

## BACKGROUND

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. As summarized below, these five goals 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



**GOAL 1 - Effective Instruction, Challenging Curriculum, Aligned Assessments:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.



**GOAL 2 - Engage Students and Eliminate Barriers:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.



**GOAL 3 - Involve Families and Communities:** Establish partnerships with our families and community to increase academic success for all students.



**GOAL 4 - Ensure Cultural and Linguistic Relevance:** Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.



**GOAL 5 - Generate and Equitably Allocate Resources:** Generate and equitably allocate resources for programs and services that enable every student to succeed.

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## LOCAL CONTROL & ACCOUNTABILITY PLAN

### Executive Summary

LCAP: 2019-2020



LCAP 2019-2020 ExecSummary-DRAFT 5.16.19.docx

## 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. The adoption of Common Core State Standards (CCSS) signaled the need for new curricular materials and assessments, the integration of instructional technology as well as computer and digital literacy for students.

In acknowledging the importance of ensuring equity of access to effective programs and services that are targeted to meet the needs of our most at-risk student subgroups<sup>1</sup>, the LCFF is as follows:



<sup>1</sup> "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.

<sup>1</sup> Student subgroups include low-income, English Learners (EL) and foster youth.

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**Our mission** is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.



**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 craft and improve their effectiveness.

**Our families and community** are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their children's education.



**Our schools** are vital centers of community life enriched by the diversity of our city and welcoming to ALL families.

**Our Values and Beliefs** work to achieve this mission and vision, and are guided by the following:

- 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.

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## 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 student and subgroup students are being met over the three-year period of the Plan. The progress indicators are also used to evaluate and identify potential revisions and/or adjustments to the actions and services in the plan each year.

## SECTION 3: Actions, Services and Expenditures

Focus was placed on prioritizing actions and services that would improve and expand programs that were effectively serving students, as well as new practices and services that would meet student needs. These expenditures had to fit within the total amount of *projected* LCFF Supplemental funding over the three-year plan period, which for 2019-20 is estimated to be \$5.5 million.

The LCAP allocated LCFF Supplemental Funding and identifies other sources of funding in support of actions that improve and expand effective programs and services, as well as provide new programs and services

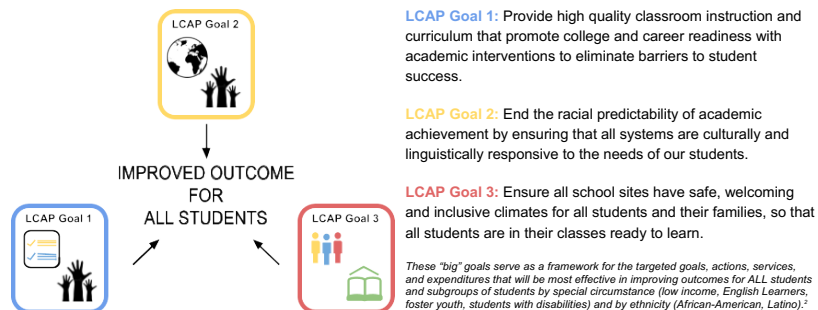
Actions to <b>IMPROVE</b> and <b>EXPAND</b> services to students	Actions to provide <b>NEW</b> services to students
<ul style="list-style-type: none"> <li>• Increase use of culturally and linguistically relevant instructional practices</li> <li>• Actively recruit, support and retain African-American and Latino teachers</li> <li>• 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</li> <li>• Increase targeted interventions with students and families</li> </ul>	<ul style="list-style-type: none"> <li>• African American Success Project Certificated Teacher</li> <li>• Full-time RJ and School Climate for K-8, with an explicit focus on building out PBIS plans, Toolbox, and Welcoming Schools at the K-5 level</li> </ul>

In order to achieve the goals outlined in this summary, 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 schools.

