

Berkeley PUBLIC SCHOOLS

Berkeley Unified School District

LOCAL CONTROL & ACCOUNTABILITY PLAN Executive Summary LCAP: 2017-2020



LOCAL CONTROL & ACCOUNTABILITY PLAN
LCAP

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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 steady effort and personal initiative 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 challenging academic standards. Together, teachers, staff and administrators form a rich professional learning community where all are supported to hone their professional craft and improve their effectiveness. Through the examination of their instructional practices and data, they adjust their teaching and operational systems in order to continuously improve. They are responsible in the stewardship of their 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. They 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 foster the wellbeing and success of our students and promote family engagement.

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:

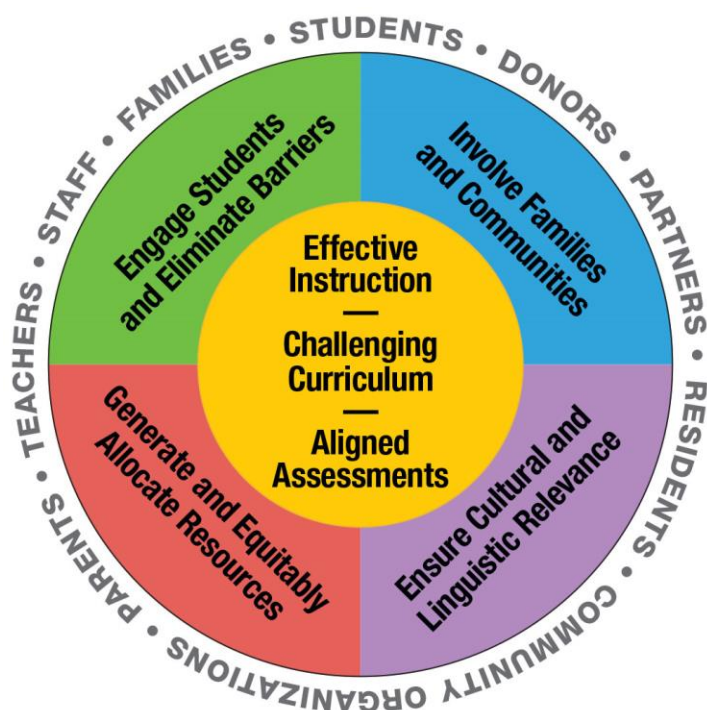
Our work to achieve this mission and vision is guided by the following values and beliefs:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for our students and ourselves.
- 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 district priorities, actions and allocation of resources. These five goals, summarized below, have directed our efforts to identify best practices and close the achievement gap. We have aimed professional development toward using data to drive decisions and provide access to better online evaluation and assessment tools. 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

- ③ **Effective Instruction, Challenging Curriculum, Aligned Assessments:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
- ③ **Engage Students & Eliminate Barriers:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
- ③ **Involve Families and Communities:** Establish partnerships with our families and community to increase academic success for all students.
- ③ **Ensure Cultural & Linguistic Relevance:** Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.
- ③ **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 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 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 the 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

Local 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. While local educational reforms have led to measureable 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 targeted student groups¹ on a district-wide 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, and facilities bond measures. Berkeley also received support from city, university, and community partnerships and resources that allowed the district 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 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 worked to target services and interventions to accelerate the achievement of African-American students and English Learners. Based on a limited increase in our 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. These successful programs include 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 school-wide professional development focused on increasing the alignment of learning standards. This included the explicit teaching of academic language and vocabulary, and the school-wide teaching of specific writing strategies with all teachers scoring this writing.

¹ Student subgroups include Low-Income, English Learners/EL, Foster Youth, Students with Disabilities/SWD, and African-American and Latino ethnicities.

Local Control Funding Formula (LCFF)

The Local Control Funding Formula represented the biggest change to funding K-12 public education in California in at least a generation. It came 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 necessitated the use of new curricular materials and assessments, the integration of instructional technology as well as computer and digital literacy for students.

Raising expectations for all students is intended to better prepare students to succeed in pursuing 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 Funding) and supplemental funding (LCFF Supplemental Funding) based on the district's unduplicated number² of low income, English learner, and foster youth students.

