BERKELEY UNIFIED SCHOOL DISTRICT
LOCAL CONTROL ACCOUNTABILITY PLAN
GOAL TWO

ABSTRACT

The evaluation, provided as an attachment, is grouped by goal and action according to the state and federal requirements. The evaluation begins with a review of the prioritized Annual Measureable Outcomes (AMOs) or Action areas which include a progress comparison of 2014-15 to 2015-16 for: Culturally Relevant Practices, Recruitment and Retention of Teachers of Color and the performance of our English Learners.

Following the Annual Measureable Outcomes, a Quantitative and Qualitative data review is provided for each of the actions and services funded by LCFF supplemental funds in 2015-16. They include: Professional Learning Communities (PLC), the Consultant for Recruitment and Retention of Teachers of Color and the services for English Learners. The report includes a comparison of percentage of student participants represented in the targeted student sub-groups as well as a 2014-15 to 2015-16 comparison of performance data. Finally, there is a summary of evaluation findings as well as recommendations to inform the implementation of the 2016-17 plan.

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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.**

Focal Group	English learners (EL), Socio-economically disadvantaged (SED), African-American (AA), Latino, Special Education (SPED) and Unduplicated Students as defined by CDE (English Learners, Foster Youth and/ or Low Income Students).

Key:	🟢 Exceeding Standard ✅ At or Approaching Standard 🔴 Far Below Standard

	Section 1 Annual Measurable Outcomes		**14-15**	**15-16**	Score
AMO Goals	a) **75**% of teachers will be trained in culturally relevant instruction and inclusive practices, including strategies for AA students and English Learners, using effective strategies that address students' multiple intelligences.	**AMO**	**62%** of preK-12 teachers were trained in strategies (99% of all K-5 teachers) to use in daily classroom instruction	**80%** of preK-12 teachers trained in strategies (100% of all K-5 teachers) to use in daily classroom instruction	🟢 (+18%)
	b) Create a **Cultural Competency Implementation Tool** to measure use of designated culturally relevant and inclusive strategies.		In 14-15 a **Cultural Competency tool** was created to measure use of strategies	The **Cultural Competency tool** was revised and the K-8 staff development day included a revisit of the strategies taught in 13-14. A final version of the tool will be incorporated in a walkthrough tool that UBA will finalize in 16-17.	✅
	c) **20%** or more of **newly hired teachers** will be AA or Latino		As of June, 2015**, 23%** of teachers **hired in 2014-15** were of AA and/ or Latino descent.	As of June, 2016**, 30%** of teachers **hired in 2015-16** were of AA and/ or Latino descent.	🟢 (+7%)
	d) **Support and retain** AA or Latino teachers to exceed **15%** of all teachers in District.		**17%** of all teachers in the District were of AA and/ or Latino descent.	**21%** of all teachers in the District were of AA and/ or Latino Descent.	🟢 (+4%)
	e) AMAO1+: The **English Learner (EL)** Cohort (tested in 14-15 and 15-16) will show annual **progress** on the California English Language Development Test (CELDT) and meet or exceed the state target of **52.6%**.		**63.4%** of **English Learners** made **progress** on the CELDT from 13-14 to 15-16 (AMAO1)	**63.0%** of **English Learners** made **progress** on the CELDT from 13-14 to 15-16 (AMAO1) (met state target)	✅ (+/-O)
	f) AMAO2+: The EL Cohort of long-term English Learners (enrolled in US schools greater than 5 Years) will demonstrate annual proficiency on the CELDT and meet or exceed the **50.9%** state target.		**59.0%** of **Long-Term English Learners** reached the **proficient level** on the CELDT (AMAO2)	**63.8%** of **Long-Term English Learners** reached the **proficient level** on the CELDT (AMAO 2) (met state target)	🟢 (+4.8%)

+ AMAO 1 and 2 are defined on Page 7.

