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## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Focus 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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

**Annual Measurable Outcomes**

Expected	Actual
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Expected	Actual
<p><b>Metric/Indicator</b></p> <p>a) Teachers are appropriately assigned and fully credentialed</p> <ul style="list-style-type: none"> <li>Credential Report from California Longitudinal Pupil Achievement Data System (CALPADS)</li> <li>(Basic 1a)</li> </ul> <p>Expected 19-20: 100%</p> <p>b) Sufficient access to the standards-aligned instructional materials</p> <ul style="list-style-type: none"> <li>School Accountability Report Cards (SARC)</li> <li>(Basic 1b)</li> </ul> <p>Expected 19-20: 100%</p> <p>c) School facilities are maintained and in good repair</p> <ul style="list-style-type: none"> <li>SARC</li> <li>(Basic 1c)</li> </ul> <p>Expected 19-20: 100%</p> <p>d) ELA, Math and Science Teachers will be trained and implementing CCSS/NGSS</p> <ul style="list-style-type: none"> <li>Professional Development Sign-in Sheets and Survey</li> <li>(State Standards 2a)</li> </ul> <p>Expected 19-20: 100%</p> <p>e) Teachers will report site-level support in implementation of the state standards</p> <ul style="list-style-type: none"> <li>Teacher School Climate Survey</li> <li>(State Standards 2a)</li> </ul> <p>Expected 19-20: 90%</p> <p>f) 3rd Grade reading proficiency</p> <ul style="list-style-type: none"> <li>Local CCSS Reading Assessment (TCRWP)</li> </ul> <p>Expected 19-20: All: 80% EL: 53%, SED: 69%, AA: 63%, Latino: 76%, SwD: 46%</p> <p>g) 3rd Grade ELA Proficiency</p> <ul style="list-style-type: none"> <li>SBA Performance Level in ELA</li> <li>(Pupil Achievement 4a)</li> </ul> <p>Expected 19-20: +2% from previous year overall and by student group</p> <p>h) 8th Grade Math Proficiency</p> <ul style="list-style-type: none"> <li>SBA Performance Level in Math</li> <li>(Pupil Achievement 4a)</li> </ul> <p>Expected 19-20: +2% from previous year overall and by student group</p>	<p>a) Total # of Staff with Classroom Based Assignments: 565 Staff with MisAssignments: 192 No Assigned Teacher: 1 Percentage Misassigned: 34% Appropriately and Fully Credentialed: 66%</p> <p>b) SARC - 100% c) SARC - 100%</p> <p>d) Unable to measure due to COVID-19 e) Unable to measure due to COVID-19</p> <p>f) All: 80.3%, EL: 22.9%, SED: 55.0%, AA: 65.7%, Latino: 65.8%, White 92.6% SwD: 37.6%</p> <p>g) 2019: All: 64.9%, EL: 14.8%, SED: 39.8%, AA: 27.58%, Latino: 51.5%, SwD: 37.4%</p> <p>h) 2019: All: 63.0%, EL: 11.8%, SED: 39.3%, AA: 18.0%, Latino: 51.1%, SwD: 15.4%.</p> <p>i) Math - All: 52.0%, EL: 3.1%, SED: 53.6%, AA: 22.4%, Latino: 31.0%, SwD: 19.4%</p> <p>ELA - All: 75.0%, EL: 18.8%, SED: 22.6%, AA: 40.0%, Latino: 66.1%, SwD: 29.7%</p> <p>*low participation rate in 2019</p> <p>j) Group: % score 3+ (Total Tests Attempted) All: 78.0% (1479) Black/AA: 40% (50) Latino: 72% (200) White: 83.8% (894) ELs: 81.8% (11) Unduplicated: 67.8% (180)</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Provide a culturally responsive Teacher Induction Program for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed.	Expense: \$125,000 BTSA Contract for services (5800), \$32,000 Certificated salary (1000-1999) and \$10,351 employee benefits (3000-3999), \$85,860 BTSA teacher hourly and mentoring stipend (1000-1999) and \$17,789 employee benefits (3000-3999), \$1,000 Travel and conference (5200), \$5,803 BTSA supplies and materials (4000-4999) (DDF - 014) Base \$277,803	Expense: \$129,950 BTSA Contract for services (5800), \$31,176 Certificated salary (1000-1999) and \$6,845 employee benefits (3000-3999), \$63,806 BTSA teacher hourly and mentoring stipend (1000-1999) and \$11,340 employee benefits (3000-3999), \$81 Travel and conference (5200), \$562 BTSA supplies and materials (4000-4999) (DDF - 014) Base \$243,760
1.2 Provide Teacher and administrator professional development to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology. 0.4 NGSS = BSEP (reduce from 0.6 to 0.4 in 2019-20) Technology TSA move to 0.5 = BSEP, 0.5 to Low Performing Students Block Grant), Need to	Expense: \$78,880 Certificated salaries (1000-1999) and \$27,160 employee benefits (3000-3999), (DDF 000) Berkeley Schools Excellence Program (BSEP) \$106,040  Expense: \$42,450 Certificated salaries (1000-1999) and \$13,770 employee benefits (3000-3999) (DDF 000) Low Performing Students Block Grant (LPSBG) \$56,220	Expense: \$79,625 Certificated salaries (1000-1999) and \$22,169 employee benefits (3000-3999), (DDF 000) Berkeley Schools Excellence Program (BSEP) \$101,794  Expense: \$43,683 Certificated salaries (1000-1999) and \$12,285 employee benefits (3000-3999) (DDF 000) Low Performing Students Block Grant (LPSBG) \$55,968
Discontinued due to end of Common Core funding in 18-19	\$0	\$0
1.4S Provide Response to Intervention and Instruction (RtI2) Intervention teachers at each TK - 8 schools (proportional to # of Unduplicated Students) who will use intervention programs such as Leveled Literacy Intervention (LLI), Read 180, A Story of Units and A Story of Ratios Intervention Binder, and Do the Math.	Expense: \$433,000 Certificated salaries (1000-1999) and \$131,844 employee benefits (3000-3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Base \$564,844	Expense: \$416,880 Certificated salaries (1000-1999) and \$120,114 employee benefits (3000-3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Base 536,994

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Expense: \$724,753 Certificated salaries (1000-1999), \$198,826 Employee Benefits (3000 - 3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Supplemental \$923,579</p> <p>Expense: \$566,100 Certificated salaries (1000-1999) and \$159,700 employee benefits (3000 - 3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$725,800</p>	<p>Expense: \$819,949 Certificated salaries (1000-1999), \$225,488 Employee Benefits (3000 - 3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Supplemental \$1,045,437</p> <p>Expense: \$630,201 Certificated salaries (1000-1999) and \$181,456 employee benefits (3000 - 3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$811,657</p>
<p>1.5S Provide Math Coaches to lead workshops, facilitate planning, and provide coaching to support teachers in grades TK-12 schools with high quality, differentiated common-core aligned instruction and the HS integrated Maths Pathway, with a concentrated focus on unduplicated students, African American students, and Students with Disabilities.</p> <p>1.0 FTE K-5 (BSEP), 0.6 FTE 6-8 plus stipends for Math Teacher Leaders (Sup)</p> <p>BHS Math Coordinator .4FTE (Low Performing Block Grant) .6FTE (BSEP)</p>	<p>Expense: \$49,800 Certificated MS coach salaries (1000-1999) and \$16,200 employee benefits (3000-3999) (DDF - 522) 1000-1999: Certificated Personnel Salaries Supplemental \$66,000</p> <p>Expense: \$5,000 contract (5800), \$7,040 Math teacher hourly/ subs for professional development (1000-1999) and \$1,460 employee benefits (3000-3999) (DDF - 000) 1000-1999: Certificated Personnel Salaries Base \$13,500</p> <p>Expense: \$88,490 Certificated salaries and Certificated Teacher Leader stipends (1000-1999) and \$26,510 employee benefits (3000-3999) (DDF - 000) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$115,000</p>	<p>Expense: 34,324 Certificated MS coach salaries (1000-1999) and \$7,578 employee benefits (3000-3999) (DDF - 522) 1000-1999: Certificated Personnel Salaries Supplemental \$41,902</p> <p>Expense: \$6,300 contract (5800), \$6,230 Math teacher hourly/ subs for professional development (1000-1999) and \$1,291 employee benefits (3000-3999) (DDF - 000) 1000-1999: Certificated Personnel Salaries Base \$13,821</p> <p>Expense: \$87,367 Certificated salaries and Certificated Teacher Leader stipends (1000-1999) and \$25,076 employee benefits (3000-3999) (DDF - 000) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$112,443</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	\$0 \$0 Expense: \$42,100 Certificated BHS Math Coordinator salaries (1000-1999) and \$12,900 employee benefits (3000-3999) (Funded by Low Performing Students Block Grant, DDF - 000) 1000-1999: Certificated Personnel Salaries Low Performing Students Block Grant (LPSBG) \$55,000	0 \$0 Expense: \$42,975 Certificated BHS Math Coordinator salaries (1000-1999) and \$15,046 employee benefits (3000-3999) (Funded by Low Performing Students Block Grant, DDF - 000) 1000-1999: Certificated Personnel Salaries Low Performing Students Block Grant (LPSBG) \$58,021
<p>1.6S Provide math support classes for students at the schools with the highest number of unduplicated students at all middle schools. Students with Disabilities will also be identified as a target subgroup for these classes.</p> <p>Secondary Sites: Longfellow: .6FTE, King: .6FTE and Willard .4FTE</p>	Expense: \$134,087 MS Math Certificated salaries (1000-1999) and \$47,720 employee benefits (3000 - 3999) (DDF - 522) 1000-1999: Certificated Personnel Salaries Supplemental \$181,807	Expense: \$127,197 MS Math Certificated salaries (1000-1999) and \$36,974 employee benefits (3000 - 3999) (DDF - 522) 1000-1999: Certificated Personnel Salaries Supplemental \$164,171
<p>1.7S Provide Science, Technology, Engineering and Math hands-on learning activities outside the school day for grades 1-5 at the Superintendent's Super Science Saturdays (SSSS) in collaboration with the Lawrence Hall of Science and the Be a Scientist program for 7th graders.</p>	Expense: \$66,000 Contract for services (5800), \$1,800 Field Trips (5711), \$2,000 classified hourly (2000-2999) and \$200 employee benefits (3000-3999) (DDF - 817) Supplemental \$70,000	Expense: \$63,835 Contract for services (5800), \$1,179 Field Trips (5711), \$996 classified hourly (2000-2999) and \$106 employee benefits (3000-3999) , \$588 supplies (4000-4999) (DDF - 817) Supplemental \$66,704
<p>1.8 Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school</p>	Expense: Expense: \$117,700 Certificated salaries (1000-1999) and \$34,540 employee benefits (3000-3999), \$18,000 Classified hourly (2000-2999) and \$1,760 employee benefits (3000-3999), \$29,500 Contracts for services	Expense: Expense: \$139,465 Certificated salaries (1000-1999) and \$40,313 employee benefits (3000-3999), \$8,184 Classified hourly (2000-2999) and \$843 employee benefits (3000-3999), \$39,175 Contracts for services



