



LCAP UPDATE

January 22, 2020

Superintendent Stephens

Associate Superintendent Thiara

This year, we begin the process of developing a new 3yr LCAP.

The LCAP is a tool for local educational agencies to set goals, plan actions and leverage resources to meet those goals to improve student outcomes.

As we launch this process,

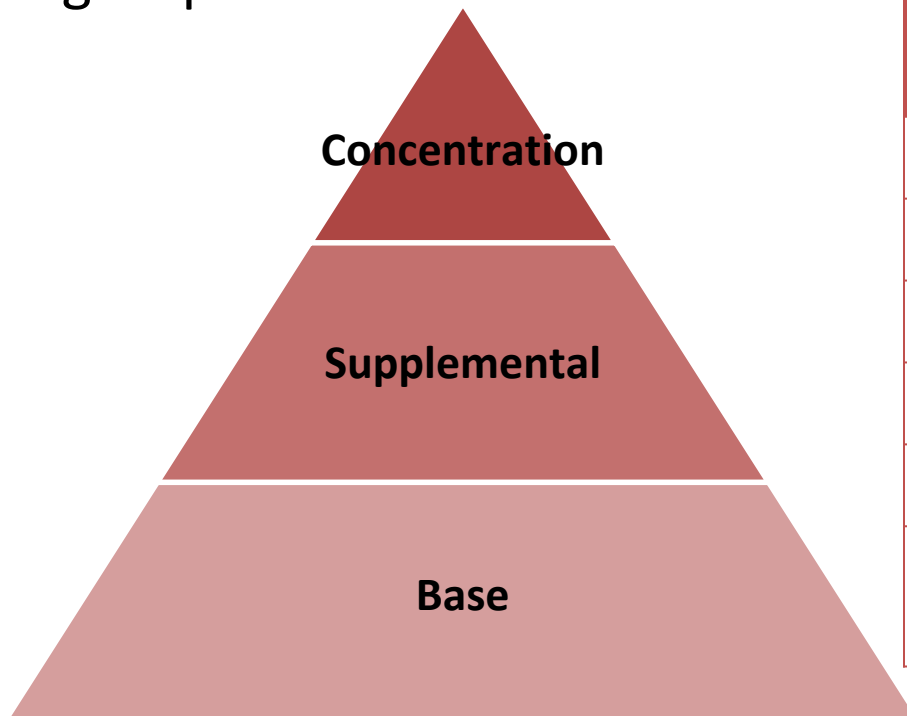
- It becomes necessary to involve stakeholders in the reflection of the former LCAP and, moving forward, reconsideration of goals and actions.
- Over the next few months, we will be scheduling forums for both the community and stakeholders to participate in the development of BUSD's new 3yr plan.

Agenda

- What are the LCFF & LCAP?
- Where are we now?
- Looking Ahead

What is LCFF?

The Local Control Funding Formula (LCFF) was passed by the state in 2013 to more equitably distribute funds to school districts and provide greater support to high-need student groups.



BUSD Demographics 2019-20		
Student Group	#	%
Low-Income	3,064	31.2%
English Learners	868	8.8%
Foster Youth	22	0.2%
*Homeless	264	2.7%
*African American	1,360	13.9%
*Students with Disabilities	1,085	11.1%

*Additional groups identified by district as high-needs

What is the LCAP?

