



Local Control Accountability Plan  
2021-2024

Excellence • Equity • Engagement • Enrichment

# Objectives

1. Briefly review LCAP Process
2. Review the data used to inform the development of this LCAP
3. Review the 2021-2024 Goals, Metrics, and Actions
4. Dig deep into a number of important focus areas to look at the details of what we're planning to do, which students need it, why we're doing, it, what it will cost, and what our intended outcomes are

# Local Control Accountability Plan (LCAP), 2021-2024

## 3 year plan

- Goals, actions, services, and expenditures
- Supports positive student outcomes

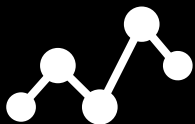
The plan tells our story about how, what, & why programs & services are selected to meet our students' needs and district goals

## Components of the LCAP include:

- LCFF Budget Overview for Parents
- Annual Update (LCAP, LCP)
- New 3 Year Plan

# Data Informed the Development of this LCAP

- CA School Dashboard Results
- Some BUSD successes in comparison to California and improvements for BUSD over time
- Some BUSD challenges
- Stakeholder feedback
- PAC and DELAC feedback



# Among 50 Similar Districts, BUSD Ranks High on the 2019 CA School Dashboard



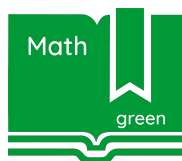
California School  
DASHBOARD



English  
Language  
Arts

**BUSD Rank:**

**16**



Math

**13**



Chronic  
Absenteeism

**19**



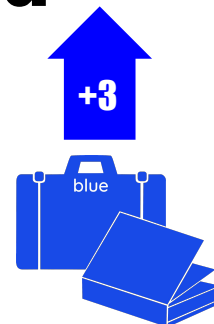
Suspension  
Rate

**4**



Graduation  
Rate

**18**



College/  
Career  
Indicator

**1**

*50 similar districts include all districts in California with an enrollment within 6,000 students of BUSD and with an unduplicated rate within 20% of BUSD during the 2019-2020 school year.*

## Some BUSD Successes:

- Compared to California, BUSD students have:
  - Higher ELA achievement
  - Higher Math achievement
  - Higher College/Career Readiness rates
  - Higher UC/CSU A-G rates
  - Lower Chronic Absentee rates
  - Lower Suspension rates

**Berkeley**  
PUBLIC SCHOOLS

vs



**+16%**

**+22%**

**+19%**

**+15%**

**-1.9%**

**-2.1%**

- BUSD has seen improvements in a number of areas:
  - ELA achievement grew 4 out of 5 years
  - Math achievement grew 4 out of 5 years
  - Graduation rate increased in past 3 years
    - Black/African American students' grad rate increased
  - College/Career Readiness increased in past 3 years

**Berkeley**  
PUBLIC SCHOOLS

over time

**+9%**

**+8%**

**+1%**

**+8%**

**+12%**

## Some BUSD Challenges:

- Not all BUSD student groups have high performance
  - Black/African American students in comparison to district overall:
    - Half as likely to meet ELA and math standards (29% vs 67% ELA, and 22% vs 62% math)
    - About half as less likely to be college/career ready (33% vs 63%)
    - Much less likely to meet UC/CSU A-G requirements (38% vs 66%)
    - Twice as likely to be chronically absent (17% vs 8%)
    - Three times as likely to be suspended (4.9% vs 1.3%)
  - English Learners in comparison to district overall:
    - Much less likely to meet ELA and math standards (13% vs 67% ELA, and 17% vs 62% math)
    - Less likely to graduate (77% vs 88%)
    - Much less likely to be college/career ready (20% vs 63%)
    - Much less likely to meet local benchmarks (32% vs 78% in reading and 40% vs 74% in math)
    - 1 in 4 English Learners are classified as Long Term English Learners
  - Students with Disabilities in comparison to district overall:
    - Much less likely to meet ELA and math standards (25% vs 67% ELA, and 23% vs 62% math)
    - Much less likely to be college/career ready (18% vs 63%)
    - More likely to be chronically absent (14% vs 8%)
    - Three times as likely to be suspended (4.4% vs 1.3%)
- Black/African American, Latinx, socioeconomically disadvantaged, and special education students are seven times more likely to be earning a 1.5 GPA or lower compared to their White peers