## LCAP EXECUTIVE SUMMARY

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 goods 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 LCAP consolidates the district's strategic goals for excellence into the following three LCAP goals:



<sup>2</sup> 2018-19 School Year: 31.2% of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 29.4% are African-American and 35.4% are Latino, while 10.7% are students of two or more races. English Learners (EL) make up 8.9% of the K-12 body, and of those EL students, 68.1% are considered low income

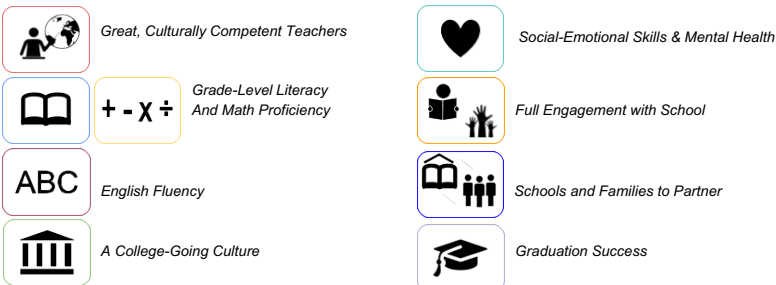
## SECTION 1: Stakeholder Engagement






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 the district data on student achievement and outcomes, that a need profile was developed.

BUSD's LCAP 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:





## SNAPSHOT: SAFE, WELCOMING AND INCLUSIVE SCHOOL CLIMATES

Our Students NEED	Our Three-Year GOAL (2017-2018 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
<b>SOCIAL-EMOTIONAL TOOLS AND MENTAL HEALTH:</b> <i>Social-emotional development and mental health services so students are ready to learn.</i> 	<ul style="list-style-type: none"> <li>◦ % of K-5 students in the significant subgroups scoring at a 3 or higher in the Social-Emotional domains will increase by 5% annually.</li> <li>◦ % of K-5 students in the significant subgroups scoring a 3 or higher in the Social-Emotional domains will increase by 5% annually.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Positive Behavioral Intervention Supports (PBIS) K-8</li> <li>◦ Welcoming Schools curriculum K-5; some schools used specific social-emotional curriculum.</li> <li>◦ City funded mental health and varied levels of school site funds for counseling.</li> <li>◦ BHS Health Center</li> <li>◦ Intervention (Rti) teachers funded K-8 to provide direct services to student; additional funding varied by school site.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Training for all TK-8 certificated staff on the implementation of Toolbox curriculum.</li> <li>◦ Behavioral 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.</li> <li>◦ Teacher coaches for Rti at each K-5 school (based on enrollment) to ensure implementation of district-wide model for best instructional support and intervention practices.</li> <li>◦ Rti coach funding increased at K-5 schools.</li> <li>◦ Preschool and middle school coaches added.</li> </ul>
<b>FULL ENGAGEMENT WITH SCHOOL:</b> <i>To be on time and attend school every day, with positive support and effective discipline that keeps students in the classroom learning.</i> 	<ul style="list-style-type: none"> <li>◦ 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.*</li> <li>◦ School attendance rates will grow annually by 2% to be 96.6% or greater.</li> <li>◦ The number of middle school 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.*</li> </ul> <p>*Numbers will be adjusted based on enrollment.</p>	<ul style="list-style-type: none"> <li>◦ Counseling</li> <li>◦ Dean of Attendance at BHS</li> <li>◦ Truancy letters</li> <li>◦ Review Board for truancy intervention (SARB)</li> <li>◦ PBIS</li> <li>◦ Behavioral Specialist; cultural competency training for teachers; equity coaches K-12; Restorative Justice program at 6 schools</li> <li>◦ Alive and Free</li> </ul>	<ul style="list-style-type: none"> <li>◦ Three Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions.</li> <li>◦ Expand cultural competency training</li> <li>◦ Behavioral specialist, equity teacher leaders (K-12)</li> <li>◦ Expand restorative practices</li> <li>◦ K-8 coordination of school based services, RP, Toolbox, RJ, Welcoming Schools &amp; PBIS</li> <li>◦ One RJ counselor at each of the three middle schools.</li> </ul>
<b>FAMILY ENGAGEMENT:</b> <i>All families feeling welcomed, connected, and able to support the educational success of their students.</i> 	<ul style="list-style-type: none"> <li>◦ Beginning with 2017-2018, % of families with students that are socioeconomically disadvantaged, English Learners, African American and/or Latino, participating in the survey, will increase by 10% annually, bringing overall participation to 75% or more.</li> <li>◦ % of logged connections with the family liaison will increase by 1% proportionally to the number of focal families in each of the targeted subgroups.*</li> <li>◦ 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) (Parent Involvement 3b and c).</li> <li>* Targeted families are those who have children who are unduplicated socioeconomically, disadvantaged students, English Learners, Students with Disabilities, African American, and/or Latino students.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Office of Family Engagement and Equity with part-time site coordinators funded by BSEP at 6 schools for pilot.</li> <li>◦ BHS parent outreach office</li> <li>◦ K-5 report card linked to new Common Core standards.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Coordinator of school-based services to develop, train and support sites in the consistent implementation of culturally relevant restorative practices</li> <li>◦ PBIS, Toolbox social-emotional domains that address the needs of students in danger of suspension and ensure that contracted mental health providers are supplying services that are aligned with district practices.</li> <li>◦ Classified Supervisor for Family Engagement to ensure participation of targeted families</li> <li>◦ 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.</li> </ul>