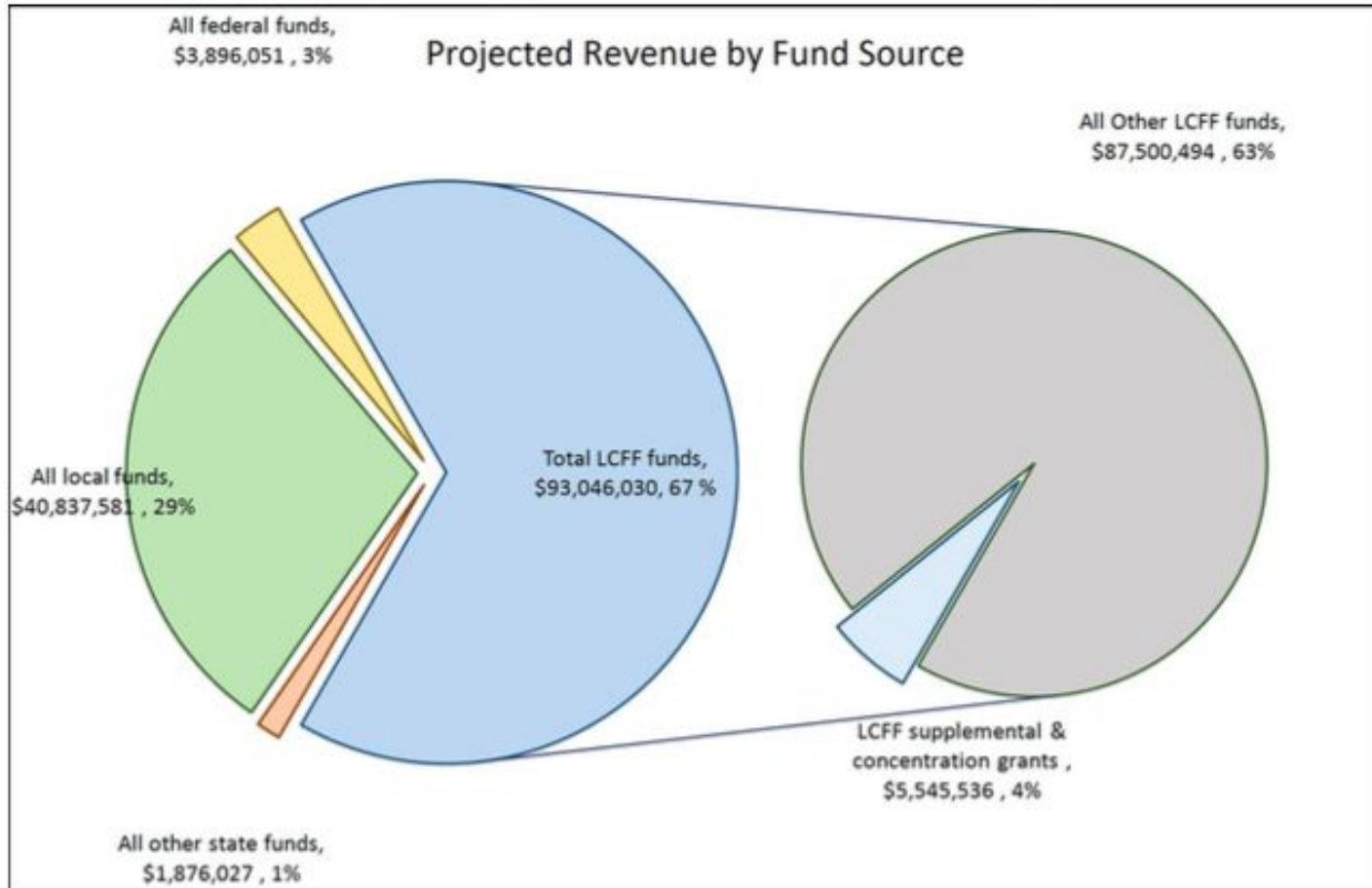
The Local Control Accountability Plan (LCAP) is a 3-year plan that sets goals, actions and dollars towards improving student outcomes, particularly for high-needs students. LCAP funding must be used towards **direct student services**.



WHERE ARE WE NOW:

LCAP REVIEW

LCAP Review: 2019-2020 Budget



LCFF Supplemental funds of \$5.5M supported 3,267 low-income, English Learner and Foster Youth students. This represents 33.4% of BUSD students.

LCAP REVIEW:

GOAL 1: Academic Achievement

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.

EXPENDITURES: \$2.2M

ACTIONS/SERVICES:

- Teacher & Administrator PD
- Math Coaches & Support
- Career/Technical Ed Courses
- After School Intervention
- AVID/Bridge Program

MEASURABLE OUTCOMES:

- 8th grade math: AA & Low income students grew 2+%, ELs & SwDs did not
- ELs met UC/CSU eligible goals; AAs, SwDs, Low income, & Latinx students did not.

LCAP REVIEW:

GOAL 2: Equity

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.