# Stakeholder Feedback

## Advisory Committees (AC)

Parent AC  
District English Language AC  
Educator AC  
Superintendent's Budget AC  
Student AC

## Other Group Feedback

Stakeholder Engagement Sessions  
Town Halls  
Family Circles  
School Board Members  
Staff Members  
District Office Staff

Fund a bilingual Family Engagement Position

Hire and retain more teachers of color

Provide better evaluation of our programs

Office of Family of Engagement & Equity (OFEE) provide framework, develop department, and increase staffing

Improve Math achievement for low income, EL, African American, and Latinx students

Better track and serve English Learners (EL) including Reclassified ELs

Address Isolation and racism in our community

Have More authentic family engagement

Improve PBIS and MTSS systems district-wide

Need a stronger focus on Latinx and Black/AA student success

Implement ways to identify and serve dyslexic students

Provide Mental Health supports for students

Provide better supports for students with disabilities

Fully fund ELD teachers at all sites

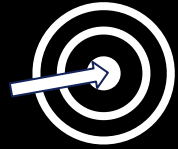
Address student socialization after distance learning

# Parent Advisory Group Feedback

Parent Advisory Committee	District English Learner Advisory Committee
<b>Family Engagement:</b> <ol style="list-style-type: none"> <li>1) Establish a strategic robust framework</li> <li>2) Elevate to be a department AND address the inequities in the office</li> <li>3) Appropriately staff OFEE (Statement to the Board, 4/21/21)</li> </ol>	<b>EL Master Plan Revision must take into consideration:</b> <ol style="list-style-type: none"> <li>1) Institutional knowledge of our district &amp; community</li> <li>2) Unique needs of our children as language learners</li> <li>3) Engagement with our families, who also deserve a seat at the table (Statement to Board, 1/20/21)</li> </ol>
Call for <b>effective evaluation of programs</b> and evidence that resources are supporting the prioritized populations (PAC Comments, 2/11/21 )	Request for funding to support monitoring of <b>Reclassified Students</b> (Statement to Board, 1/20/21)
Requesting more <b>Mental Health Supports</b> for students returning after the pandemic (PAC Comments, 1/21/21)	<b>Family communication</b> in multiple languages <ul style="list-style-type: none"> <li>• Use of term, “caregiver” - not all students are raised by parents</li> <li>• All communication must be translated in multiple languages according to site need (Statement to Board, 1/20/21)</li> </ul>
Support for <b>comprehensive assessment system</b> to monitor students K-12 (PAC Comments, 12/17/20 )	
Focus must be on our <b>prioritized students</b> & ensuring Supplemental Funds target them (PAC Comments, 12/17/20 )	<b>ELD Teacher</b> funding should not be in the Supplemental Grant, instead in the General Fund (Statement to Board, 6/2/21)

## June, 2021: Revised LCAP and Budget Approval Process

June 2	Board Feedback
June 7	SBAC
June 9	Board Feedback
June 10	DELAC
June 15	PAC
June 16	Public Hearing
June 23	Approval



\$\$\$

# BUSD 2021-2024 LCAP Overview

- **Metrics** that will be used to monitor progress for the next three years
- **Actions and Services** that will be implemented to support students and improve outcomes in BUSD

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness and end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

### How will we MEASURE PROGRESS towards this goal?

Sufficient standards aligned curriculum provided to all students	Percent of students prepared for College/Career as measured by the California School Dashboard (2019)	Percent of high school students with Ds and Fs
Percent of students enrolled in at least one AP course, IB course, CTE course, or Dual Enrollment	English Learner Progress as measured by the California School Dashboard	CTE Completion Rate
Percent of 10-12th graders who took an AP exam and the passage rate	Percent of English Learners who Redesignate to Fluent English Proficient	A-G Completion Rate
4 Year Cohort Graduation Rate (2020)	Percent of English Learners who are classified as Long Term English Learners	Internal assessment participation rate