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(5800), \$47,900 materials and supplies (4000-4999), \$4,000 Travel/ Conference (5200), \$1,600 Rental Services (5600) (DDF 000) (Funded by GF CTE) Base \$255,000	(5800), \$7,953 materials and supplies (4000-4999), \$0 Travel/ Conference (5200), \$0 Rental Services (5600) (DDF 000) (Funded by GF CTE) Base \$235,933
<p>1.9 Provide English Language Arts / Literacy intervention through small group instruction (in-class, LLI, Reading Recovery) and teacher coaching/lesson modeling with a Literacy Teacher Leader for each TK-8 school.</p> <p>TK-5: 0.75 FTE (BSEP), .25 FTE (site funds)</p> <p>6-8: 1.0 FTE King (Low Performing Block Grant), .6 FTE each for Willard and Longfellow (BSEP)</p>	<p>Expense: Expense: \$204,000 Certificated K-5 salaries (1000-1999) and \$68,500 employee benefits (3000 - 3999) (Switch funding from LCAP to BSEP in 2019-20, DDF - 019) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$272,500</p> <p>Expense: \$84,350 Certificated salaries (1000-1999) and \$25,650 employee benefits (3000 - 3999) (DDF 019) 1000-1999: Certificated Personnel Salaries Low Performing Students Block Grant (LPSBG) \$110,000</p> <p>Expense: \$255,200 Certificated salaries (1000-1999) and \$94,900 employee benefits (3000 - 3999) (DDF 019) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$350,100</p> <p>Expense: \$99,535 Certificated salaries (1000-1999) and \$30,465 employee benefits (3000 - 3999) (DDF 019) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$130,000</p>	<p>Expense: Expense: \$243,150 Certificated K-5 salaries (1000-1999) and \$65,251 employee benefits (3000 - 3999) (Switch funding from LCAP to BSEP in 2019-20, DDF - 019) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$308,401</p> <p>Expense: \$87,367 Certificated salaries (1000-1999) and \$19,050 employee benefits (3000 - 3999) (DDF 019) 1000-1999: Certificated Personnel Salaries Low Performing Students Block Grant (LPSBG) \$106,417</p> <p>Expense: \$284,071 Certificated salaries (1000-1999) and \$99,382 employee benefits (3000 - 3999) (DDF 019) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$383,453</p> <p>Expense: \$109,921 Certificated salaries (1000-1999) and \$31,130 employee benefits (3000 - 3999) (DDF 019) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$141,051</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1.10S Provide extended school day learning opportunities with small group ELA and Mathematics instruction for students in grades K-8 by teachers will use research-based intervention practices that incorporate innovation, ELD strategies and access to instructional technology	Expense: \$82,880 Certificated hourly (1000 -1999) and \$17,120 employee benefits (3000 - 3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Supplemental \$100,000	Expense: \$29,022 Certificated hourly (1000 -1999) and \$6,524 employee benefits (3000 - 3999) (DDF - 017) 1000-1999: Certificated Personnel Salaries Supplemental \$35,546
1.11 Provide Common Core-aligned ELA and Math curriculum for the K-8 Summer School program to prevent summer reading loss and to accelerate achievement in Mathematics for students performing below grade level in Math.	\$0 Expense: \$72,100 Certificated salaries (1000-1999) and \$14,900 employee benefits (3000-3999), \$3,000 materials and supplies (4000-4999) for Title I students (DDF 000) Title I \$90,000	\$0 Expense: \$95,844 Certificated salaries (1000-1999) and \$20,181 employee benefits (3000-3999), \$2,100 materials and supplies (4000-4999) for Title I students (DDF 000) Title I \$116,025
1.12S Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12 to increase access to post-secondary education and careers, with a focus on African-American, Latino, and first-generation college unduplicated students	Expense: \$9,200 Certificated salaries (1000-1999) and \$2,500 employee benefits (3000-3999), \$54,665 Classified hourly tutors (2000-2999) and \$5,335 employee benefits (3000-3999), \$31,493 AVID teacher hourly and \$6,507 employee benefits (3000-3999), \$20,000 travel and conference (5200), \$28,000 Contracts for AVID services (5800), \$10,000 AVID field trips (5711), \$7,480 AVID supplies (4000-4999) (DDF - 948)  Supplemental \$175,180	Expense: \$9,325 Certificated salaries (1000-1999) and \$2,105 employee benefits (3000-3999), \$42,558 Classified hourly tutors (2000-2999) and \$4,205 employee benefits (3000-3999), \$26,570 AVID teacher hourly and \$5,761 employee benefits (3000-3999), \$2,234 travel and conference (5200), \$23,386 Contracts for AVID services (5800), \$0 AVID field trips (5711), \$1,668 AVID supplies (4000-4999) (DDF - 948)  Supplemental \$117,812
1.13S Provide a Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.	Expense: \$110,000 Certificated salaries (1000-1999) and \$35,255 employee benefits (3000-3999), \$8,320 Bridge Summer School Certificated salaries (1000-1999)	Expense: \$84,698 Certificated salaries (1000-1999) and \$21,583 employee benefits (3000-3999), \$9,134 Bridge Summer School Certificated salaries (1000-1999)

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	and \$1,720 employee benefits (3000-3999) (DDF - 951)  Supplemental \$155,295	and \$1,963 employee benefits (3000-3999) (DDF - 951)  Supplemental \$117,378
1.14 Provide summer school for incoming 12th graders and graduating seniors not on track to graduate	Expense: \$75,000 Certificated salaries (1000-1999) and \$15,494 employee benefits (3000-3999), \$9,990 Classified salaries (2000-2999) and \$1,016 employee benefits (3000-3999), \$5,500 summer school materials and supplies (4000-4999) (DDF 000)  Base \$107,000	Expense: \$57,183 Certificated salaries (1000-1999) and \$11,947 employee benefits (3000-3999), \$2,902 Classified salaries (2000-2999) and \$855 employee benefits (3000-3999), \$5,607 summer school materials and supplies (4000-4999) (DDF 000)  Base \$78,494
Discontinued	\$0	\$0
1.16S Have administrator for Berkeley Technology Academy (continuation high school) focus on improving the graduation rate	Expense: \$57,850 Certificated administrator salary (1000-1999) and \$17,150 employee benefits (3000-3999) (DDF 000) 1000-1999: Certificated Personnel Salaries Supplemental \$75,000	Expense: \$58,472 Certificated administrator salary (1000-1999) and \$15,620 employee benefits (3000-3999) (DDF 000) 1000-1999: Certificated Personnel Salaries Supplemental \$74,092
1.17 Utilize the eduCLIMBER cloud-based data system to manage academic and behavioral data to have a uniform system evaluate the effectiveness of interventions, programs, for McKinney-Vento students, 504 students, and various other focal student groups.	Expense: \$30,000 Contract for cloud-based system services (5800). This \$30,000 is from a part of \$75,000 Differentiated Assistance funds 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$30,000	Expense: \$30,000 Contract for cloud-based system services (5800). This \$30,000 is from a part of \$75,000 Differentiated Assistance funds 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$30,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1.4S: Due to fluctuations in staffing costs more funding went to RTI teacher positions than anticipated. This was due to increased costs from medical leave, and the variations in teacher benefits and salaries due to placement on step and column and benefits costs.

Action 1.5S: We hired a new math coach which meant costs were much lower than budgeted. The TSA did not work the full year. This teacher started as 0.6 FTE from 8/26/19 - 2/28/20. Then took leave and became a 0.15 TSA from 3/2/20 - 4/20/20. This teacher then became a 0.6 FTE employee from 4/21/20 - 6/12/20. Also, the position cost less than anticipated due to placement on step and column and benefits costs of the middle school employee.

Action 1.10S had a variation from expected to actual due to a combination of difficulties in staffing, and school closures due to the pandemic. We have had difficulties over the years staffing after school intervention using both certificated and classified staff. Usually the use of these funds increased after the first trimester when teachers could more clearly see the small group support needs of students. This delayed start and lack of volunteer staff has met lower expenditures in this action. Another hindrance was that students who rode the bus were excluded from this intervention opportunity unless the family had a way to arrange alternate transportation. Over the years schools have tried to arrange special bus service, but the scheduling difficulties and transportation costs made this too difficult to implement. Also, with school closures and the pandemic, we stopped providing this type of intervention and modified our strategy by offering students support on Wednesdays and other times when the students were not receiving synchronous instruction. Though we were still able to offer small group support, it no longer required this funding. In response to the difficulties stated, for the 2020-2021 school year this funding was decreased and moved to another funding source. This allocation went into carryover which was used in the following year towards literacy intervention.

Action 1.12S: The reduction in AVID expenditures was mostly due to school closures related to the pandemic. Field trips normally happen in the Spring, but were cancelled. We normally send groups of teachers to the AVID summer institutes, but these events were changed to virtual, and only a couple teachers attended, primarily for certification purposes. We have also had difficulties with recruiting and hiring tutors. With the closure of schools, this has been especially difficult.

Action 1.13S: The Bridge Program costs were reduced by approximately \$38,000 due to the lead teacher going on leave. We did not fill the position with a substitute since it is such a specialized position, and was able to run for this short time by other staff.

Action 1.14: Summer school spending for incoming 12th graders and graduating seniors not on track to graduate fell short of the budgeted amount because a batch of teacher timesheets were held up and did not make the deadline for processing in the fiscal year. This means that we will experience increased expenses in the following fiscal year.

Any unspent supplemental fund Carryover from 19-20 used in 20-21 for one-time expenditures which includes a Middle School Math Coach and Literacy Coach, our COVID Equity Fund, and higher costs in 20-21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Response to Intervention and Instruction (RtI2) remains a critical strategy in supporting unduplicated students in grades TK-8 at the district. This strategy involves identifying students who need additional support and providing dedicated staff at each school site to serve those students. At the elementary level, for those students served by reading intervention, 48% are socio-economically disadvantaged, 10% are Special Education, 23% are English Learners, and 4% are homeless youth. Success is measured through improvements in academics, engagement/behavior and social/emotional wellbeing. In 2019, 6th & 7th graders receiving support saw a 55 percent point growth in SBA Math Proficiency - from 9% to 64%.