EXPENDITURES: \$1.1M

PAST ACTIONS/SERVICES:

- Cultural Competence PD
- ELD Teacher Coaches & TSA
- Consultant to support attract & retain teachers of color
- Classified Employee Teacher Pathway

MEASURABLE OUTCOMES:

- % AA/Latinx teachers increased by 3.6%
- RFEP rate was 14%
- Retention rate of new AA/Latinx teachers unchanged (66.67%)

LCAP REVIEW:

GOAL 3: Climate

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.

EXPENDITURES: \$1.8M

PAST ACTIONS/SERVICES:

- Social-Emotional Learning PD
- Behavior Specialists & PBIS trainings
- Restorative Justice Counselors & trainings
- Intervention counselors
- AA Student Success Project

MEASURABLE OUTCOMES:

- 8.2% of students overall are chronically absent, but 1 in 3 homeless and foster youth are chronically absent
- African American students are suspended 12x the amount of their white peers

LCAP REVIEW:

GOAL 4: Accountability

GOAL 4: Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the ongoing monitoring of student progress resulting from actions and services, and utilizing state and local indicators.

EXPENDITURES: \$0.4M

ACTIONS/SERVICES:

- LCAP Evaluator
- Indirect Cost Reserve

MEASURABLE OUTCOMES:

- BREa Coordinator hired
- 16 stakeholder engagements scheduled, 10+ more to be arranged