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness and end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

### **ACTIONS under this Goal**

Teacher Induction Program	Science Program	Music/VAPA - BSEP
Classified Pathway to Credentialed Teacher Program	Ethnic Studies	Instructional Technology
Literacy Improvement Action Plan	ELD Support at each School (TK-12)	AVID (7-12)
DIBELS Literacy Screener (K-2)	ELD Teacher on Special Assignment (TK-8)	Bridge Program (BHS)
BSEP - Library Supports	Cultural Competency Training	RISE
Math Training for Certificated Staff (TK-8)	Integrated ELD Training and Support	CTE Pathways (BHS)
Math Coaches (TK-12)	English Learner Master Plan	CTE Supports (BHS)

## Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

### How will we MEASURE PROGRESS towards this goal?

Percent of students who do not meet ELA/Math standards (score at level 1) grades 3,5,8,11	Percent of summer school students who earned additional high school credits in the summer before their senior year
Percent of Middle School Students completing a Math Support/Intervention Class who meet/exceed Math standards	Number of Students Participating in Intervention Programs

### ACTIONS under this Goal

Response to Intervention and Instruction (RtI2) (TK-8)	504 Coordinator
Literacy Coaches, (TK-8)	Summer School CCSS Curriculum (K-8)
Wilson and Slingerland Reading Supports	Summer School for Incoming Seniors
Math Support Classes (6-8)	Culturally Relevant Summer Partnerships
Technology Supports	

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

### How will we MEASURE PROGRESS towards this goal?

Percent of Teachers who are Black/African American or Latinx who return to BUSD from the previous year	Percent of Teachers who are Latinx
Percent of Teachers who are Black/African American	Chronic Absentee Rate
Average Daily Attendance	Dropout Rates
Suspension Rate	Student and Family Survey Results

### ACTIONS under this Goal (cont. next slide)

Student Welfare and Attendance Counselor (9-12)	Restorative Justice Counselors (6-8)
Behavioral Health Services (TK-5), and BTA	Homeless Student Counselor
Counseling (6-8)	Coordination of School Services (TK-8)
Restorative Justice Coordinators (BHS)	Family Engagement

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

**ACTIONS under this Goal (CONT. FROM LAST SLIDE)**

African American Success Project (Umoja)	Comprehensive Coordinated Early Intervening Services (CCEIS)
Black Lives Matter Resolution (2020), CCEIS (2021), and African American Success Framework (2021)	BUSD Office of Civil Rights and Compliance
Latinx Resolution	Consent Education
Puente Program	Expanded COVID 19 Mental Health Supports for 21-22
LEAP Class (BHS)	Teacher and Leader of Color Network
Intervention Counselors (BHS)	Recruitment for Teachers of Color

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

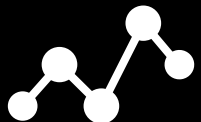
**How will we MEASURE PROGRESS towards this goal?**

LCAP Supplemental Expenditures completely expended	Annual review of LCAP indicators by Board of Education
--	--

**ACTIONS under this Goal**

LCAP Monitoring, including capacity building on data collection and use
Program Evaluation Support, including formal evaluation on 2 focus programs per year

