluency as measured by the state English proficiency test.	Districtwide English Language Development coaches (2) focused on teaching academic English; Services vary by school: Language lab, TWI, partial ELD pull-out/push-in by school	English Language Development teacher at every school K-12 based on the number of English learners; Districtwide English Language Development coach (K-12) to lead teacher professional development and coordinate services for English learners

Our students NEED	Our Three-Year GOAL	What we were doing prior to LCAP	LCAP Effects
Safe, Welcoming and Inclusive School Climates			
SOCIAL-EMOTIONAL TOOLS and MENTAL HEALTH: Social-emotional development and mental health so students are ready to learn	In 2016-17, K-6 classroom instruction will include a curriculum for social and emotional life skills, and provide applicable student subgroups in K-12 with the additional support they need, such as mental health services.	PBIS K-8; <i>Welcoming Schools</i> curriculum K-5; Some schools use specific social-emotional curriculum; City funded mental health and varying levels of school site funds for counseling; BHS Health Center	Teacher training and materials for K-6 social-emotional curriculum (Toolbox) through professional development and materials funds; Expanded preK-12 mental health counseling over 3 years
	100% of targeted 9th – 10 th grade students will be supported through an Intervention Counselor showing improvements in their social-emotional development.	Intervention (RtI ²) teachers funded K-8 to provide direct services to students; Additional funding varies by school site	Year 1: Teacher coaches for RtI ² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI ² coach funding increased at elementary; pre-school and middle school coaches added
FULL ENGAGEMENT WITH SCHOOL: To be on time and attend school every day, with positive support and effective discipline that keeps students in the classroom learning	The number of students who are chronically absent (more than 18 days) will be reduced by 10% percentage points each year.	Counseling, Dean of Attendance at BHS, Truancy letters, Review board for truancy intervention (SARB)	Intervention coordinator at BHS and mentors for eligible students; Family engagement staff
	The number of African-American students who are suspended from middle and high schools will be reduced each year from the current number by 15% percentage points.	PBIS; Behavioral specialist; cultural competency training for teachers; Equity coaches K-12; Restorative Justice program at 6 schools; Alive and Free	Expand cultural competency training (most teachers in 3 years); Behavioral specialist; Equity teacher leaders K-12; Expand Restorative Practices; Alive and Free for Berkeley Technology Academy
FAMILY ENGAGEMENT: All families feeling welcomed and connected and able to support the educational success of their students	Beginning with 2016-17, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.	Office of Family Engagement & Equity with part-time site coordinators funded by BSEP at 6 schools for pilot; BHS parent outreach office; K-5 report card linked to new Common Core standards	Year 1: Funding for part-time site coordinators expanded to every K-5 school based on enrollment, and a full time parent outreach position for BHS, Year 2: Increase high school staffing, and add site coordinators to middle schools and BTA; parent-friendly K-5 report card linked to new Common Core standards