LOOKING AHEAD: 2020-2023 LCAP EQUITY FRAME

Gap in Educational Supports on the Basis of Demographics

Asian

White

African
American

Hispanic

% of Standard
Met or Exceed

80%

60%

40%

20%

0%

2015

2016

2017

2018

2019

English

% of Standard
Met or Exceed

80%

60%

40%

20%

0%

2015

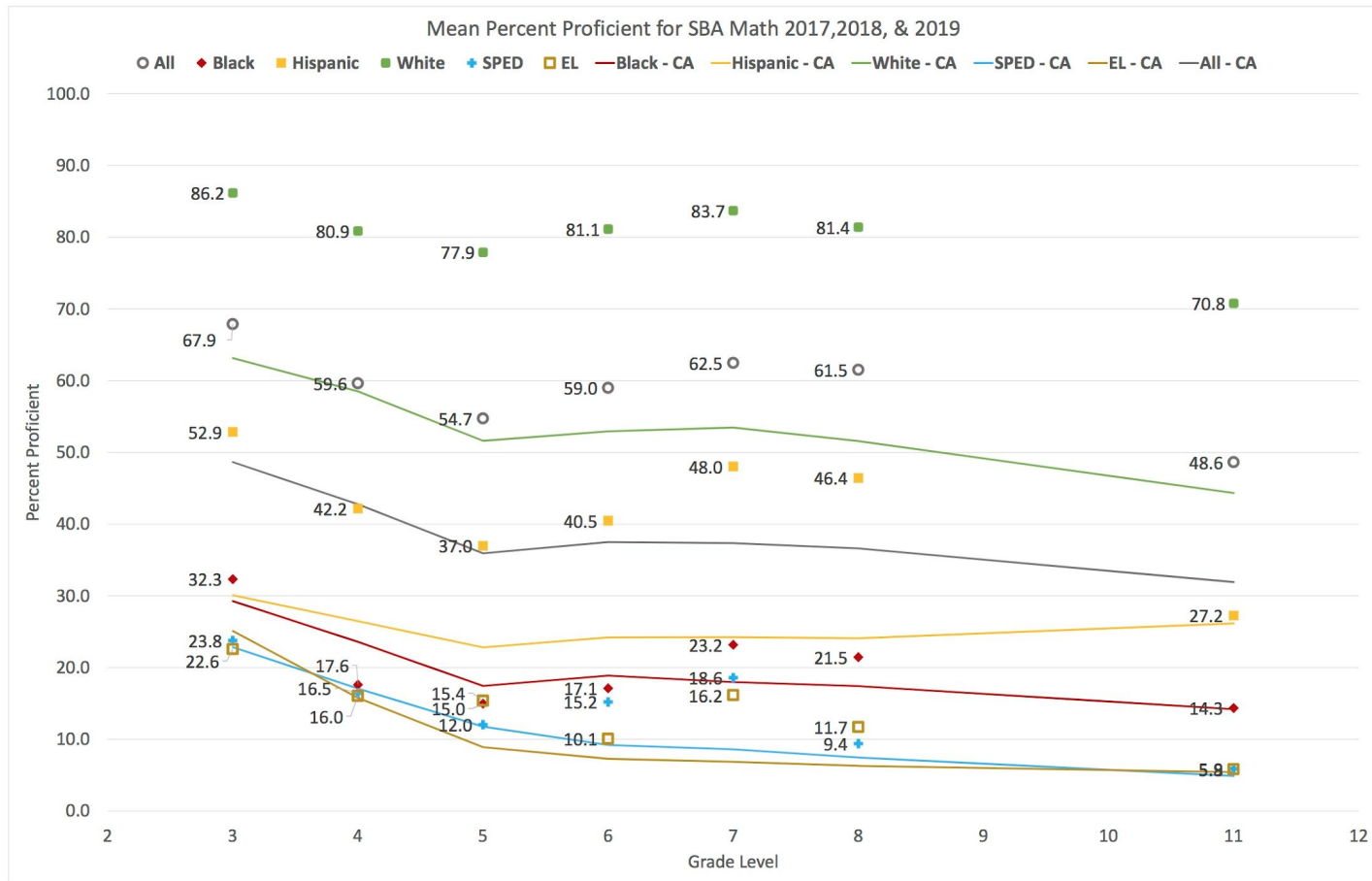
2016

2017

2018

2019

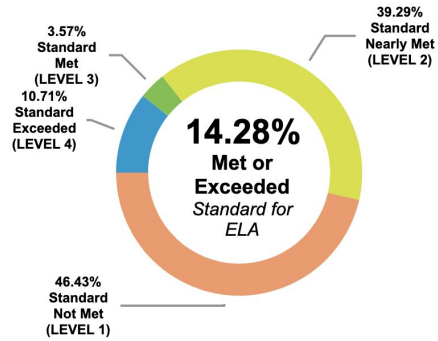
Math



Performance
on the SBA
from Grades
3 -11,
2017-2019

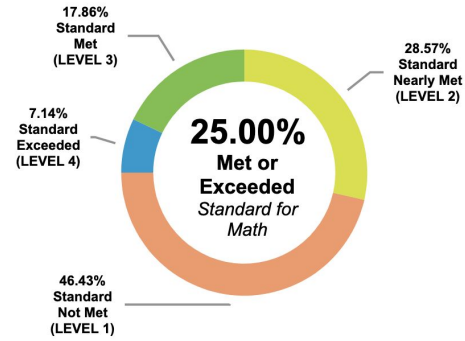
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