LCAP Executive Summary

Local Control and Accountability Plan

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals. It identifies the most effective actions and services to meet those goals, as well as accounting for the LCFF supplemental expenditures and indicators for monitoring student progress. The Plan includes a description of annual goals, for all pupils and for each pupil subgroup as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Section 3A and 3B). 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 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.

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

² "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.

subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).³

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. They are also intended 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 and reflects 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
- A College-Going Culture
- English Fluency
- Social-Emotional Skills & Mental Health
- Full Engagement with School
- Schools and Families to Partner
- Graduation Success

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. This is done 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. Each targeted goal is 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 subgroup

³ 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.

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

- Section 3 identifies all of the LCAP actions, direct services, and 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.
- 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 the 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 have cost approximately \$10 million dollars. This was 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 that would improve and expand programs that were effectively serving students. It also included 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:

- \$5.24 million in 2017-2018
- \$5.4 million in 2018-2019 (estimated)
- \$5.5 million in 2019-2020 (estimated)

The LCAP allocates LCFF Supplemental Funding and identifies other sources of funding in support of actions that improves and expands effective programs and services and 2) provides new programs and services.

The tables below provide a summary of the actions in the Plan specifically using LCAP Supplemental Funding in 2017-18.

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
- ❖ 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

- ❖ Secondary Math Support Classes for all middle schools
- ❖ Secondary BHS Math Support Class
- ❖ Classified Employee Teacher Pathway
- ❖ School Teacher Leader Stipends
- ❖ African American Success Project
- ❖ Additional Intervention Counselor BHS (3 total)
- ❖ Provide AVID EXCEL program for long-term EL support to students in grades 7-8

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified student subgroups, 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 school-wide practices that will have an impact on the learning environment and school climate as a whole. The purpose is to provide services above base with instructional programs intended to increase school connectedness that yields positive outcomes for students to be college/career ready upon graduation. In addition to school-wide improvements, expenditures are targeted to provide direct service to the unduplicated students. These services include ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, Bay Area Peacekeepers, Restorative Justice, and the AVID programs.

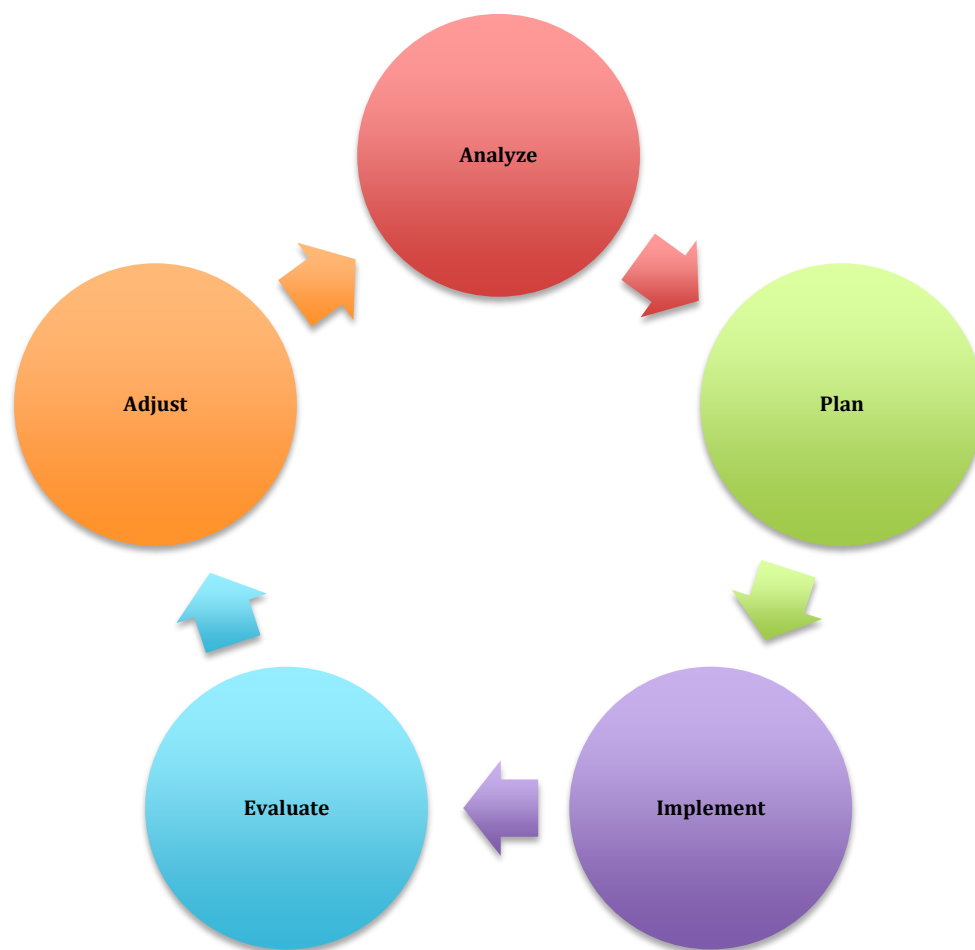
Section 3.D.