## SNAPSHOT: COLLEGE AND CAREER READY AT GRADUATION

Our Students NEED	Our Three-Year GOAL (2017-2018 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
<b>GREAT TEACHERS:</b> <i>Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies.</i> 	<ul style="list-style-type: none"> <li>◦ 100% of teachers appropriately assigned, fully credentialed in subject area and for students they are teaching</li> <li>◦ Supported in teaching Common Core and Next Generation Science Standards w/ integration of technology.</li> <li>◦ 75% of trained teachers to report site-level support in implementation of state standards.</li> <li>◦ 100% of ELA, Math, and Science teachers trained in CCSS/NGSS, to be implemented in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>◦ BUSD teachers have verified teaching credentials.</li> <li>◦ K-5 teachers implemented A Story of Units (Common Core)</li> <li>◦ Middle school ELA teachers created a Common Core curriculum map and math teachers were beginning to use A Story of Ratios.</li> <li>◦ BHS teachers taught writing skills aligned with Common Core; TSAs supported integration of technology.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Continue to ensure that all teachers are credentialed and supported.</li> <li>◦ Additional coaches, workshops and time for curriculum planning K-12; K-5 Common Core aligned report cards.</li> </ul>
<b>LITERACY SKILLS:</b> <i>Proficiency in literacy in order to access curriculum and instruction.</i> 	<ul style="list-style-type: none"> <li>◦ 80% or more of 3rd graders at grade level reading proficiency w/ specific subgroup targets of 7% more students than prior year achievement.</li> <li>◦ % 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.</li> <li>◦ % 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.</li> </ul>	<ul style="list-style-type: none"> <li>◦ K-5 teachers trained in ELA curriculum, aligned with Common Core; multi-funded literacy coaches.</li> <li>◦ Intervention teachers (Rti) funded K-8, additional funding varied by school site.</li> <li>◦ Elementary Summer School</li> <li>◦ Secondary Summer School</li> </ul>	<ul style="list-style-type: none"> <li>◦ Elementary literacy coaches funded district-wide</li> <li>◦ Extend instructional time -- K-12 teachers paid hourly for after school small group instructions and intervention work; purchase secondary school intervention materials.</li> <li>◦ Teacher coaches for Rti at each K-5 school based on enrollment to ensure implementation of district model for best instructional support and intervention practices.</li> <li>◦ Rti coach funding increased at elementary; preschool and middle school coaches added.</li> <li>◦ Re-design K-5 Summer School w/ other funding; current secondary summer school funding will continue.</li> </ul>
<b>MATH SKILLS:</b> <i>Proficiency in mathematics to prepare for high school and beyond.</i> 	<ul style="list-style-type: none"> <li>◦ Students will demonstrate grade level proficiency in math with eighth grade performance serving as the district indicator of progress toward this goal.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Intervention teachers (Rti) funded K-8, additional funding varied by school site.</li> <li>◦ K-8 teachers trained in Common Core curriculum; Super Science Saturday (STEM) (100 students).</li> <li>◦ K-5 math coach (part time 6-8), math teacher leaders at schools, part time TSA for math at BHS.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher coaches for Rti at each K-5 school based on enrollment to ensure implementation of district model for best instructional support and intervention practices.</li> <li>◦ Teacher hourly (K-8) for after school intervention; secondary intervention materials; Super Science Saturday expanded.</li> <li>◦ BHS math teachers trained; Common core aligned pathway for BHS.</li> </ul>
<b>COLLEGE GOING CULTURE:</b> <i>College and career counseling and high school courses meaningfully connected to life goals.</i> 	<ul style="list-style-type: none"> <li>◦ % of AP examinations passed will increase annually by 5%.</li> <li>◦ Overall % of students who have taken at least one AP exam will increase annually by 5% of students enrolled in grades 10-12.</li> <li>◦ 5% or more students in each significant subgroup will complete courses that satisfy UC or CSU entrance requirements or programs of study that align with State Board-approved Career Technical Educational standards and framework.</li> <li>◦ 90% or more of all students and by significant subgroups in the 2018 cohort (class of 2017) will graduate.</li> <li>◦ 10% of less of all students and those in significant subgroups in the 2018 cohort (class of 2017) will drop out (Pupil Engagement 5.d.). Less than 10 middle school students will drop out annually.</li> </ul>	<ul style="list-style-type: none"> <li>◦ High School Bridge program</li> <li>◦ RISE</li> <li>◦ Y Scholars</li> <li>◦ AVID (grades 7-10)</li> <li>◦ Summer School</li> </ul>	<ul style="list-style-type: none"> <li>◦ High School Bridge program</li> <li>◦ AVID Tutoring/Mentoring</li> <li>◦ CTE Pathway Expansion</li> </ul>