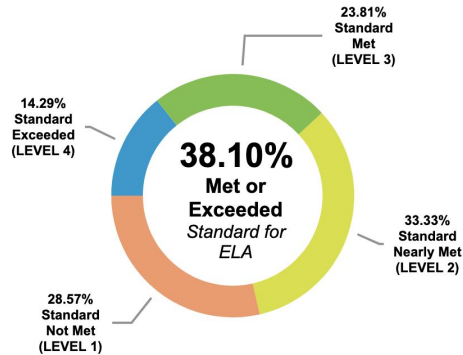


Variation Between BUSD Schools for African American Students

Elementary School One

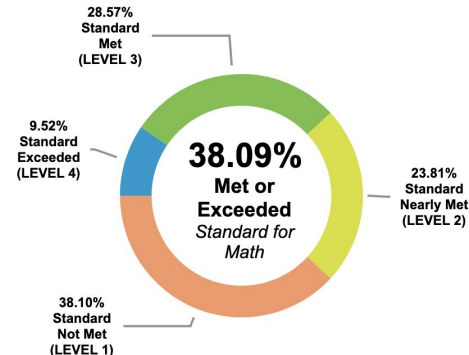
ELA

Percent of students within each achievement level



Mathematics

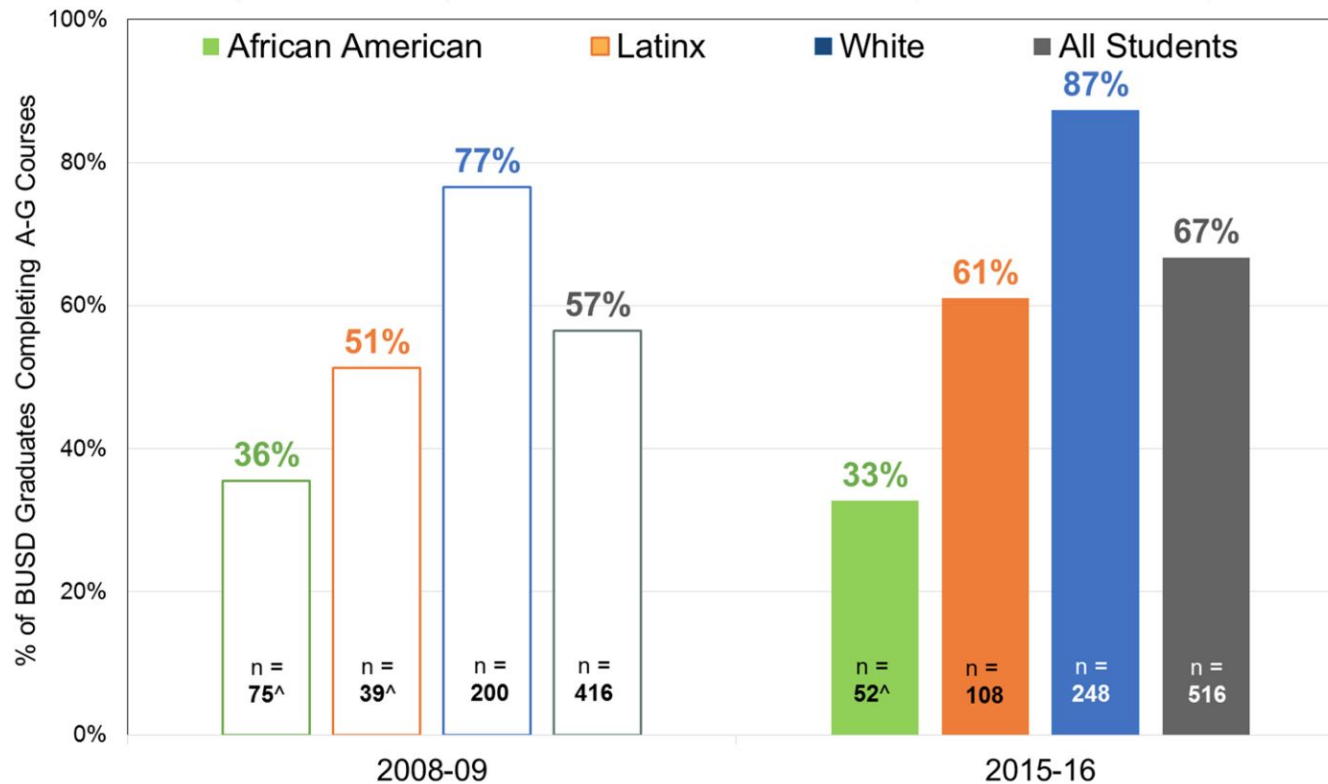
Percent of students within each achievement level



Elementary School Two

What can we learn from these differences?