In 2019-20, the Teacher Induction Program partnered with the Teacher of Color Network (TOCN) to recruit and train more veteran teachers of color to serve as mentors in our program. With the help of the TOCN we recruited eight new mentors for the program, seven of whom are teachers of color. Of the 30 mentors eleven mentors identify as teachers of color, twice as many as the previous year.

FastTrack Phonics continues to be implemented and supports literacy instruction through a small group model. Additional coaching PD was provided for site literacy coaches by sending them to a coaching conference delivered by TCRWP (our core literacy curriculum). We have instituted Megalabs for literacy coaches to provide more support in building their in-classroom coaching skills.

BUSD Student Services trained the HOPE Counselor to serve students who are in foster care under 300 (Child Welfare) and 600 (Juvenile Probation). Expanded duties included ensuring compliance with State Law (AB490, AB167/216) and best practices for youth impacted by trauma and adverse childhood experiences (ACES). Training was provided to the Office of Family Engagement and Equity. Partnership agreements with local Universities were established providing social, emotional, and behavior support services. District personnel work together to increase rates of attendance for youth in foster care, using revised attendance handbook (2019-2020), MTSS for student attendance, addition of the BUSD African American Success Program (2018), as well as improved SART and SARB practices and procedures.

BUSD had to rapidly pivot its instructional model as school campuses closed in March 2020 due to the COVID-19 pandemic. The Berkeley Public School Funds worked with the district to quickly put together the Ed Hub to distribute supplies and technology to those families most in need. The Technology Department quickly developed a distance learning website hub for resources by grade level, something many administrative staff expressed was incredibly helpful to families.

Challenges:

The COVID-19 pandemic obviously led to challenges with implementation of some of these key programs towards the end of the 2019-20 school year. BUSD was one of the first districts to transition from in-person to distance learning, which led to challenges in access to academic instruction, particularly for the district's most vulnerable students. Many families struggled with juggling their own jobs with supporting online learning for their children, and high school students expressed difficulty managing six to eight classes online. Additionally, school site staff struggled to hold online classes, use platforms and reach students and families.

Spring 2020 focused on providing basic needs for students such as technology, nutrition and supplies. By focusing on these basic needs, the district was able to pivot over the summer to refocus on targeted instructional support in the 2020-21 school year.

# Goal 2

Focus 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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

**Annual Measurable Outcomes**



Expected	Actual
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Expected	Actual
<p><b>Metric/Indicator</b></p> <p>a) Cultural Competency Academy completion</p> <ul style="list-style-type: none"> <li>Professional Development Sign-Ins</li> <li>(State Standards 2b, School Climate 6c)</li> </ul> <p>Expected 19-20: Cultural Competency Academy completion by certificated staff - 100%</p> <p>b) Certificated teachers will use equity strategies in their classroom</p> <ul style="list-style-type: none"> <li>Professional Development Survey</li> <li>(Pupil Engagement 5a, School Climate 6c)</li> </ul> <p>Expected 19-20: Certificated teachers reporting use of equity strategies in classrooms in PD survey - 80%</p> <p>c) Increase the percentage of teachers who are African-American and/or Latino</p> <ul style="list-style-type: none"> <li>QSS/CALPADS</li> <li>(School Climate 6c)</li> </ul> <p>Expected 19-20: Increase percentage of African-American/Latino certificated teachers +22%</p> <p>d) Retention rate of newly hired African-American/Latino certificated teachers</p> <ul style="list-style-type: none"> <li>CALPADS</li> <li>(School Climate 6c)</li> </ul> <p>Expected 19-20: Retention of newly hired African American and Latino certificated teachers - 90%</p> <p>e) Decrease in Long Term English Learners (LTEL, enrolled in US schools as an EL for 6 or more years) and at-risk to be LTELs (enrolled in US schools as an EL for 5 years)</p> <ul style="list-style-type: none"> <li>CELDT/ELPAC</li> <li>(Pupil Achievement 4d)</li> </ul> <p>Expected 19-20: "Decrease percentage of LTELs an at-risk to be LTELs</p> <ul style="list-style-type: none"> <li>3% "</li> </ul> <p>f) Increase in ELs Redesignated Fluent in English Proficiency (RFEP)</p> <ul style="list-style-type: none"> <li>District Reclassification Rate</li> <li>(Pupil Achievement 4e)</li> </ul> <p>Expected 19-20: Increase in RFEPs by district reclassification criteria +5 percentile points</p>	<p>a) Due to funding cuts and new leadership, Cultural Competency Academies were not offered in the school year 2019-2020</p> <p>b) A PD Survey was not implemented in the 2019-2020 school year due to the pandemic and the abrupt closures of schools.</p> <p>c) 7% of teachers (47 of 673) were Black/African American; 12% of teachers (79 of 673) were Latinx</p> <p>d) 71% of African American teachers (5 of 7) and 73% of Latinx teachers (8 of 11) hired in 2019-2020 were still active in 2020-2021</p> <p>e) GROUP: 2019 (2018) % change LTEL: 250 (135) +85% At Risk: 150 (88) +70%</p> <p>f) RFEP 615 (2019), 689 (2018)</p> <ul style="list-style-type: none"> <li>10.7%</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discontinued	\$0	\$0
2.2 Provide support and training to staff on issues of cultural competence by identifying an Equity Teacher Leader (ETL) at each site to lead the work.	Expense: \$29,000 Teacher Leader stipends (1000-1999) and \$6,000 employee benefits (3000-3999) (DDF 000) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$35,000	Expense: \$29,525 Teacher Leader stipends (1000-1999) and \$6,182 employee benefits (3000-3999) (DDF 000) 1000-1999: Certificated Personnel Salaries Berkeley Schools Excellence Program (BSEP) \$35,707
	\$0	\$0
2.4S Provide a Consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color.	Expense: \$57,500 Consultant Contract (5800), \$1,500 Travel and conference (5200), \$1,000 recruiting supplies and materials (4000-4999) (DDF - 524)  Supplemental \$60,000	Expense: \$14,411 Certificated Salary (1000-1999) and \$3,103 employee benefits (3000-3999), \$0 Consultant Contract (5800), \$0 Travel and conference (5200), \$0 recruiting supplies and materials (4000-4999) (DDF - 524)  Supplemental \$17,514
2.5S Provide a classified employee teacher credential pathway.	Expense: \$16,000 tuition contract (5800). (DDF - 524) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,000	Expense: \$0 tuition Contract (5800). (DDF - 524)  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
2.6S Provide certificated teachers at each site based on the number of ELs to provide designated ELD instruction, case-management, assessment, and integrated ELD support for teachers.	Expense: \$747,000 Certificated salaries (1000-1999) and \$226,650 employee benefits (3000 - 3999), \$18,000 Classified salaries (2000-2999) and \$13,198 employee benefits (3000-3999) (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$1,004,848	Expense: \$700,880 Certificated salaries (1000-1999) and \$208,179 employee benefits (3000 - 3999), \$22,882 Classified salaries (2000-2999) and \$11,622 employee benefits (3000-3999) (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$943,563

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
2.7S Hire a TK-8 ELD TSA to provide coaching and support to ELD teachers, TWI, and Bilingual teachers to ensure students make progress towards English fluency.	Expense: \$43,200 Certificated salaries (1000 - 1999) and \$11,800 employee benefits (3000 - 3999) (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$55,000	Expense: \$42,948 Certificated salaries (1000 - 1999) and \$9,367 employee benefits (3000 - 3999) (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$52,315

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2.4S: The consultant we hired to recruit and retain teachers of color resigned at the start of the school year. Our human resources department decided to instead use the funding to hire a 0.20 FTE teacher on special assignment for this role. Since this position was not hired until after the school year was in progress, the cost of the TSA was reduced proportionally. This meant a reduction in costs for the action of approximately \$42,000. Due to the pandemic and cancellation of recruiting events, we were not able to recruit teachers of color effectively as well.

Action 2.5S: For our teacher pathways program, only one classified employee enrolled in this program. This person left the district and discontinued the program. No tuition cost incurred in 2019-20

Any unspent supplemental fund Carryover from 19-20 used in 20-21 for one-time expenditures which includes a Middle School Math Coach and Literacy Coach, our COVID Equity Fund, and higher costs in 20-21 school year

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

BUSD established a classified-employee teacher credential pathway program during the 17–18 school year through a California Department of Education (CDE) grant award which provides 12 slots for BUSD classified employees to receive up to \$4K per year, from 2016–17 through 2020–2021, to acquire a CA teaching credential. The BUSD named the program, Berkeley's Pathway to Achieve Credentialed Teachers (B-PACT). In the 2019-20 school year, three B-PACT fellows exited the B-PACT program and were hired by surrounding school districts for the 19–20 school year. The remaining eight B-PACT fellows are still in the process of

obtaining their CA teaching credential. The four open B-PACT slots, created by the employees exiting the program, were filled by new BUSD classified employees for the 19-20 school year.

Elementary ELD teachers, in collaboration with Elementary Literacy Coaches collaborated in 2 days of PD with a focus on Integrated ELD, to support classroom teachers. Some ELD and Lit Coaches extended this PD to their sites through their staff collaboration time. At the secondary level (middle and HS), Constructing Meaning (CM) Trainers conducted a 5 day training for newly hired middle and high school staff that focuses on Integrated ELD in the content areas. Data indicates an increase of LTEL students and a decrease in RFEP students. This may be reflective of a review of intake of students and stronger systems of identifying LTELs and RFEP students. This is not reflective of programs provided for Designated and Integrated ELD.

#### Challenges:

The consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color was no longer available and was not hired by the district.

The COVID-19 pandemic had a disparate impact on our English Learner, foster youth, homeless, and Black or African American students and families. In the first five weeks of distance learning, Black or African American students, low-income students, homeless youth, students with IEPs and English Learners had the highest rates of “no participation” - with up to half of these students not participating at all in a given week. These participation rates tended to be highest at the Middle and High School levels. Spanish speaking families also struggled to access information and engage with Distance Learning.

Detailed tracking and analysis of this information over the summer, through data and also many targeted town halls with Spanish speaking and Black families, helped inform the 2020-21 distance learning plan for the district, in which equity was at the forefront for supporting these struggling students in order to close the racial equity gap that the pandemic had exacerbated.