# Details of 2021-2024 BUSD LCAP



**1. Focus area with total cost to address the needs**

**2. Metric(s) of performance**

**3. Student Groups in Need**

**4. Feedback from Stakeholders**

English Language Arts and Literacy - \$3.25million		
Metric	Percentage of 3rd, 5th, 6th, 8th, and 11th Graders who meet/exceed ELA Standards on CAASPP 2019: District wide: 68% in 2019 up from 58% in 2014	
Students in need	Baseline 2019	Desired Outcome 2024
	<ul style="list-style-type: none"><li>Socioeconomically Disadvantaged Students 42%</li><li>Black/African American Students 30%</li><li>Students experiencing homelessness 27%</li><li>Students with Disability 25%</li><li>English Learners 16%</li></ul>	<ul style="list-style-type: none"><li>50%</li><li>50%</li><li>35%</li><li>35%</li><li>25%</li></ul>
Stakeholder feedback	PAC and DELAC - Request consistent and comprehensive assessment systems EAC - Teachers need more opportunities for training Stakeholders - Better monitoring systems to identify and serve students with dyslexia	
Actions to address this need	Action <i>(red = new)</i>	Funding
	<ul style="list-style-type: none"><li>Literacy Coaches, (TK-8)</li><li>Literacy Improvement Action Plan</li><li>DIBELS Literacy Screener (K-2)</li><li>Response to Intervention and Instruction (RTI) (TK-8)</li><li>Wilson and Slingerland Reading Training (WELT) (K-2)</li><li>Summer School CCSS Curriculum (K-2)</li></ul>	<ul style="list-style-type: none"><li>\$1,015,000</li><li>\$250,000</li><li>\$22,680</li><li>\$1,115,530</li><li>\$70,000</li><li>\$777,600</li></ul>

**7. Our desired outcomes for 2024**

**6. Cost of those Actions**

**5. BUSD Actions and Services to Address those Needs**

# English Language Arts and Literacy - \$3.25million

Metric	Percent of 3rd, 5th, 6th, 8th, and 11th Graders who meet/exceed <u>ELA</u> Standards on CAASPP 2019: District wide: 68% in 2019 up from 58% in 2014	
Students in need	Baseline 2019	Desired Outcome 2024
	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged Students 42%</li> <li>Black/African American Students 30%</li> <li>Students experiencing homelessness 27%</li> <li>Students with Disability 25%</li> <li>English Learners 16%</li> </ul>	50% 50% 35% 35% 25%
Stakeholder feedback	<b>PAC and DELAC</b> - Request consistent and comprehensive assessment systems <b>EAC</b> - Teachers need more opportunities for training <b>Other Stakeholders</b> - Better monitoring systems to identify and serve students with dyslexia	
Actions to address this need	Action	Funding
	<ul style="list-style-type: none"> <li>Literacy Coaches, (TK-8)Literacy Coaches, (TK-8)</li> <li>Literacy Improvement Action Plan</li> <li>DIBELS Literacy Screener (K-2)</li> <li>Response to Intervention and Instruction RTI (TK-8)</li> <li>Wilson and Slingerland Reading Training (ELO)</li> <li>Summer School CCSS Curriculum (K-8)</li> </ul>	\$1,015,000 \$250,000 \$22,654 \$1,115,530 \$70,000 \$777,600

# Math Achievement - \$2.4 million

Metric	Percent of 3rd, 5th, 6th, 8th, and 11th Graders who meet/exceed <b>Math</b> Standards on CAASPP 2019 District wide: 62% in 2019, up from 54% in 2015	
Students in need	Baseline 2019	Desired Outcome 2024
	<ul style="list-style-type: none"><li>Socioeconomically Disadvantaged Students 31%</li><li>Black/African American Students 22%</li><li>Students experiencing homelessness 22%</li><li>Students with Disability 23%</li><li>English Learners 12%</li></ul>	<ul style="list-style-type: none"><li>40%</li><li>40%</li><li>30%</li><li>30%</li><li>20%</li></ul>
Stakeholder feedback	<b>PAC and DELAC</b> - Request math improvement and explanation for why math has lagged even though it has been a focus before <b>EAC</b> - We need better systems for identifying and monitoring students struggling in Math (Multi Tiered System of Support (MTSS))	
Actions to address this need	Action	Funding
	(red = new) <ul style="list-style-type: none"><li>Math Training for Certificated Staff (TK-8)</li><li>Math Coaches (TK-8), funding for BHS Math support</li><li>Math Support Classes (6-8)</li><li>Response to Intervention and Instruction RTI (TK-8)</li><li>Summer School CCSS Curriculum (K-8)</li><li>Summer School for Incoming Seniors</li><li>Culturally Relevant Summer Partnerships (STEM)</li></ul>	<ul style="list-style-type: none"><li>\$75,000</li><li>\$286,000</li><li>\$178,400</li><li>\$1,115,530</li><li>\$777,600</li><li>\$196,555</li><li>\$75,000</li></ul> <b>ADD SOURCE</b>