College & Career Readiness**



** % of BUSD high school graduates who complete the A-G courses required for UC/CSU Eligibility

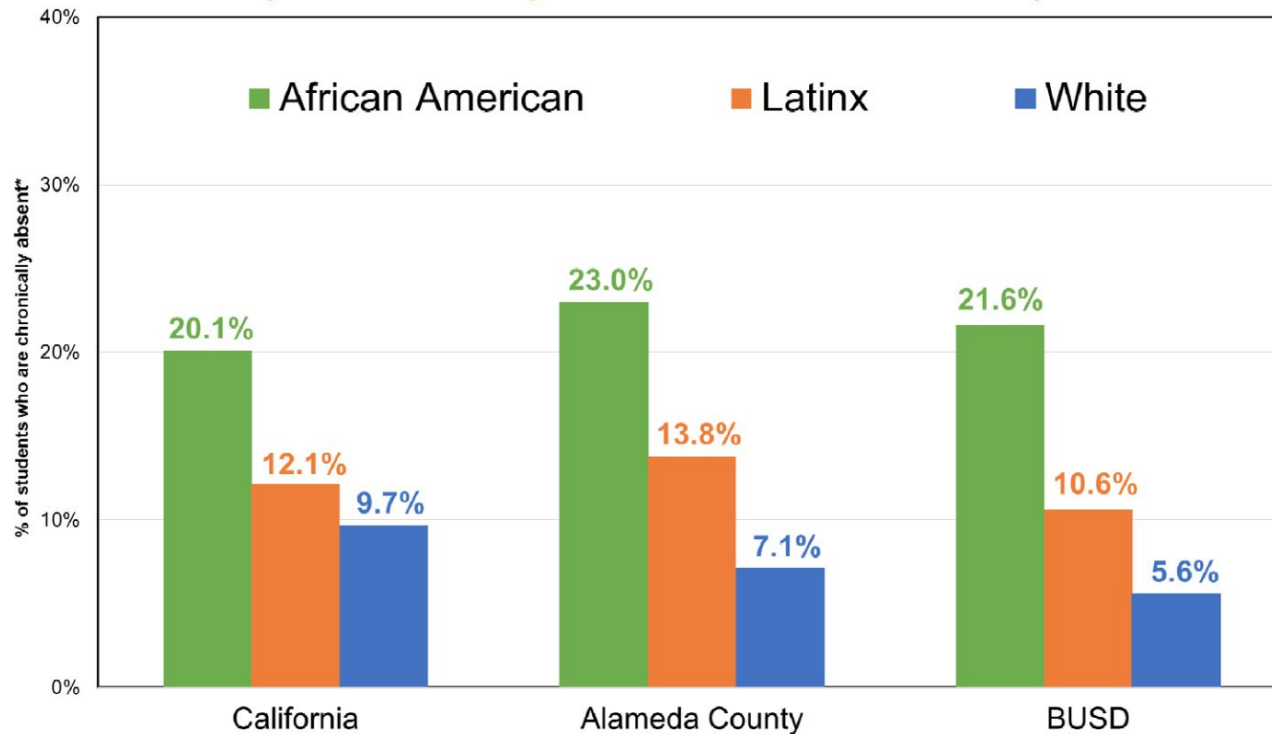
Source: California Department of Education

n = number of students meeting A-G requirements

[^] Note small sample size

Student Attendance

(Measured by Chronic Absenteeism*)



*Students are "chronically absent" when they miss more than 10% of school days in a year.

Data is for the 2017-18 school year

Source: California Department of Education



Equity is the Single Most Pressing Issue the District Faces

There are a number of ways to think about equity in education. These include:

- Individual Mindset
- Teaching and Learning
- Family Empowerment
- Relationships
- Structures and Systems in the Organization
- Structures and Systems in Society

All of these
are important.



At this point in the year, I am highlighting one Key Question:

How do we engage in the budgeting and planning process with a critical and common lens for supporting African American students and their families?

Would an “African American Success Framework” support us to think more deeper and more in common?

Could it draw from...

- (1) Our BUSD data, including community input
- (2) Research on Effective Practices
- (3) Other districts’ work that is specific to African American students and their families

It could include a number of powerful ideas

1. Access to Opportunity
 - In the Classroom (TNTP)
 - In the School (Morris)
2. Implicit Bias and Structural Racism (NEP)
3. Positive Racial Identity Development (Tatum)
4. Staff Diversity (Brookings)
5. Dual Capacity Engagement (Mapp)

A DRAFT African American Success Framework

Access to Opportunity

- Access to the Classroom and Programs
- Culture of learning
- Essential content
- Academic ownership
- Demonstration of learning opportunities for feedback and revision

Positive Identity Development

- Culturally Relevant Instruction and Curriculum
- Individual and Group Mentorship
- Cultural Affirmation
- Affinity-Based Experiences
- Umoja Class
- Black Studies
- Art and Music of the Diaspora

Awareness of Implicit Bias

- Implicit Bias Training
- Stereotype Replacement
- Policy Analysis
- NYU Culturally Responsive Curriculum Scorecard

Staff Diversity

- Tuition support to earn a credential
- Teachers & Leaders of Color Network
- Enhanced induction support
-

Family Engagement

- African American Parent Council
- Partnerships with Black-led organizations
- Parent training and support

What could BUSD do to help our African American students achieve their full potential?