# Goal 3

Focus 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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	2020 Vision

**Annual Measurable Outcomes**

Expected	Actual
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Expected	Actual
<p><b>Metric/Indicator</b></p> <p>a) Social-Emotional Learning score for students Grades 1-5 students</p> <ul style="list-style-type: none"> <li>Elementary Report Card (School Climate 6c)</li> </ul> <p>Expected 19-20: Social-Emotional Learning score of 3 or higher for students Grades 1-5 by student group +5</p> <p>b) School connectedness of students in Grades 5, 7, 9, and 11</p> <ul style="list-style-type: none"> <li>California Healthy Kids Survey (CHKS)</li> <li>(School Climate 6c)</li> </ul> <p>Expected 19-20: School connectedness of students in Grades 5, 7, 9, and 11 overall and by student groups +5%</p> <p>c) Percentage of students who are chronically absent (10% or more of days enrolled)</p> <ul style="list-style-type: none"> <li>Daily Attendance Report</li> <li>(Pupil Engagement 5b)</li> </ul> <p>Expected 19-20: Decrease in percentage of students who are chronically absent</p> <ul style="list-style-type: none"> <li>7% overall</li> <li>15% for Black/African-Americans"</li> </ul> <p>d) Average Daily Attendance (ADA) rate</p> <ul style="list-style-type: none"> <li>P2 Attendance Report</li> <li>Pupil Engagement 5a)</li> </ul> <p>Expected 19-20: Increase ADA percentage +2% to be 98.6% or greater</p> <p>e) Decrease the number of middle and high school African-American students that are suspended and expelled</p> <ul style="list-style-type: none"> <li>State Suspension Report</li> <li>(School Climate 6a, 6b)</li> </ul> <p>Expected 19-20: Decrease the number* of middle and high school African-American students who are expelled and suspended at least once by 15% of students</p> <p>f) - Family Engagement and School Climate Survey</p> <ul style="list-style-type: none"> <li>(School Climate 6c)</li> </ul> <p>Expected 19-20: Increased report in school connectedness for families who identify as SED with children who are ELs, African-American, Latino, or have a disability 85%+</p> <p>g)- Family Engagement and School Climate Survey</p> <ul style="list-style-type: none"> <li>(Parental Involvement 3a, 3b, 3c)</li> </ul>	<p>a) % SEL 3+ All: 84.4% AA: 65.2% Latino: 83.1% White: 89.4% EL: 81.8% Unduplicated: 75.8% SED: 74.1%</p> <p>b) Not measured due to the COVID-19 pandemic</p> <p>c) 2019 Chronic Absenteeism Rate All: 8.2% Black/AA: 17.2% SED: 15.2% EL: 9.7% Foster Youth: 33.3% Youth exp. Homeless: 31.5%</p> <p>d)</p> <p>e) Year: n of AA Students (total susp) susp rate [expulsions] 2019 n=728 (107) 9.3% [0] 2018 n=746 (122) 7.9% [0]</p> <p>f) Not measured due to the COVID-19 pandemic</p> <p>g) Not measured due to the COVID-19 pandemic</p> <p>h) 5114 OFEE Contacts in 2018-19 SED 32.6% SwD 29.4% EL 15.2% Unduplicated 72.7% AA 40.8% Latino 33.1%"</p> <p>i)</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Provide training for all TK - 8 certificated staff on the implementation of the Toolbox social-emotional curriculum	Expense: \$8,000 Toolbox support materials (DDF 000)  4000-4999: Books And Supplies Lottery \$8,000	Expense: \$7,928 Toolbox support materials (DDF 000)  4000-4999: Books And Supplies Lottery \$7,928
3.2S Provide 2 Intervention Counselors at BHS to ensure regular, individual contact with a focal group of high-risk students at each grades 10 and 11 to oversee all academic and behavioral interventions	Expense: \$160,120 Certificated salaries (1000-1999) and \$47,144 employee benefits (3000 - 3999) (DDF - 523) 1000-1999: Certificated Personnel Salaries Supplemental \$207,264	Expense: \$130,646 Certificated salaries (1000-1999) and \$41,780 employee benefits (3000 - 3999) (DDF - 523) 1000-1999: Certificated Personnel Salaries Supplemental \$172,426
Discontinued to expand FTE of TK-8 Coordination of School-Based Services TSA who will provide RJ support	\$0	\$0
Discontinued	\$0	\$0
3.5 Provides Behavior Specialists at TK-8 and a full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention	\$0 Expense: \$343,250 Certificated salaries (1000-1999) and \$104,120 employee benefits (3000 - 3999) (DDF 000) 1000-1999: Certificated Personnel Salaries Special Education \$447,370	\$0 Expense: \$332,914 Certificated salaries (1000-1999) and \$109,855 employee benefits (3000 - 3999) (DDF 000) 1000-1999: Certificated Personnel Salaries Special Education \$442,769
3.6S Provide one Restorative Justice (RJ) Counselor at each of the three Middle Schools to coordinate restorative practices for staff and students and provide case management of a group of identified unduplicated students. 3.0 FTE	Expense: \$246,000 Certificated Counselor salaries (1000-1999) and \$72,070 employee benefits (3000 - 3999) (DDF - 525) 1000-1999: Certificated Personnel Salaries Supplemental \$318,070	Expense: \$249,437 Certificated Counselor salaries (1000-1999) and \$77,551 employee benefits (3000 - 3999) (DDF - 525) 1000-1999: Certificated Personnel Salaries Supplemental \$326,988
3.7S Provide increased access to behavioral health services from a contractor or district staff for all TK - 5 sites and BTA to support students dealing with trauma and other social-emotional needs .	Expense: \$130,000 Contracts for services (5800), \$17,950 Certificated counselor salaries	Expense: \$117,000 Contracts for services (5800), \$15,341 Certificated salaries (1000-1999)

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	(1000-1999) and \$8,050 employee benefits (3000 - 3999) (DDF - 995) Supplemental \$156,000	and 4,690 employee benefits (3000 - 3999) (DDF - 995) Supplemental \$137,031
<p>3.8S Provide a 0.5 FTE 9-12 Coordination of School-Based Services TSA to oversee the implementation of the MEET (Mental and Emotional Education Team) peer education program.</p> <p>Provide 0.8 FTE K-8 Coordination of School-Based Services TSA to develop, train, and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), Toolbox, and Welcoming Schools.</p>	<p>Expense: \$104,810 Certificated salaries (1000-1999) and \$29,990 employee benefits (3000 - 3999) (DDF - 532)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$134,800</p>	<p>Expense: \$107,972 Certificated salaries (1000-1999) and \$29,123 employee benefits (3000 - 3999) (DDF - 532)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$137,095</p>
Discontinued	\$0	\$0
3.10S Provide 2 Restorative Justice (RJ) Coordinators at BHS to provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension.	Expense: \$126,000 Classified salaries (2000-2999) and \$52,280 employee benefits (3000-3999) (DDF - 525) 2000-2999: Classified Personnel Salaries Supplemental \$178,280	Expense: \$70,081 Classified salaries (2000-2999) and \$34,727 employee benefits (3000-3999) (DDF - 525) 2000-2999: Classified Personnel Salaries Supplemental \$104,808
<p>3.11S Provide a supervisor and 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> <p>(Moved 3.87 FTE from BSEP to LCAP in 2019-20)</p>	<p>Expense: \$481,200 for Classified salaries (2000-2999) and \$245,303 employee benefits (3000 - 3999) (DDF - 534)</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$726,503</p> <p>\$0</p>	<p>Expense: \$521,801 for Classified salaries and (2000-2999) and \$228,410 employee benefits (3000 - 3999) (DDF - 534)</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$750,211</p> <p>\$0</p>
Discontinued to centralized the work and expand role of TK-8 School	\$0	\$0
3.13S Create an African-American Student Success Manager position who will design a system to provide intensive academic and emotional support, mentoring, and foster collaborative family connections for an	Expense: \$104,800 for Classified salaries and (2000-2999) and \$41,217 employee benefits (3000 - 3999)	Expense: \$114,254 for Classified salaries and (2000-2999) and \$45,149 employee benefits (3000 - 3999)

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
identified group of African-American students concentrated at Longfellow Middle School.	(DDF: 523) 2000-2999: Classified Personnel Salaries Supplemental \$146,017	(DDF: 523) 2000-2999: Classified Personnel Salaries Supplemental \$159,403
3.14S Provide 1 certificated TSA position as part of the an African-American Student Success Program (AASSP) focused at Longfellow Middle School to provide intensive support around students needs and attendance for an identified group of African-American students.	Expense: \$75,500 for Certificated salaries and (1000-2999) and \$24,500 employee benefits (3000 - 3999) (DDF: 523) 1000-1999: Certificated Personnel Salaries Supplemental \$100,000	Expense: \$35,101 for Certificated salaries and (1000-2999) and \$21,028 employee benefits (3000 - 3999) (DDF: 523) 2000-2999: Classified Personnel Salaries Supplemental \$56,129
3.15S BHS LEAP class Builds structure for in-school advisory classes and case management program within smaller more personalized high school structure. Class and advising will exclusively target unduplicated students with academic and social/emotional supports.	Expense: \$78,500 for Certificated salaries (1000-1999) and \$23,023 employee benefits (3000 - 3999) (DDF: 523) 1000-1999: Certificated Personnel Salaries Supplemental \$101,523	Expense: \$72,642 for Certificated salaries (1000-1999) and \$23,955 employee benefits (3000 - 3999) (DDF: 523) 1000-1999: Certificated Personnel Salaries Supplemental \$96,597
3.16S Provide a McKinney-Vento Counselor to case manage and provide direct service to our McKinney-Vento students	Expense: \$75,200 for Certificated salaries (1000-1999) and \$25,911 employee benefits (3000 - 3999) (DDF: 001) 1000-1999: Certificated Personnel Salaries Supplemental \$101,111	Expense: \$76,847 for Certificated salaries (1000-1999) and \$28,989 employee benefits (3000 - 3999) (DDF: 001) 1000-1999: Certificated Personnel Salaries Supplemental \$105,836
3.17S Provide 1.0 FTE Student Welfare and Attendance Counselor at Berkeley High School	Expense: \$48,100 for Classified salaries (2000-1999) and \$26,900 employee benefits (3000 - 3999) (DDF: 523)  Supplemental \$75,000	Expense: \$47,736 for Classified salaries (2000-1999) and \$23,430 employee benefits (3000 - 3999) (DDF: 523)  Supplemental \$71,166

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 3.2S: Intervention Counselors at our high school had a reduction in cost due to variations in Counselor benefits and salaries due to placement on step and column and benefits costs.