Action Steps	Participants	
	2014-15	**2015-16**
2.3C Facilitate Professional Learning Communities (PLC) for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators	**New for 2015-16**	☑ Pre-K: Principal and Vice-Principal; Elementary: 11 Principals, 1 Vice-Principal; Middle: 3 Principals, 4 Vice-Principals and 7 Middle-School Counselors; Support Staff: 32 K-8 Site Coordination of Services (CoS) Members, 6 District TSAs, 5 Managers and the BFT President; K-8 Classroom Teachers 32

Annual Update Observations and Information for 2015-16

There were four total PLC trainings contracted with *Solution Tree – Learning by Doing / PLC Collaborative.* In three of the four meetings, over 100 participants attended and included Principals, Coordination of services teams and support staff. The first, third and fourth trainings were for the entire team whereas the second training was strictly for the Pre-K through 8 and District Office Administrators. The full-group trainings included the Coordination of Service Teams, including classroom teachers as well as PreK-8 Administrators, District Office TSAs, the Coordinator of Professional Development, Extended Learning Coordinator, Director of Schools, Assistant Superintendent of Educational Services as well as other managers, teachers and the Berkeley Federation of Teachers (BFT) President. The first year focus of the PLCs was Equity and Cultural Competency which paired with the four Cultural Competency Institutes for new teachers.

"A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators."

The Three Big Ideas of a PLC are to: Focus on Learning, Build a Collaborative Culture and Focus on Results.
Focus on Learning - In the PLC work, the team demonstrated their commitment to help all students learn by working collaboratively to address the following critical questions that drive the daily work of the school or team:
1) What do we want our students to learn? 2) How do we know they are learning it? 3) How will we respond when they don't learn? 4) How will we respond when they do learn?
Build a Collaborative Culture – In the work, the teams learned that no school or team can help all students achieve at high levels if teachers work in isolation. Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
Focus on Results – The PLCs measured their effectiveness on the basis of results rather than intentions. They learned that all programs, policies, and practices are continually assessed on the basis of their impact on student learning. The teams planned the PLCs with the intention for all staff members to receive relevant and timely information on their effectiveness in achieving intended results.

2.3C Facilitate Professional Learning Communities (PLC) for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with District PLC Facilitators monitoring site implementation.	Site PLC Types	
	2014-15	**2015-16**
	New in 2015-16	As a result of LCAP funded PLC work, the following PLCs have been implemented at the site and district: **Sites**: 16 Full Site, CoS Team, ELA and Math PLCs, 12 out of 16 PreK-8 Grade-level PLCs. **District PLCs include**: Cabinet, Ed. Services Directors, Principals, District TSAs, Literacy Coaches, Math Teacher Leaders, Extended Learning, Library / Digital Media, BREA and Music. (High-Schools also have working PLCs, these data refer to those trained using LCAP funding).
	Findings and Recommendations	
	Findings: The Assistant Superintendent of Schools and the Director of K-8 Schools shared findings for the PLC to the Board on May 23. The Professional learning communities were designed to operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. We are investing in PLC training as a form of staff professional development that focuses us on a collaborative and well- informed approach to improving student achievement outcomes. Our goal was and is to build the capacity of our staff to focus on student work to guide all tiers of instruction. Essential to the PLC work is the use of the four big questions that guide professional inquiry and subsequent instruction. Analysis of the four questions guided teams to action- oriented practices that were specifically geared to addressing student learning needs. This is true for work in all tiers of instruction, including those addressed in the general education classroom. Additionally, Principals and staff who attended the PLC trainings led their sites in a PLC orientation session for all staff during the January 25th K-5 Staff Development Day. All of our TK-8 sites are well in to implementation of the PLC formal structures. PLC structures are being implemented during Coordination of Services meetings, grade level collaboration time, whole staff meetings, and department meetings. While sites are at varying levels of implementation, the PLC model and trainings have inspired staff in using student work to inform practice, and to use the formal PLC structures to develop and pursue measurable goals. Site administrators reported tremendous enthusiasm for the PLC work and structures. **Recommendations for 16-17**: The PLC work is in its first formal year of roll-out at the sites. When meeting in PLCs for 2016-17, we recommend that multiple-measures be used including assessment data, social-emotional outcomes and student work as part of the conversation. We recommend that upcoming training be expanded to include additional classroom teachers, as well as another round of training for site administrators and the training should be further formalized to ensure that the practices in the PLCs can be further rolled-out at the sites. Finally, we recommend that the four big questions guide the work from the classroom to the Cabinet, Ed. Services, LCAP Evaluation and further as we continue to look at work for students.	