Expand access to basic needs & opportunities (basic needs, enrichment, family support)	Culturally relevant and affirming curriculum, instruction & other experiences	Shared identity opportunities (teachers, principals, mentors who "look like me")	Stronger family-school-district partnerships	Culturally responsive, school & district staff	Culturally responsive systems & accountability
<ul style="list-style-type: none"> • Designated family support staff at all schools • More basic need supports (e.g., food, clothes) • Stronger connections with CBOs, faith-based and public agency services • Privilege gap analysis and remediation (e.g., what if BSEP provided low-income AfAm students with subsidized private music lessons at school and instruments = more AfAm students in the Jazz Band?) • Rebalance inequities in afterschool for low-income and out-of-district AfAm students (e.g., BEARS vs. LEARNS, enrichment classes) 	<ul style="list-style-type: none"> • Culturally Relevant Instruction and Curriculum (e.g., NYU Culturally Responsive Curriculum Scorecard) • Individual and group mentorship • Cultural affirmation • Affinity groups and opportunities (e.g., "Talented 10th") • Culturally-based academic cohorts (e.g., Umoja Class, RISE – sort of?) • Black Studies • More Art and Music of the Diaspora • Culturally relevant library and classroom books 	<ul style="list-style-type: none"> • Tuition support to classified BUSD staff to earn credentials • Partnerships with teacher training programs, incl. more training placements at BUSD with AfAm teachers • Affinity-based teacher support (e.g., Teachers & Leaders of Color Network) • Affinity-based, individualized advising, coaching and counseling (MS & HS) • Advancement support to AfAm teachers to pursue principal/admin positions 	<ul style="list-style-type: none"> • Capacity-building for parents, teachers and administrators (e.g., Dr. Karen Mapp's dual capacity framework) to develop greater skill and knowledge around effective partnership • More effective outreach (e.g., teacher home visits targeting new students, mid-year transfers, high risk students?) • More leadership opportunities for AfAm Caregivers/ Parents/Students (e.g., AfAm Parent Council, Student MS Council) • Stronger BUSD connections with wider AfAm community (i.e., partnerships with Black-led organizations) 	<ul style="list-style-type: none"> • Address implicit bias among BUSD personnel (e.g., implicit bias training; stereotype replacement, performance evaluations, disciplinary processes) 	<ul style="list-style-type: none"> • Revise/replace biased policies and procedures (e.g., student discipline, inter-district transfers, school assignments, hiring processes, promotional procedures, residency checks, BTA) • Routine assessment gives parents, teachers and administrators a common benchmark for assessing student progress • Strengthen BUSD's data culture and practice to routinely assess progress and identify areas of needed improvement

The Budget and LCAP Process, January - June

Committees

- BSEP P&O Presentations
- Parent Advisory Committee
- Educator Advisory Committee
- District English Learner Advisory Committee