Action 3.7S: Our Behavioral Health contracts with outside agencies ended up costing less in 2019-2020 because one of our sites, Berkeley Technology Academy, received a CSI grant and used this funding instead for their school counseling services.

Action 3.10: One of our Restorative Justice Counselors at Berkeley High School went on leave and was not replaced due to the lack of available candidates with this specialized skill to fill this type of position, which resulted in a reduction of expense for this action item.

Action 3.11S: Family Engagement Positions had increased expenses because of variations in staff benefits and salaries due to placement on step and column and benefits costs.

Action 3.14S: After analysis of our AA Success Project and creation of the Umoja class, it was determined that better use of staffing would be to provide a Student Welfare and Attendance classified position. This position could be used at all three of our middle schools to work with existing staff to target outreach for our African American/Black students. The classified position cost was lower than a certificated position resulting in a reduction of expenses.

Any unspent supplemental fund Carryover from 19-20 used in 20-21 for one-time expenditures which includes a Middle School Math Coach and Literacy Coach, our COVID Equity Fund, and higher costs in 20-21 school year

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

The African-American Success Project, particularly UMOJA, remains a strong and critical program supporting Black youth at Longfellow Middle School. The program has established competent, confident and conscious African American learners who have a sense of purpose and cultural pride. In addition, UMOJA students see higher STAR Math and Reading changes in scaled scores (71.4 for Reading, 35.1 for Math) than their African American peers at BUSD (54.8 for Reading, 20.1 for Math)

The intervention program at Berkeley High School is also a bright spot at BUSD. Focus groups with students in the program highlighted how critical the relationships with Intervention Counselors were to the student's social emotional wellbeing and academic success. Students explained how having a counselor across multiple years of the program solidified trust and provided accountability. For example, one student expressed how they knew they needed to get their homework done because otherwise the counselor would be calling their mother, whom they had a relationship with. Another explained how they were struggling to get up for school in the morning, and the counselor would show up at their home to wake them up and drive them.

While the Toolbox social-emotional curriculum alone was not a high priority for school sites and the district struggled to have new teachers express their need for the Toolbox, School site staff across the board, inclusive of classified and certificated staff, as well as administrators, expressed far greater need in understanding restorative practices applied in the classroom and well as restarting foundational PBIS structures both schoolwide and in the classroom. That became the focus of professional development, with Toolbox integrated into both restorative practices and PBIS work.

#### Challenges:

The TSA tasked to develop, train, and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), Toolbox, and Welcoming Schools struggled to leverage their expertise and create cohesion due to varying expectations around school climate across the district and sites. Sites opted into this work, but of the 14 K-8 school sites, only 7 had active PBIS or School Climate teams that met regularly. As the COVID-19 pandemic has immensely impacted the social-emotional wellbeing of students, it will be critical to reexamine the district's vision around school climate.

Invariably, Goal #3 was among the most impacted by the COVID-19 pandemic. School sites often provided a refuge for students and a touchpoint between families and staff. As with most districts, BUSD saw engagement and attendance fall in the Spring after school closures. Participation was lowest across our secondary program, especially for students experiencing homelessness, students experiencing socio-economic disadvantage, students with IEPs, and African American students. This observation guided much of the outreach and attendance policy in the following school year.



## Goal 4

Focus 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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	2020 Vision

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> a) Annual Update  b) Annual Update	a) Based on the annual review of the expected measurable outcomes, the evaluation process included a review of key indicators with each stakeholder group and the Board of Education following the timeline included in the Appendix. The Annual Update served as the Evaluation Tool and actions, services and indicator progress were included as part of the review. If there were indicators that showed a need for immediate action, this was included as an agenda item at the meeting immediately following the data finding.  b) All annual supplemental expenditures were accounted for in the expenditure report included in the Annual Update. This review included an update on expenditures from both the actions and services that include the letter S (supplemental) as well as the

Expected	Actual
<p><b>19-20</b></p> <p>a) Based on the annual review of the expected measurable outcomes, the evaluation process will include a review of key indicators with each stakeholder group and the Board of Education following the timeline included in the Appendix. The Annual Update will serve as the Evaluation Tool and actions, services and indicator progress will be included as part of the review. If there are any indicators that indicate a need for immediate action, this will be included as an agenda item at the meeting immediately following the data finding.</p> <p>b) All annual supplemental expenditures will be accounted for in the expenditure report included in the Annual Update. This review will include an update on expenditures from both the actions and services that include the letter S (supplemental) as well as the personnel variance and LCAP contingency embedded within the action and/or service.</p>	<p>personnel variance and LCAP contingency embedded within the action and/or service.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1S Provide on-going monitoring of the LCAP Plan through the use of a full-time LCAP Evaluator and additional support services that will include the qualitative and quantitative review of each action and/or service through the annual update</p>	<p>Expense: \$57,000 Certificated salary and \$19,086 employee benefits (3000-3999), \$41,900 classified salary and hourly (2000-3999), \$19,652 employee benefits (3000-3999) \$1,000 supplies and materials (DDF - 535)</p> <p>Supplemental \$138,638</p>	<p>Expense: \$43,109 Certificated salary and \$12,012 employee benefits (3000-3999), \$21,808 classified salary and hourly (2000-3999), \$9,581 employee benefits (3000-3999) (DDF - 535)</p> <p>Supplemental \$86,510</p>
<p>4.2S Set aside an indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing</p>	<p>Expense: Indirect Cost Reserve, Object code 7340 (DDF 000) 7000-7439: Other Outgo Supplemental \$279,621</p>	<p>Expense: Indirect Cost, Object code 7340 (DDF 000) 7000-7439: Other Outgo Supplemental \$260,489</p>



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 4.1S: Our LCAP evaluator left the district at the end of the 2018-2019 school year. The previous director of our Berkeley Research, Evaluation and Accountability (BREA) department had also left the year prior. The BREA department was restructured and a new Coordinator of BREA was highered in November of 2019. Sixty percent of this position's duties include LCAP evaluator. With a late start to the school year, the cost for this position was less than anticipated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our parent advisory members have repeatedly asked for data that supports the expenditures using supplemental funds. The metrics used in this LCAP fall short of the level of detail requested by the PAC. In Berkeley, we do not have consistent assessments, K-12, used to measure student achievement outcomes. Though California Assessment of Student Performance and Progress (CAASPP) can provide some big picture information, we determined a need for a more comprehensive assessment platform including: progress monitoring three times per year, standards-aligned benchmark assessments, report card revisions, and intervention evaluation tools.

In 2018-2019, we purchased the STAR 360 assessment system for kindergarten through 5th grades. We previously used STAR for 6th through 8th grades. There has not been a consistent use of this system. As a response, the district did not require administration of STAR in 2018-2019, and only required it for 4th and 5th grades in 2019-2020. With the pandemic, and new requirements under Senate Bill 98, we required all teachers to give the STAR assessment 3 times for the 2020-2021 school year. We were able to administer STAR during the pandemic and distance learning. Grades TK-1 only administered early literacy assessments, and grades 2-8 administered both reading and math STAR. We continue to lack a consistent assessment system for high school subject areas. As a result, our student achievement data continues to be spotty, leading to a lack of consistent data for evaluation.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cleaning and disinfecting schools over the summer in preparation for the possible opening in a hybrid school plan	\$ 75,000	\$ 75,000	No
Purchase Electrostatic machines for spraying an electro-statically charged mist onto surfaces and objects for the purpose of clinging to and coating any surface for a more efficient and complete cleaning	\$ 230,000	\$ 105,148	No
Construct additional hand washing stations so that students and staff will have opportunities for more frequent hand washing	\$ 9,000,000	\$ 375,000	No
Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols	\$ 20,000	\$ 104,011	No
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning	\$ 400,000	\$ 156,095	No
Purchase air purifiers for each school site to help reduce airborne contaminants, including particles containing viruses	\$ 425,000	\$ 497,530	No
Hire architectural and engineering consultants to perform a feasibility analysis on the installation of additional handwashing fixtures to increase capacity at BUSD campuses	\$ 75,000	\$ 75,000	No
Hire Consultancy Group to provide risk consulting to assist the District with its COVID-19 Risk Reduction Strategies	\$ 38,400	\$ 133,300	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extended Learning Ed Camps - a program offered to low income, English learner, foster youth, homeless, special education students, and children of staff members on the days when not attending in-person learning. This program will offer support with the distance portion of the hybrid model, and provide extra curricular support to these students - 48 students per site, 11 sites	\$ 297,000	\$ 557,751	Yes
Hire extra FTE for Independent study program due to increased demand for enrollment in our program - Hire two extra part time teachers for the program	\$ 60,000	\$240,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

**Purchase Electrostatic machines:**

We anticipated needing an abundance of these machines for disinfecting, but as safety guidance changed throughout the year and the reduced transmission of Covid through surfaces meant that we were able to purchase less than anticipated.

**Construct additional hand washing stations:**

The actual estimate cost was the design contract only. Upon completion of the design, the Board canceled the project.

**Campus signage, Personal Protective Equipment (PPE) and Air Purifiers:**

We had a much larger need for signage and PPE than anticipated. Our original estimate was based on the costs for signage and PPE during distance learning, which we thought would be much more temporary. Once we started opening our schools in the Spring, costs ballooned because we had full staff on campus and 85% of students returning. The signage and PPE was an important component of having safe schools. Air purifiers were essential in order to open schools. This was not anticipated in the fall but came about due to the constantly evolving safety requirements, and understanding on how the virus is transmitted.

**Consultancy Group:**

When the pandemic first hit we hired a consultant to support our district with pandemic related safety issues. We never could have anticipated how this service would increase over time. First, the work was focused on trying to make our schools safe for returning, but that evolved into staff Covid testing, and eventually opening schools and providing student Covid testing. We extended the original consultant's contract, then he left, and we hired a new consultant to take us through the remainder of the school year.

**Extended Learning Ed Camps:**

We were able to offer Extended Learning Ed Camps for students who were identified as low income, English learner, foster youth, homeless, special education students, and children of some staff members, but it looked different than expected. Instead of offering the program at all sites, we ended up offering it at three of our elementary sites. Because school closures lasted much deeper into the school year than we could have anticipated, we kept the programs going until the end of March, 2021. Our own certificated and classified staff did not feel safe being in person, so we made the decision to contract with outside agencies, which made the cost of running this program much higher. Due to both these circumstances, we spent \$557,751 for Ed Camps rather than the projected \$297,000. The good news is that principals at these sites felt that the programs were successful in keeping students engaged. Students in our program were some of our most vulnerable. Offering this program gave them an opportunity to stay focused on school, get help with school work, and access to meals.