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Action Steps	Breakdown of Teachers by Race / Ethnicity	
	2014-15	**2015-16**
2.4S Hire a consultant/ specialist to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color.	**Race / Ethnicity Breakdown of the 69 New Teachers in 14-15:** AA: 10%*; Latino: 13%; Asian: 8%; White: 60%; Two or More Races or Other, Not African / American or Latino: 9% **ALL BUSD Teachers 2014-15 Race / Ethnicity Breakdown** All: n=592; Racial / Ethnic Breakdown includes – AA: 7%*; Latino: 10%; Asian: 7%; White: 64%; Two or More Races or Other, Not African / American or Latino: 12%	🟢 **Race / Ethnicity of the 73 New Teachers in 15-16:** AA: 13%*; Latino: 17%; Asian: 6%; White / Other: 55%; Two or More Races or Other, Not African / American or Latino:9% 🟢 **ALL BUSD Teachers 15-16 Race / Ethnicity Breakdown** All: n=596; Racial / Ethnic Breakdown includes - AA: 8%*; Latino: 13%; Asian: 7%; White: 59%; Two or More Races or Other, Not African / American or Latino: 13%

Annual Update Observations and Information for 2015-16
Because we were unable to find a .6 FTE TSA, a consultant was hired to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color with the initial focus on retention by meeting teachers across schools and grade-levels to learn the context of the need for this role as well as with site principals. The consultant partnered with the Office of Equity and Engagement and the Teaches of Color Network (Union) to conduct informal focus groups to gather qualitative data about experience as a teacher of color in our district. The consultant conducted a demographic data review and tracking of the ratio of teachers of color to students of color. She collaborated with Human Resources to attend various recruiting fairs and generate a list of candidates to interview for principals.   After creating the list of the most viable candidates, she hosted "Meet and Greets" and followed up about their interview experience. In addition, she met with each of the local teaching institutions to recruit potential candidates from their teacher preparation programs. The consultant also worked to establish partnerships with the four-year programs and identify classified staff who may be interested in working towards completing a teaching credential.   The consultant will be working with the Educational Services and Human Resources team to create a focused strategic plan for recruitment and retention that focused on hiring processes and timelines. **As of the June Annual Update,** 5 teachers of color were confirmed as hired; 10 were in the interview queue; 15 further resumes from candidates of color were collected from job fairs with 23 candidates of color in the initial interview pool. In addition, still in teacher programs, 10 future candidates of color are being tracked. In addition, there were 5 candidates of color lost to other districts and the consultant is following up with them as to the reasons they chose the other districts. As of the date of this report, Human Resources and the Consultant are still compiling the results from the final hiring of teachers.

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Action Steps	Ratio of Students to Teachers (Reflect End of Year Numbers for TK-12 Teachers / Students)					

2.4S Hire a consultant/specialist to recruit, retain, lead equity teacher group and provide recommendations and other supports for teachers of color

2014-15			**2015-16**		
	Teachers	**Students**		**Teachers**	**Students**
Black / African-American	10%	19%	**Black / African-American**	13%	18%
Latino	13%	22%	**Latino**	17%	22%
Asian / Pacific Islander	8%	7%	**Asian / Pacific Islander**	6%	7%
White	60%	38%	**White**	55%	39%
Two or More Races	9%	14%	**Two or More Races**	9%	14%

Findings and Recommendations

Findings: The new Consultant did informal focus groups with the Teachers of Color Network while also working in partnership with the different departments within the district (Curriculum and Instruction, Special Projects, Student Services, Human Resources, Special Education and others) to ensure that some practices within the district were culturally responsive. The consultant also worked closely with the Beginning Teacher Support (BTSA) TSA and the Professional Development Coordinator. An essential piece of information gathered by the consultant, was confidential feedback she collected by talking to teachers of color to assure that they have a voice in their own success and partnership within the district. We noted that she maintained the balance between confidentiality and support. There were teachers of color who did not continue with BUSD, we also noted that again this year, sites ended up with late openings that left less of a window of time to recruit teachers of color. As far as strategy implementation: The Director of K-8 Schools and Coordinator of Professional Development rolled out the next step in the implementation of Equity Strategies by ensuring that during the October Professional Development Day, the Elementary Schools took part in Level 2 of the Equity Strategies including the *High-Expectation* and Middle Schools took part in Level 1 which includes: *High-Help / High-Expectations, Multiple-Perspectives*.