# English Learner Supports - \$1.3 million

Metrics	English Learners' academic achievement, college career readiness, graduation rate, and English Learner Proficiency	
Students in need	Baseline	Desired Outcome
	<ul style="list-style-type: none"> <li>• ELA: 13% meet/exceed standards in 2019</li> <li>• Math: 17% meet/exceed standards in 2019</li> <li>• Grad Rate: 77% in 2020</li> <li>• College Career Ready: 20% in 2019</li> <li>• EL Progress Indicator on CA School Dashboard: 52%</li> </ul>	25% 20% 85% 30% 60%
Stakeholder feedback	<b>DELAC</b> is in support of revising our EL Master Plan. In addition, DELAC members have requested increased support for ELs by better monitoring reclassified students and improvements on integrating ELD in every classroom.	
Actions to address this need	Action (red = new)	Funding
	<ul style="list-style-type: none"> <li>• ELD Support at each School (TK-12)</li> <li>• ELD Teacher on Special Assignment (TK-8)</li> <li>• <b>Integrated ELD Training and Support</b></li> <li>• <b>English Learner Master Plan Revision</b></li> </ul>	\$1,033,370 \$92,650 \$70,000 \$100,000

# Academic Supports for Prioritized Students, \$4.2M

Metric	Percent of students who do not meet ELA/Math standards (score at level 1) All students grades 3,5,8,11 2019: ELA -17%, Math - 22%      2017: ELA - 22%, Math - 25.75%	
Students in need	Baseline	Desired Outcome
	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged Students: ELA - 36%, Math - 43%</li> <li>Black/African American Students: ELA - 46%, Math - 50%</li> <li>Students experiencing homelessness: ELA - 50, Math - 56</li> <li>Students with Disability: ELA - 52%, Math - 63%</li> <li>English Learners: ELA - 56%, Math - 63%</li> <li>Hispanic or Latinx: ELA - 23%, Math - 31%</li> </ul>	ELA 50%, Math 40% ELA 25%, Math 25% ELA 35%, Math 30% ELA 35%, Math 30% ELA 25%, Math 20% ELA 20%, Math 15%
Stakeholder feedback	<b>PAC</b> Supports a comprehensive data system to identify students in need of supports, Provide research based academic interventions in a timely manner <b>Other Stakeholders</b> request for methods for identifying and serving with dyslexia with research based services	
Actions to address this need	Action	Funding
	(red = new) <ul style="list-style-type: none"> <li>Response to Intervention and Instruction (RtI2) (TK-8)</li> <li>Literacy Coaches, (TK-8)</li> <li>Wilson and Slingerland Reading Training</li> <li>Math Support Classes (6-8)</li> <li>504 Coordinator</li> <li>Summer School CCSS Curriculum (K-8)</li> <li>Summer School for Incoming Seniors</li> <li>Culturally Relevant Summer Partnerships</li> <li>“Digital Divide” Technology Supports</li> </ul>	\$1,115,530 (Supplemental) \$1,015,500 \$60,000 \$178,400 \$130,000 \$853,300 \$196,555 \$75,000 \$575,000

# SEL and Cultural Supports for Prioritized Students, \$2.4 million

Metrics	Success for At-Risk students: student attendance, achievement, suspension rate, and connection to school	
Students in need	Baseline	Desired Outcome
	Black/African American students, English Learners, students experiencing homelessness, Students with Disabilities, and Economically Disadvantaged students have lower performance and worse social-emotional outcomes	Increased connectedness to school, improved attendance, reduced suspensions, and increased student achievement
Stakeholder feedback	<b>PAC</b> emphasizes that our focus must be on our prioritized students & ensuring Supplemental Funds target these groups. <b>DELAC</b> comments reflect a desire to use data to guide us towards improving outcomes for our Latinx students	
Actions to address this need	Action <b>(red = new)</b>	Funding
	1. Classified Pathway to Credentialed Teacher Program 2. Cultural Competency Training 3. Culturally Relevant Summer Partnerships 4. African American Success Manager/Umoja (6-8), Black Studies (BHS) 5. Ethnic Studies 6. African American Success Framework, Ongoing Development  (Continued on next page)	1. \$19,000 2. \$65,300 3. \$75,000 4. \$163,000 + \$40,000 5. \$145,000 6. \$60,000 (BSEP)