Extra FTE for Independent study program:

Due to the pandemic we had an increase in students participating in independent study. There was no way for families to predict how long this pandemic would persist. In certain cases due to health issues, families elected to have their child in independent study with the assumption their child would not be able to attend school even when we reopened with safety protocols in place. Our independent study program did not have the capacity to serve this increase in students, so we increased the FTE of staff, or hired new staff. Currently, we don't know if this will change for next school year, but are anticipating there will still be a need.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Unfortunately, due the persistence of the Covid-19 pandemic our district was not able to reopen for all students until March 29, 2021. We did, however, open in a Phase One for small pods for up to 10 students per group, and up to 4 groups, at three of our elementary school sites in November, 2020. In order to do this, we contracted with three outside agencies to provide the staffing. The small groups of students came to school daily, logged on to their distance learning sessions, completed asynchronous work, and did extra curricular activities under the guidance of the agency staff, with oversight by the school's principal. The students participating in the small groups were carefully selected. The site's Coordination of Services (COS) Team selected students who had a record of low participation in our distance learning program and/or were experiencing learning loss due to a lack of access to in person learning. We prioritized foster youth, homeless students, and English language learners. Principals at these sites reported that these students, who were previously not participating or had low rates of participation in distance learning, were now fully participating with the extra support. A key challenge with the program was that if an instructor tested positive with Covid 19, or had an exposure, we would have to shut down the class until the instructor tested negative. This happened a few times causing program disruptions. Once a classroom was shut down and students remained home, it sometimes took extra encouragement to get them back. Another dilemma with this program was keeping it staffed. The pandemic peaked during the time of our program so keeping and recruiting instructors was problematic. Overall, the program proved to be successful in keeping some of our most vulnerable students engaged in learning.

In early March, 2021, we launched an expansion of our Phase One reopening plans, in which teachers and staff were working on a voluntary basis with small groups of higher-need students. In this first week, more than one hundred teachers signed up, and many PreK-12 students were able to return to school during this phase. This Phase One expansion built on our experience of the three elementary school cohort programs that were running since November, as well as the growing number of students attending Monday through Friday sports programs at our high school.

Thanks to the vaccination partnership with the City of Berkeley, we were able to offer vaccines to all staff who normally work directly with students first, then extend to all BUSD staff. Being able to offer vaccinations was pivotal as we negotiated for opening schools for all students by mid April.

Phase 2, reopening for all students began March 29, 2021 as follows.

Monday, March 29: Preschool, Transitional Kindergarten, and K-2

Monday, April 12: Grades 3-5; Grades 6-8; U9 Program at Berkeley High; Berkeley Technology Academy/Berkeley Independent Study

Monday, April 19: Grades 10-12

We configured classrooms for the maximum social distance possible. The default is 6 feet distance between students, and where that is not possible, we provide at least 4 feet of distance between students, and 6 feet between student and teacher. Face coverings, stable groups, hand washing, thorough cleaning, ventilation and air purification are all key elements of risk mitigation measures in place at every school. Staff and students provide daily health forms and stay home if ill. School staff are tested for COVID every two weeks, and a student testing is also offered.

### Elementary

We were able to offer elementary school families the option to return their students to a five-day schedule of on-campus learning or continue in distance learning. Families were surveyed and selected an on-campus five day learning model or a distance learning model for the remainder of the school year. For TK-5th grade, in some cases we had to change teacher assignments and re-group students in order for us to be able to offer both an in person and distance program. Students attend in person school for approximately 5 hours per day. We have somewhat limited availability for transportation and afterschool due to space constraints, but do provide options for families most in need.

Distance Learning option: Families who chose to keep their students in distance learning for the remainder of the school year were reassigned to our new distance learning program. In many cases, there was a change in teacher, and/or student classmates. Student placement was done with the consideration of keeping all students within a grade with other students from their site. The schedule for Distance Learning is similar to the previous one and we are able to offer enrichment classes as well.

Distance Schedule: Students attend 5 full days of school. In order to minimize contact between stable groups, there are some variations in schedule by grade and site. This means staggered arrivals and dismissals at the start and end of the school day, and changes to when students transition from the classroom to activities including lunch and recess.

### Middle Schools

For middle schools we offered an afternoon In-person Hybrid Model: students attend Distance Learning in the morning and In-Person Learning from 1:00-3:00 two afternoons per week. Group A attends In-Person Learning on Monday and Tuesday, Group B attends In-Person Learning on Thursday and Friday. The In-Person Learning time in the afternoon is a combination of academics and enrichment.

Distance Learning: Students continue to participate in distance learning with the same teachers and classmates, but do not attend in person in the afternoon but are offered other synchronous or asynchronous options. In both models, students continue to receive some remote learning assignments to accompany their classroom time.

### High School

On April 12th, Berkeley Technology Academy began a phased reopening 2 afternoons a week. Ninth-grade Berkeley High School (BHS) students targeted for additional support also returned for 2 afternoons a week. On April 19th, BHS students in grades 10-12 targeted for additional support returned for two afternoons a week. On April 26th, All BHS students were invited to return for two afternoons a week.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Personal Protective Equipment (PPE) - face masks, gloves, wipes for employees allowed to be on sites extra disinfecting supplies	\$ 200,000	\$ 789,985	No
Pay groups of teachers for summer work on pacing guides	\$ 52,200	\$ 62,118	No
Pay teacher leaders for developing “partnership building” projects and activities for elementary for the first two weeks of school in distance learning	\$ 4,537	\$ 4,500	No
Pay teachers and other staff for developing and facilitating PD for two weeks prior to school starting	\$ 9,992	\$ 8,760	No
Pay teachers for attending PD two weeks prior to school starting	\$ 200,000	\$ 238,000	No
Purchase new Chrome books to replace Chrome books given out to unduplicated students in the spring	\$ 200,000	\$ 192,015	No
Replace all certificated teachers’ Chrome books, including non-classroom teachers. The new devices have powerful processors, 8GB of memory, as well as USB-A, USB-C, HDMI, and headphone ports	\$ 506,814	\$ 506,814	No
Purchase Hot Spots specifically to support low income families who do not have access to Internet	\$ 70,000	\$ 34,700	Yes
Purchase Mystery Science subscription to provide supplemental online elementary science education for grades K-5	\$ 11,000	\$ 10,989	No
Purchase Pioneer Valley Books online subscription to provide supplemental online developmental reading materials for elementary students	\$ 16,800	\$ 3,512	No
Wilson Language Training to provide Professional Development Services and Training Materials to Special Education Teachers for student with reading disabilities	\$ 18,352	\$ 17,951	Yes
Purchase Accelerated Reader, a computer-based program used to monitor reading practice and progress for middle schools	\$ 12,000	\$ 15,400	No



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Tales2Go to provide audiobook licenses for the Library department providing online reading resources for all students	\$ 23,000	\$ 24,300	No
Purchase Newsela an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. Newsela articles also feature questions and writing prompts that align with common core standards - 4th, 5th grades and middle schools	\$ 30,000	\$ 21,910	No
Purchase WeVideo online video editing - green screen, picture-in-picture, motion titles, audio editing, and support for unlimited tracks - video-editing tools for secondary school STEM courses	\$ 3,000	\$ 4,000	No
Purchase online resources from Success for All to provide FastTrack Phonics curriculum License Package for all K-5 schools	\$ 20,000	\$ 29,500	No
Purchase through Heinemann virtual online subscription for Fountas and Pinnell leveled books for small group instruction in guided reading	\$ 43,700	\$ 43,700	Yes
Ed Hub - centralized distribution site for giving out Chromebooks, hot spots, books, and school supplies during school facilities closure due to COVID-19 - Run by volunteers	0	0	Yes
Purchase subscription for DESMOS online resources - tool for middle school math curriculum and formative assessment	\$ 30,000	\$ 30,000	No
Hire an additional district Nurse to collaborate with state and local health departments to update emergency operations plans (as noted in "in-person" section)	\$ 136,500	\$ 140,665	No
Pay Professional Development and Berkeley Research, Evaluation and Assessment, and Library Services Coordinators extra pay for summer work to prepare for distance learning	\$ 20,000	\$ 16,134	No
Hold "Principal Circles" to engage administrators and Black/African American parents from all TK - 8th grade Berkeley public schools through a structured process to better support the success of Black/African American students	\$ 10,000	\$ 10,000	Yes
Technology and Supplies Stipend for each certificated staff to cover the cost of expenses related to the provision of distance learning from the home - \$250 stipend per teacher	\$ 188,500	\$ 224,315	No



A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We had planned on operating small groups during in person learning assuming that we would be in a hybrid model. That never materialized. Instead, we remained in distance learning until the end of March, and operated the small groups at three of our sites five days a week while in distance learning, starting in mid November. We projected needing more hot spots for wifi connections than expected. Instead families were given free or reduced price Internet through Sonic which originally was set to end in the summer, but ended up being extended.

In the beginning of the school year, understanding that we would be in distance learning we stocked schools with masks, gloves, disinfectant, and other Personal Protective Equipment (PPE) only for staff who chose to work from campus. Still not completely understanding the persistence of Covid-19, we naively anticipated a budget of \$200,000 for PPE. It turned out that the demand for PPE was higher than expected, especially as the rates of infection remained high. Many more staff than anticipated worked from their classrooms and needed PPE to work safely. Also, as the need for PPE increased throughout the nation, and the pandemic persisted, PPE supply availability decreased causing an increase in costs, especially for N95 masks. Then with the anticipation of opening schools in March, we stocked up on PPE to ensure safety for staff and students. PPE ended up costing us approximately \$790,000.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction

Due to the continued resurgence in transmission of the Covid 19 virus, our schools remained in distance learning since closures on March 16, 2020, and until our reopening plan began on March 29, 2021. Starting school in August, knowing that we would be in distance learning at least until mid October we created a new and improved distance learning plan including more live instruction and better consistency than we were able to offer in the previous spring with abrupt closures. We developed structured class schedules to allow for clarity and routine. Teachers set clear expectations and communicated them to students and families, building continuity, routine, and connection for students. During our time in distance learning in the 2020-2021 school year, students regularly participated in live interaction, including class meetings and instruction from their teacher(s). Wednesdays were structured differently so that teachers had planning and staff meeting time. On Wednesdays, students received asynchronous work, small group interventions and/or enrichments. Our distance Learning program addressed the needs of the whole child by placing academic learning in the context of physical, mental and emotional well-being. Daily participation was required for students, and teachers tracked attendance using an attendance system designed to report on both synchronous and asynchronous reporting, including being present in online class meetings, completing assignments and assessments, and teacher contacts with students and families.