Recommendations for 16-17: Systematize and formalize the protocols to include a planned approach to the recruitment and retention of teachers of color. It is recommended that this year, the consultant also work with the union for classified staff that work with students (BCCE) and the new Coordinator for Career Technical Education as there will be a new para-educator program funded by the state. The new Consultant will need to continue to play a key role in the Teachers of Color Network while also working in partnership with the different departments to ensure that all practices within the district are culturally responsive. It is essential that she work with the new Teacher on Special Assignment for Equity and continue with the Equity teacher leaders to be certain it meets the needs of our teachers of Color. We suggest that in 2016-17 the BTSA Coordinator, TSA for Equity and Consultant work together to assure new teachers of color receive the supports they need. In addition, it is important that the teachers of color are formally connected with equity supports within the district to discuss issues that come up within the classroom and at their school sites that impact student learning and their ability to connect with students as role models. Finally, it will be important to report the information for why teachers of color did not choose BUSD or why they left.

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Action Step	English Learner (EL) Enrollment and Demographics at End of Year by Grade Level						

2.6S: Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, case-management, assessment, and instructional coaching for teachers. **2.7S** Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English Fluency.

English Proficiency Levels
English Learners; Redesignated (RFEP). Those who scored at Early Advanced (4) and Above on all domains and met district criteria***; Initially Fluent English Proficient*** (IFEP) Those who initially scored at a 4 or higher overall and Intermediate (3) and Above on all areas***; English Only*** – only English was listed on the home-language survey

An additional category now monitored by the State is the Long-Term English Learner (in US Schools greater than 5 years)

2014-15				2015-16			
English Learners	**K-5(Elem)**	**6-8 (MS)**	**9-12 (HS)**	**English Learners**	**K-5**	**6-8**	**9-12**
Eng Learners	604 (14%)	194 (10%)	200 (6%)	**All Eng Learners**	624 (14%)	219 (11%)	197 (6%)
Latino ELs	58%	59%	59%	**Latino ELs**	53%	53%	54%
Low Income ELs	69%	64%	64%	**Low Income ELs**	68%	64%	60%
Long-Term ELs	*	Est. 70%	Est. 56%	**Long-Term ELs**	*	73%	56%
Re-designated	7.7%	15.9%	7.0%	**Re-designated**	4.0%	16.4%	6.5%

Total N / % of ELs above Reclassified in 2014-15: 97 (7.6%)

⛔ Total N / % of ELs above Reclassified in 2015-16: 74 (6.3%)

Annual Update Observations and Information for 2015-16

EL Teachers were assigned to the site based on the proportion of English Learners at the site. The teachers provided direct services to ELs through one on one, small-group instruction and push-in classroom support and instruction. Their role also includes conducting California English Language Development (CELDT) testing for both new and returning ELs and communicating regularly with EL parents formerly through the English Learner Advisory Committees (ELAC) and individually based on the needs of the students. The teachers provided support to students using EL curricula such as Systematic ELD and others. In addition, they trained classroom teachers on how to support ELs through Systematic ELD, A Story of Units / Ratios (Math) and the core English Language Arts curriculum (K-5 TCRWP, 6-12 CCSS). EL teachers were trained in the Ventura County Comprehensive Alternative Language Proficiency Survey (VCCALPS) for EL students with Moderate to Severe Disabilities piloted this year and to be administered next year. The High-Schools support English Learners through EL teachers (1.0 at BHS and .2 at BTA) and a classified staff member at BHS.

The English Language Program Models include:
- Language Lab (small group lab based on level while other students are also doing writing/reading). These were formalized at LeConte, Thousand Oaks and Rosa Parks.
- Interventions and Enrichment (students divided into groups based on learning needs): Washington
- Pull Out/Push In using a block-schedule: Cragmont, Oxford
- Pull Out/Push within the regular schedule: BAM, Emerson, Jefferson, John Muir, Malcolm X
- Academic Language Development (ALD) Classes at Middle Schools: Longfellow – 4; King – 6; Willard – 1; BHS – 1
- High School Newcomers Program, English Language Development (ELD) classes and *Constructing Meaning* for all classes.