The final section of the Plan provides a quantitative accounting of the Plan expenditures 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,

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.⁴ 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



⁴ 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 2017-2020 (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
College and Career Ready at Graduation			
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies	100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	All BUSD teachers have verified teaching credentials	Continue to ensure that all teachers are credentialed and supported
	<ul style="list-style-type: none"> • 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. • 75% of trained teachers will report site-level support in implementation of the state standards. • 100% of ELA, Math and Science Teachers will be trained in CCSS/NGSS, which will be fully implemented in the classroom. 	All K-5 teachers were implementing <i>A Story of Units</i> , aligned with Common Core; middle school English teachers created a Common Core curriculum map and math teachers were beginning to use <i>A Story of Ratios</i> ; high school core subject teachers were teaching writing skills aligned to Common Core; TSAs were 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	<ul style="list-style-type: none"> • 80% or more of all 3rd Graders will be at Grade Level Reading Proficiency with specific subgroup targets of 7 percent more students than prior year achievement. • The percentage of 3rd Graders overall and in each significant subgroup meeting or exceeding standards for English Language Arts (ELA) on the Smarter Balanced Assessment (SBA) will never drop below the previous year. • The percentage of 8th Graders overall and in each significant subgroup meeting or exceeding standards for English Language Arts (ELA) on the Smarter Balanced Assessment (SBA) will never drop below the previous year 	All K-5 teachers trained in English Language Arts curriculum (TCRWP) aligned with Common Core; multi- funded literacy coaches	Elementary literacy coaches funded district-wide; Extend instructional time - K-12 with teachers paid hourly for after school small group instruction & intervention work; purchase secondary school intervention materials
		Intervention (RtI ²) teachers funded K-8 to provide direct services to students; Additional funding varied by school site	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; RtI ² coach funding increased at elementary; pre- school and middle school coaches added
		Elementary Summer School; Secondary Summer School	Re-design elementary summer school with other funding; current secondary summer school funding continuing

Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
College and Career Ready at Graduation (continued)			
MATH SKILLS: Proficiency in Mathematics to prepare for high school and beyond	<ul style="list-style-type: none"> 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	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; RtI ² coach funding increased at elementary; pre-school and middle school coaches added
		K-8 teachers trained in Common Core math curriculum; Super Science Saturday (STEM: Science, Technology, Engineering, Math) (100 students)	K-8 teacher hourly for after school interventions; secondary school intervention materials; Super Science Saturday expanded
		K-5 Math coach, part-time 6-8 math coach, math teachers leaders at schools; Part-time TSA for math at BHS	High school math teachers trained; Common Core aligned math pathway for BHS
COLLEGE GOING CULTURE: College and career counseling and high school courses meaningfully connected to life goal	<ul style="list-style-type: none"> The overall percentage of Advanced Placement (AP) examinations passed will increase annually by 5%. The overall percentage of students who have taken at least one AP exam will increase annually by 5% of the students enrolled in 10th - 12th grade. 5% more students in each significant subgroup will have successfully completed courses that satisfy UC or CSU entrance requirements or programs of study that align with State Board-approved Career Technical Educational standards and framework. At least 90% or more of all students and by significant subgroups in the 2018 Cohort (Class 2017) will graduate. At least 10% or less of all students and those in significant subgroups in the 2018 Cohort (Class 2017) will drop out (Pupil Engagement 5.d). Less than 10 Middle School students will drop out annually. 	High School Bridge program; RISE, Y-Scholars, AVID (gr. 7-10) and summer school	High School Bridge program; mentoring

Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
Culturally and Linguistically Responsive Systems			
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and reflect our student population	<ul style="list-style-type: none"> Beginning 2017-18, 95% 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. 80% of teachers will indicate use of equity strategies in their classroom. 	Three-day cultural competency training for teachers and staff; Training in strategies for English learners; Equity teacher leaders at K-12; Principals participated in Professional Learning Communities focused on cultural competence and strategies for English Learners	Provide teacher and staff cultural competence PD and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for teachers, administrators, and instructional assistants. Provide support and training to staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work. Provide ongoing PD on Professional Learning Communities (PLC) for TK -8 site principals and their teams to increase focus on issues of Equity, Cultural Competence and student achievement.
	<ul style="list-style-type: none"> Increase the percentage of teachers who are African American and/or Latino by ensuring that 22% or more of newly hired teachers are AA or Latino. 90% of new African American and Latino teachers will be retained. 	African-American and Latino classified personnel to obtain teaching credential via the "Transition to Teaching" county program	Provide a Consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color.
ENGLISH FLUENCY: Fluency in English in order to access grade level curriculum and instruction	<ul style="list-style-type: none"> Beginning 2017-18, 70% of English learners will demonstrate at least one year of progress toward English fluency and meet state targets. 7% of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate. 	District-wide English Language Development coaches (2) focused on teaching academic English; Services varied by school: Language lab, TWI, partial ELD pull-out/push-in by school	Provide a TK-8 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. Provide professional development on integrated ELD instruction.

Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
Safe, Welcoming and Inclusive School Climates			
SOCIAL-EMOTIONAL TOOLS and MENTAL HEALTH: Social-emotional development and mental health services so students are ready to learn	<ul style="list-style-type: none"> • The percentage of K-5 students in the significant subgroups scoring at a 3 or higher in the Social-Emotional Domains will increase by 5% annually. • The percentage of K-5 students in the significant subgroups scoring at a 3 or higher in the Social-Emotional Domains will increase by 5% annually. 	PBIS K-8; <i>Welcoming Schools</i> curriculum K-5; Some schools used specific social-emotional curriculum; City funded mental health and varied levels of school site funds for counseling; BHS Health Center	Provide training for all TK-8 certificated staff on the implementation of Toolbox curriculum. Provide Behavior Specialists at TK-8 and a full-time Counselor for BHS students and counseling from Berkeley Mental Health and ATOD Counseling Services for New Bridge at BTA, with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention.
		Intervention (RtI ²) teachers funded K-8 to provide direct services to students; Additional funding varied by school site	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; 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 7% or more each year overall and 15% or more annually for African American students. *Number will be adjusted based on enrollment. The School Attendance Rates will grow annually by 2% to be 98.6% or greater	Counseling, Dean of Attendance at BHS, Truancy letters, Review board for truancy intervention (SARB)	Provide 3 Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions
	The number* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students. *Number will be adjusted based on enrollment.	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; Behavioral specialist; Equity teacher leaders K-12; Expand Restorative Practices; Provide professional development for Middle School RJ Counselors and TK – 8; Provide Positive School Climate Teacher Leaders at each Elementary and Middle School site to coordinate PBIS, Toolbox and RP; Provide one RJ Counselor at each of the three Middle Schools.

Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
Safe, Welcoming and Inclusive School Climates (continued)			
<p>FAMILY ENGAGEMENT: All families feeling welcomed, connected and able to support the educational success of their students</p>	<ul style="list-style-type: none"> Beginning with 2017-18, The percentage of families with students that are Socioeconomically Disadvantaged, English Learners, African American and/or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more. The percentage of logged connections with the family liaison will increase by 1% proportionally to the number of focal families in each of the targeted subgroups. Participation of targeted families* will increase by 5% annually in the following activities: English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Committee (PAC) (Parental Involvement 3.b and c). <p>*Targeted families include those families who have children who are Unduplicated Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American and/or Latino students.</p>	<p>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</p>	<p>Provide a Coordinator of School-Based Services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), Toolbox social-emotional domains that address the needs of students in danger of suspension and ensure that contracted mental health providers are providing services that are aligned with our district practices.</p> <p>Provide coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children's' education through collaborative connections and referrals to school and community resources.</p>