Students in our distance learning program learned through a mixture of live instruction and independent work. Elementary aged students started the day with their teacher in a whole class meeting. They then joined half their class in small groups sessions. Students who needed extra support were able to attend additional small group sessions with their teacher, or were included in intervention groups taught by our specialist teachers. EL students were also pulled to small group work in designated ELD.

Middle school students had 3 periods of live instruction every day except Wednesday. They were also split into two smaller groups, and either met with the teacher for a part of the period, or did assigned independent work. Our high school operated on a term system - students taking two terms per quarter. Like middle school, each student had 3 periods of live instruction every day, except Wednesday.

Students, K-12 continued to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closure. Students were taught using our regular Common Core curriculum with supplementary support through a variety of online learning platforms. Assignments were reviewed and graded by teachers. At the high school level, students received A-F letter grades. Elementary and middle school grade reporting resumed in a modified format.

Results from our Fall Distance Learning Family Survey showed that the following percentage of families in the district reported that they “agreed” or “agreed a lot” with the following statements.

My child is feeling successful with distance learning this school year

Approximately 75% districtwide

My child’s social and emotional growth is supported through some aspects of distance learning.

Approximately 53% districtwide (highest at TK, lowest at 12th grade)

Zoom/Google Meet lessons are working well for my child

Approximately 70% districtwide

My child’s independent assignments are challenging and engaging

Approximately 67% districtwide

My child’s experience with distance learning this year is better than last year

Approximately 80% districtwide

Results told us that an area of concern for our students as we come back to in person learning is social emotional well being. As students re-enter schools we need to be intentional in providing opportunities for teaching lessons from our Toolbox social-emotional curriculum, providing time for students to play and re-engage with each other, and providing students opportunities to share feelings related to distance learning, and the transition to in person learning. We are exploring ways to increase mental health services using Covid funding.

#### Access to Devices and Connectivity

We were able to distribute ChromeBooks so that every student who needed a device had one. There were some glitches in supply that meant a short period of time where we were waiting for delivery. The problems that arose mostly had to do with connectivity. Offering hotspots to families who could pick them up at our Ed Hub helped to alleviate this issue.

For the past year, our Ed Hub has been connecting district families to essential learning tools. Operated out of the Berkeley Adult School, it's the place for Chromebook switch-outs, internet hotspots, earbuds, and bags of books – for every student in the district.

This year, the Berkeley Schools Fund staff and volunteers have distributed 5100 Computers, 550 Hot Spots and 1300 Book Bags - plus school supplies, class supplies for Berkeley Independent School (BIS), and Career Technical Education (CTE), document cameras for teachers, and other work from home supplies, and donated equipment for teachers. On a recent March afternoon, the Ed Hub was readying to distribute gardening supplies, makerspace tech tools, lap desks, and bicycle repair supplies to students and their families.

The Schools Fund plans to continue operating the Ed Hub next year, and in conversation with the Office of Family Engagement & Equity (OFEE), there's a vision for a permanent Family Resource Center and Tech Hub where families can access District and City resources and services.

## Pupil Participation and Progress

### Distance Learning Professional Development

The bright side of distance learning was that this structure gave teachers more opportunities for professional growth. With a virtual format for professional development (PD), teachers were more likely to attend optional PD, and we were able to offer sessions that could be recorded and viewed at the convenience of the participant.

### Staff Roles and Responsibilities

During distance learning, staff had to become flexible and adaptive. For many of our staff their positions changed in how they delivered services, and where they delivered services. Teachers, Specialists, Instructional Assistants, after school staff, and all other staff who serve students directly had to figure out ways to engage their students through a screen. In order to support this work, we gave all teachers new more advanced personal ChromeBook. In addition, all staff who worked from home received a technology stipend to purchase needed technological support equipment. Professional development to support using platforms such as Zoom, Google Classroom and SeeSaw helped to improve skills in this area. For some staff, they were given new duties and/or additional duties. All staff needed to be trained in workplace safety. Administrators both at sites and the district office, found themselves running multiple programs, designing school structures, offering online parent Zoom information nights, and learning as much Covid safety for returning to school as possible. Many of our staff spent a significant amount of time reaching out to families, delivering needed supplies, and offering support in any way they could to keep students logging on to class. Custodial staff had to be trained on how to best clean schools in response to Covid, and facilities worked tirelessly to create safe environments for reopening at each of our sites.

Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness For both distance learning and in person learning models instructional time decreased, and students were expected to work independently in order to keep up with their learning. We knew that for many of our student groups, this situation could be detrimental to their learning. Our site Coordination of Services (COS)

Teams worked diligently to make contact and stay in communication with families who needed extra support. We were able to assess students using the STAR 360 Assessment system to identify which students were falling behind in what areas. Our distance learning structure allowed for teachers and other support staff to work with identified students in small groups both during and outside the school day. K-8th grade students were offered extra pay for tutoring students. Our high school offered tutoring sessions and were able to keep the Health Center open offering services at a distance. We kept our Ed Hub open so that families could pick up Chromebooks, hotspots, school supplies, and books. Some Ed Hub volunteers made deliveries as requested by sites. The Berkeley Food Network worked collaboratively to provide onsite and mobile food pantries.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase STAR Renaissance Star Early Literacy, Renaissance Star Math and Renaissance Star Reading for elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year	\$ 140,000	\$136,351	Yes
Cyber High School Online Credit Recovery Program to provide access to client users for courses, curriculum, tools and resources BHS and Berkeley Technology Academy, prioritizing Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery	\$ 25,193	\$ 25,193	No
High School Summer School Program for students fail a class needed for graduation, 4 weeks, priority given to Seniors	\$ 25,000	\$ 26,500	No
K-8 Summer School, 4 weeks, full day or half day program provided for low socio-economic students, students with special needs, and students who need extra support in math or literacy, Stem, Edmo	\$ 500,000	\$483,820	No
After School Tutoring - Teachers will be paid hourly for tutoring students who, based on assessment data, are experiencing learning loss - the focus will be on low income, EL, Foster Youth, and homeless students	\$ 60,000	\$ 79,353	Yes
Responsibility, Integrity, Strength, Empowerment (R.I.S.E.) Tutors, to provide academic support and college preparation programs for low-income At-Promise youth	\$ 20,000	\$ 17,760	Yes
Purchase Remind online communication platform subscription to provide SMS-based communication software to improve communications with families	\$ 25,400	\$ 25,000	Yes
R.T. Fisher Educational Enterprises, to provide STEM S.T.E.P.S. Virtual Summer Experience for BUSD 5th-8th grade students	\$ 24,000	\$ 11,000	Yes
Edventure More (Edmo), to provide a virtual summer camp focused on Science, Technology, Engineering and Math (STEM) and Social-	\$ 49,750	\$ 50,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
emotional learning target for BUSD 1st-8th unduplicated grade students			
Bay Area Writing Project to provide the Young Writers Camp for middle school long-term English learners	\$ 17,500	\$ 17,500	Yes
RTI Teachers - Responsible for identifying, tracking, and providing services for students performing below grade level students and students in need of behavioral supports	\$ 1,058,397	\$ 1,036,855	Yes
Family Engagement Specialists - Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialize support	\$ 746,119	\$ 773,985	Yes
Up the Ladder writing curriculum online platform - writing intervention program to support students performing below grade level in writing with a focus on long term English learners in need of writing support	\$ 9,204	\$ 2,933	Yes
STEM STEPS for Success: Focus on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities for student sessions after school, also provides professional development and training services for staff with a focus on working with Black/African American students	\$ 70,000	\$ 85,000	Yes
BCC Counseling 207A: 1 Unit Berkeley City College course for rising 9th grade students introducing BHS resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration	\$ 13,400	\$ 13,400	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

After School Tutoring with Certificated Staff: We offered for teachers to be compensated for working beyond the school day with small groups of students that needed extra support as identified using data. We estimated to spend approximately \$60,000 on this. We found that during distance learning teachers had more time and desire to provide this added support. We encouraged this increase knowing that interventions served by certificated teachers could help to mitigate learning loss. We spent approximately \$14,000 more than expected for this program.

RT Fisher STEM Steps summer school was projected to cost the district \$24,000, but we were lucky to get a part of this program funded through a grant from Berkeley Schools Fund, a non-profit fundraising agency. The grant was for \$13,000, which reduced the district's cost to \$11,000.

Up the Ladder: As teachers continued in distance learning and honed their skills for delivering distance learning intervention, the need for purchasing more writing intervention curriculum lessened. Teachers found online platforms that better served students for writing intervention, some of them were in platforms we had already purchased. This meant that the cost for Up the Ladder curriculum was lower than expected.

STEM Steps for Success was an after school program we offered for our Black/African American students and other student groups who were more vulnerable to the implications of distance learning. Students were identified using data and recommended for the program by our Coordination of Services teams. We were able to add more funding to this program as we identified students and determined that this program would be beneficial for more students than anticipated. We had set aside a Covid Relief fund in our Supplemental Funds, and found this to be an ideal way to spend some of these funds.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Utilizing our Office of Family Engagement and Equity staff, we were able to increase family outreach. This was extremely helpful in regards to attendance. We knew that when a student did not attend school, the potential for learning loss would multiply. We collected both attendance data as well as academic achievement data. Our detailed attendance system allowed us to track both synchronous and asynchronous participation in school. Through STAR 360 assessment we were able to track academic achievement.

Results from STAR testing in the Fall showed a pattern familiar in our district. Our socio-economically disadvantaged students were more likely to be performing below grade level. Most notable, our socio-economically disadvantaged students identified as Black/AA or Latinx were particularly struggling. As a result, we made a decision to work with RT Fisher, STEM Steps, to support our students. We used district data to identify students in 4th-8th grades to be targeted for extra support. STEM Steps provided students with intense tutoring after school and on weekends. Students participating in summer school who were identified for STEM Steps will continue services throughout June and possibly July.

During distance learning at Berkeley High School, attendance data showed us that socio-economically disadvantaged students had lower attendance rates than all BHS students. Only 3.3% of BHS students had 10-18 absences in Fall, 2020, but for socio-economically disadvantaged students it was 8.2 %, and socio-economically disadvantaged students identifying as Black/AA had 15% of students with 10-18 absences. Attendance data correlated with first Semester GPAs. Our socio-economically disadvantaged



students were shown to have a greater number of GPAs below 2.0. In response, we are offering a more extensive summer school program increasing programs like BRIDGE, CTE, BCC Counseling Course, and more extensive credit recovery.