# SEL and Cultural Supports for Prioritized Students, \$2.4 million

Actions to address this need	Action (red = new)	Funding
	9. <b>Latinx Resolution and Puente Program</b>	9. <b>\$40,000</b>
	10. Behavioral Health Services	10. \$156,000
	11. Restorative Justice (Secondary Schools)	11. \$517,670
	12. LEAP Program	12. \$121,450
	13. Intervention Counselors	13. \$298,350
	14. <b>Comprehensive Coordinated Early Intervention Services (CCEIS)</b>	14.
	15. <b>Consent Education</b>	15. <b>\$50,000 (BSEP)</b>
	16. Teacher and Leader of Color Network	16. 0
	17. Recruitment of Teachers of Color	17. \$58,000
	18. Student Welfare and Attendance Counselor	18. \$84,600
	19. Homeless Student Counselor	19. \$136,315
	20. Coordination of School Based Services	20. \$93,600

# Attendance - \$1.6 million

Metric	Chronic Absentee Rate, District wide rate: 9.7%	
Students in need	Baseline	Desired Outcome
	<ul style="list-style-type: none"><li>Foster Students: 42.4%</li><li>Students experiencing homelessness: 32.8%</li><li>Black/African American: 19.8%</li><li>Students with Disabilities: 18.6%</li><li>Socioeconomically Disadvantaged: 17.1%</li><li>English Learners: 11.8%</li></ul>	<div>Not in Working Doc</div> <div>15%</div> <div>10%</div> <div>10%</div> <div>12%</div> <div>8%</div>
Stakeholder feedback	<p><b>PAC and DELAC</b> comments reflect a desire for increased funding dedicated to our Office of Family Engagement and Equity (OFEE) to staff full time liaisons at each site and develop a framework.</p> <p><b>Other Stakeholders</b> have expressed a desire to increase staffing for our OFEE Department</p>	
Actions to address this need	Action	Funding
	<div><ul style="list-style-type: none"><li>OFEE (Proposal to Increase Staffing)</li><li>Homeless Counselor</li><li>African American Success Manager/Umoja (6-8), Black Studies (BHS)</li><li>Intervention Counselors (BHS)</li><li>Dean of Attendance (BHS)</li></ul></div>	<div>\$786,900 (+\$210,000)</div> <div>\$221,000</div> <div>\$207,549</div> <div>\$298,350</div> <div>\$130,000</div>

# College/Career Readiness Supports - \$800k

Metric	College/Career Readiness District: 63% in 2019, up from 52% in 2018	
Students in need	Baseline	Desired Outcome
	<ul style="list-style-type: none"> <li>Black/African American: 33%</li> <li>English Learners: 20%</li> <li>Students experiencing homelessness: 26%</li> <li>Students with Disabilities: 18%</li> </ul>	50% 30% 35% 30%
Stakeholder feedback	<b>PAC</b> and <b>DELAC</b> members have requested funding for our High School Bridge Program to increase the capacity of the program <b>Other Stakeholders</b> have spoken at Public Comment	
Actions to address this need	Action	Funding
	<ul style="list-style-type: none"> <li>AVID (7-12)</li> <li>Bridge Program (increased funding)</li> <li>CTE Pathways</li> <li>CTE Supports</li> <li>LEAP Program</li> </ul>	\$171,955 \$263,980 \$115,000 \$155,300 \$119,860
Note: additional \$\$ not included in the LCAP support College/Career readiness		

# **Is this LCAP driving BUSD in the right direction?**

Do these actions overall support our district vision and goals?