Community Meetings

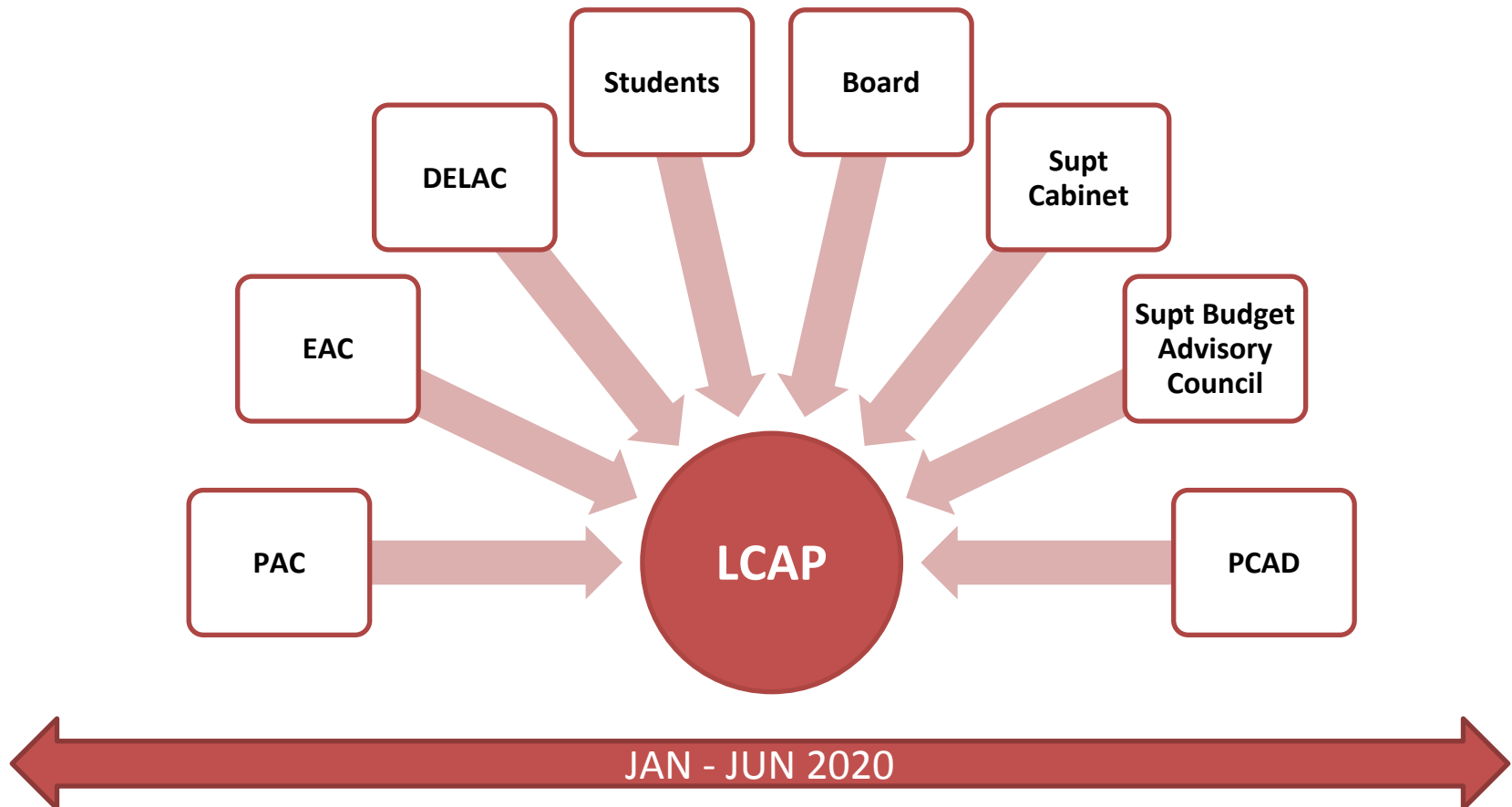
- State of the District, January 23
- PTA Council
- March and April Community Forums

District Meetings

- Cabinet
- Principal Meetings
- Ed Services Administrator Meetings
- Extended Cabinet
- Management Team

LOOKING AHEAD: 2020-2023 LCAP STAKEHOLDER ENGAGEMENT

LOOKING AHEAD: STAKEHOLDER ENGAGEMENT



LOOKING AHEAD: DRAFT TIMELINE

	JAN	FEB	MAR	APR	MAY	JUN
LCAP Development	Analyze & identify priorities	Engage community to solicit feedback on actions, services Draft measurable outcomes and expenditures		Engage community to solicit feedback on measurable outcomes	Update based on Board and community feedback	Finalize based on Board and community feedback
Engagement	Engagement with Community: Board, Students, PAC, DELAC, EAC, PTA, PCAD, SBAC, Extended Cabinet, Cabinet					
Deadlines				1st Draft LCAP to Board	2nd Draft LCAP to Board	Final LCAP to Board & COE

THANK YOU