## SNAPSHOT: CULTURALLY AND LINGUISTICALLY RESPONSIVE SYSTEMS

Our Students NEED	Our Three-Year GOAL (2017-2018 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
<b>GREAT TEACHERS:</b> <i>Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies.</i> 	<ul style="list-style-type: none"> <li>◦ Beginning in 2017-2018, 95% of teachers will be trained in culturally relevant instruction and inclusion practices and strategies for African-American students and English Learners, and use effective strategies that address students' multiple intelligences.</li> <li>◦ 80% of teachers will indicate use of equity strategies in their classroom.</li> <li>◦ Increase % of teachers who are African American and/or Latino by ensuring that 22% or more of newly hired teachers are AA or Latino.</li> <li>◦ 90% of new African American and Latino teachers will be retained.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Three-day cultural competency training for teachers and staff</li> <li>◦ Training in strategies for English learners</li> <li>◦ Equity teacher leaders K-12</li> <li>◦ Principals participated in Professional Learning Communities focused on cultural competence and strategies for English Learners.</li> <li>◦ African American and Latino classified personnel to obtain teaching credential via the "Transition to Teaching" county program.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Provide teachers and staff with cultural competence PD and use of culturally and linguistically relevant instructional practices with support of three seminars for teachers, administrators, and instructional assistants.</li> <li>◦ Support and training for staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work.</li> <li>◦ 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.</li> <li>◦ Consultant to recruit, retain, and supply recommendations and other supports to increase the number of teachers of color.</li> </ul>
<b>ENGLISH FLUENCY:</b> <i>Fluency in English in order to access grade level curriculum and instruction.</i> 	<ul style="list-style-type: none"> <li>◦ Beginning 2017-2018, 70 % of English learners will demonstrate at least one year of progress toward English fluency and meet state targets.</li> <li>◦ 7 % of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate.</li> </ul>	<ul style="list-style-type: none"> <li>◦ District-wide English Language Development coaches (2) focused on teaching academic English</li> <li>◦ Services varied by school: Language lab, TWI, partial ELD pull-out/push-in by school.</li> </ul>	<ul style="list-style-type: none"> <li>◦ 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.</li> <li>◦ Professional development on integrated ELD Instruction.</li> </ul>