The K-12 EL TSA spent 15% of his time coaching and 85% on administrative tasks. When coaching, the TSA based the need on the site and requests across all sites. In addition, the TSA provided Systematic ELD training and facilitated monthly meetings for EL / TWI and Bilingual teachers. A large focus this year was on changes to ELD/ELA framework with EL proficiency shifting to 3 levels from 5. The K-12 EL TSA worked with BREA and Special Projects staff to oversee CELDT testing and timelines. He facilitating the District ELAC meetings and worked with Education Services staff to provide presentations to stakeholders. He collaborated with other district TSAs to create Spanish Math Assessments and a Special Ed / ELD plan.

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Action Steps	English Learner Cohort Performance on the Annual Measureable Achievement Objectives (AMAO 1 and 2) for Title III

2.6S: Hire certificated teachers at each site based on the number of ELs to provide direct ELD instruction to ELs, case-management, assessment, and instructional coaching for teachers. **2.7S** Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English Fluency.

2014-15 Cohort: Students who took CELDT in 13-14 and 14-15

2015-16 Cohort: Students who took CELDT in 14-15 and 15-16

Annual Growth Expectation (AMAO 1) ELs at the Beginning (1), Early Intermediate (2), or Intermediate (3) levels must gain at least one performance level, ELs at the Early Advanced (4) and Advanced (5) levels must reach the *English Language Proficient Level* (all domains – Reading, Writing, Listening and Speaking above a 3), and ELs at the English language proficient level are expected to maintain that level until they are reclassified.

(AMAO 2) meeting the *English Language Proficient Level*

2014-15			
AMAO1	**K-5**	**6-8**	**9-12**
CELDT Cohort	61%	66%	66%
Latino Cohort	55%	60%	57%
Low Income Cohort	54%	57%	58%
AMAO2	**K-5**	**6-8**	**9-12**
Cohort > 5 Yrs.	*	57%	50%

2015-16 (estimate – not officially released)			
AMAO1	**K-5**	**6-8**	**9-12**
CELDT Cohort	59%	69%	69%
Latino Cohort	54%	64%	70%
Low Income Cohort	54%	67%	70%
AMAO2	**K-5**	**6-8**	**9-12**
Cohort > 5 Yrs.	*	62%	63%

Findings and Recommendations

Findings: The Master Plan for ELs focused accountability on the outcomes on ELs, the 2015-16 LCAP was an essential key investment in EL student performance and success. In the second year of implementation, EL teachers provided further case-management for English Learners. The District TSA for English Learners was able to systematize the English Learner processes of identification with the goal for the new TSA for more coaching. Sites (mainly the TWI / Bilingual sites) are beginning to use Adept as an ongoing, formative assessment. In Elementary School, a team of EL Teachers worked with BREA to create an on-going monitoring tool to partner with the K-5 Report Card for 2016-17. The middle schools also varied in their EL support and use of academic language development partnering with the High School. Their next step for K-8 is ensuring a consistency in on-going assessment and providing the tools for teachers to assess and then differentiate within the classroom. While the preliminary data shows that Long-Term ELs are showing progress and meeting the State AMAO 2 requirements of English Language Proficiency, it also shows that we have students who are thriving in one or more domains on the CELDT yet they are not meeting district criteria for redesignation because they are not reading and/or writing in English at grade level. The data also shows a changing population of ELs as well as an increase in the number of English Learners in Berkeley Schools six years or more. (Long-Term English Learners – LTELs)

Recommendations for 16-17: The EL teacher leaders are becoming astute in the method for screening of English learners. In addition to the EL teachers, classroom teachers should be integrating ELD strategies throughout the core content. Every EL teacher needs training on both the CELDT as well as the new English Language Proficiency Assessment (ELPAC). During training, it is important that systems and structures are identified for ensuring all local and state assessments are administered in a similar manner site to site. Finally, the K-5 EL progress pilot will allow teachers to maintain an individualized plan for each student. We recommend that a similar progress monitoring system be implemented districtwide. In addition to progress monitoring, a similar system be implemented for RFEP students to assure they are being monitored and supported. Finally, it is essential that all Long-Term ELs are supported in a similar manner and support is individualized based on the need of the student. From the time of entry point of admissions to the district, families need to be informed about the EL program for their students and supports that will continue beyond re-classification. We will revisit the Master Plan for English Learners and the findings from the Federal Program Monitoring process for our English Learners and the criteria for Reclassifiation and on-going progress monitoring of students.