Success: We were able to continue to offer intervention to students who most needed it. Intervention teachers including Literacy Coaches, Response to Intervention Teachers, and some Math Interventionists provided small group instruction. Many teachers offered tutoring outside the school day from elementary up to high school. We contracted with STEM STEPS to offer after school and weekend targeted tutoring for our Black/African American and Latinx students, 4th-8th, later in the school year.

Challenges: At the end of March, when we began our next phase of re-opening schools, we made a decision to offer both in person instruction and distance learning instruction. This meant establishing and staffing two separate programs. As a result we had to assign almost all of our teachers who normally provide intervention services such as literacy coaches, RTI teachers, and math interventionists to a classroom whether distance learning or in person. This meant that for the last 8-9 weeks of school, our student intervention services were halted.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Students and Family Needs:

We made an effort to place academic learning in the context of physical, mental, and emotional well-being. Students were supported in the transition back to school with an increased focus on social-emotional learning, and the school year opened with community-building activities. During the first two weeks of the school year, in elementary schools teachers conducted meetings with families and students. These meetings in addition to the App Remind helped teachers to build relationships with families as they have never done before. It was reported and supported in stakeholder meetings that families felt more of a connection to their child's teacher because of the start of the year meetings, time embedded for parent communication and the Remind App.

In our secondary schools classes advisory classes focused on social-emotional lessons and teachers provided equity based student/parent communication. Both of these strategies again helped to increase trust and build relationships which was beneficial during this time of isolation. What we have learned from this experience is that we must continue to have family outreach as a part of our regular school program.

### Professional Development

The professional development offerings at the beginning of the school year included sessions on wellness, such as those listed below, which gave teachers skills to better support our learners. All sessions were recorded and available for teachers so that they can continue to learn and develop skills as we move through the school year. All staff received training on Managing Stress and Anxiety via Keenan SafeSchools. Additionally, trainings via Keenan SafeSchools relating to Covid-19 were also provided to staff. Lastly, staff received training on Health and Safety protocols from BUSD nurses and Keenan online classes. Having safety training helped our staff to feel safer to re-enter schools.

"Mindfulness Practices that Help Students Stay Centered & Focused in Distance Learning in K-8th"

"The Heart and Mind: Leading the Year with Social Emotional Learning in the Virtual Classroom"

"Building Community and Engagement"

"Creating Videos That Foster a Sense of Community K-5"

"Engaging families in COVID-19"

City of Berkeley Mental Health Services Act (MHSA) In partnership with the City of Berkeley (COB), Berkeley Unified School District identifies and serves students under funding provided by the Mental Health Services Act (MHSA) Grant for four programs.

Descriptions of the programs follow.

Dynamic Mindfulness (DMind) Program

Supportive Schools Program (Elementary Schools)

African American Success Project

Secondary Schools have Guidance Counselors, Intervention Counselors, Restorative Justice Staff, and at BHS special education related counselors. On the high school campus there is a Homeless Outreach and Engagement Program (HOPE), which has its own

counselor. BHS has a restorative justice counselor and an Alcohol, Tobacco, and Other Drugs (ATOD) Counselor. All are actively providing support to students using electronic methods earlier in the school year, and some in person as we return. All services continued throughout the school year. DMind was reported to be a great asset to distance learning classes that had this program, particularly Berkeley Technology Academy.

Our high school also has its own health center on campus that provides mental health counseling and has been available to provide counseling during school closures through a video conferencing platform. The services include Individual & group counseling, crisis intervention, relationship counseling, family counseling, stress management, depression. It was reported that students were not using the health center as much as we would have expected. We think that was due to students being away from campus and the health center not being front and center. We are hopeful that with return to in campus instruction, students will take advantage of this service.

Our elementary schools were provided with mental health support from Child Therapy Institute (Washington and BAM), Lifelong Medical Care (Rosa Parks), and Bay Area Community Resources (Cragmont, Emerson, Malcolm X, Oxford, Ruth Acty, and Thousand Oaks). Sylvia Mendez and John Muir shared an on-site counselor, split between the two schools. Schools utilized their counselors to continue to see students on their caseloads. They found an additional need reported from some families for students who were exhibiting signs of depression due to isolation. We offered extended services where we could, but it would have been helpful to have more counselors available. This need is influencing how we plan for next school year.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Office of Family Engagement and Equity provides personalized outreach to families and district-wide activities to promote consistent attendance throughout the school year. Families for whom attendance is a struggle for their children receive targeted support from OFEE staff to help with balancing the power dynamics when communicating with school and district representatives. During this difficult school year, OFEE was able to support students in modified ways. They continued to do outreach and offer support to our families who were struggling with technology access, food insecurity, and student attendance. They worked in conjunction with The Berkeley Schools Fund, ensuring that our most marginalized students' needs were met. Our Ed Hub continues to be open for supplying families with necessary technology, books, school supplies, desks, etc. Our distance learners continue to rely on these resources.

### **Parent Support Seminars**

One of our biggest successes this school year were our Black/African American Parent/Guardian and Principal Learning Circles. The first Learning Circle in October 2020 fostered connections among parents and guardians of Black/African American students at BUSD and, separately, among BUSD principals and other leaders. In peer groups, parents/guardians and principals shared their hopes for Black/African American children, expectations of their school and obstacles to Black/African American children thriving at their

schools. This session closed with each group sharing key themes. At the second Learning Circle, in November 2020, parents, guardians and principals convened in clusters by school. This session focused on beginning to create a vision of what each school would look like if it were a welcoming environment that supported the success of Black/African American students and strong, positive partnerships between families and school staff and principals. We wrapped up the 3rd session of the series in February. Some of the outcomes from this series are highlighted below.

- Families want teachers and administrators to authentically know and understand their children from a strengths-based lens.
- Families envision a mutually-respectful relationship with school leadership built on a foundation of trust.
- Families identify that a culture of reaching out with heart and positive intention will allow families and leaders to better support students in the current distance learning environment.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Meal Service has gone as planned, with a few adjustments. SSO Waiver has been extended through September 2021. We continue to have Grab and Go service outside 7 different school sites, though from 7:45 am - 11:00 am. We extended the hours as very few were coming in the morning before work as we had originally planned. We have partnered with Berkeley Food Network, a food bank, and they donate bags of groceries and food staples 2 Fridays a month for our Grab and Go households. Additionally, we added Saturday, Sunday and holidays to grab and go meals so that students can get meals 7 days a week. WE receive other donations that we distribute at our Grab and Go sites including science kits, bread donations, book donations, etc.

As planned for in school learning we are providing brown bag breakfast that students receive as they pass through their daily health screening and hot bagged grab and go meals for lunch that they take as they pass by the cafeteria, provide their names and exit to outdoor eating or return to their classrooms for inclement weather. Food remains the same, without need for any waivers. This has continued according to plan. We were able to purchase equipment to facilitate Grab and Go and (browser based meal tracking system and equipment to keep cold foods cold and hot foods hot for food safety during Grab and Go hours of distribution). Meal service is being tracked according to plan.

We have about a dozen students receiving meals delivered. This is working well for them thus far. A few have dropped off as their children returned to school and another family no longer required this service as the parents were able to return to work. This service is difficult to promote due to limited ability to actually deliver the meals and the students who need these - their parents are challenged to communicate this need. We have an Office of Family Engagement who helps these families communicate with me to arrange the service. I suspect there are many who need this service and are unable to reach out to us to obtain it due to language barriers, internet access, among other things.

Participation is significantly less than pre covid. This is both a hardship for our families as well as the department and therefore the school district.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Homeless Outreach and Engagement Program (HOPE) Counselor	\$ 100,000	\$ 123,421	No
Mental Health and Social and Emotional Well-Being	In partnership with the City of Berkeley, BUSD identifies and serves students under funding provided by the Mental Health Services Act (MHSA) with BUSD funding	\$ 653,144	\$ 653,144	No
Stakeholder Engagement	Zoom Video Communications, Inc., to provide District Zoom meetings for the 2020-21-SY	\$ 25,400	\$ 28,525	No
Stakeholder Engagement	Thoughtexchange online crowdsourcing platform for large, diverse groups to contribute ideas and surface priorities (funded by Berkeley Schools Fund)	0	0	Yes
Pupil Engagement and Outreach	Provided housing for our homeless families - funded through Berkeley Schools Funds	0	0	Yes
Pupil Engagement and Outreach	Time scheduled for teachers to meet with families at the beginning of the school year scheduled during the first two weeks of school	0	0	Yes
Pupil Engagement and Outreach	Seminars to offer our most disadvantaged families guidance on supporting their children during distance learning.	\$ 10,000	\$ 10,000	Yes
Pupil Engagement and Outreach	Hire new Family Engagement and Equity Specialist for Longfellow middle school to increase family outreach services for unduplicated students	\$ 80,000	\$91,235	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Homeless Outreach and Engagement Program (HOPE) Counselor estimated actual is higher because the employee in this position was owed back pay for an incorrect position placement. Zoom was an integral component of our distance learning program. In the beginning of using Zoom we had some issues with security as many school districts did. We chose to opt for an upgraded license to ensure more security.

OFEE Staff: Due to the pandemic and the heightened need for outreach to families and students, we hired an Office of Family Engagement and Equity specialist for Longfellow Middle School. At the time of the estimate, the position was open. The cost of this position ended up being higher than expected because of the cost of the staff member.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-2021 school year has been a difficult one. After being faced with a shelter in place order in March of 2020, schools had to rethink all of the systems we had always relied on. We were suddenly forced to develop methods for ensuring continuity of services to all of our students. Having to immediately rely on technology, including access to devices and WiFi service, caused a shift in our method of delivering instruction that has had both benefits and consequences for our students, staff and families. As we move back to full in person learning, we are realizing that things will not automatically go back to how they were pre-pandemic. Some of the benefits of this shift we will take with us into this new post-pandemic era are improved skills in technology for both staff and students, understanding of how to use educational technology as extra tools for teaching and learning, increased communication between staff and families, increased access for families to stakeholder events, better school ventilation and safety, and flexibility. Some of the consequences we are sure to face are the implications of isolation and the lack of social interactions and experiences, decreased physical activity for many students, loss of engagement in school, implications of school closures on academic growth, health and safety instability with the Covid-19 virus, and family trust with returning their students back to in person learning.

Both the benefits and consequences of the pandemic are guiding our planning for this next school year and for the following years. As we write our new three year Local Control Accountability Plan, we will need to consider these shifts as we plan for programs and services that will best address the implications of the pandemic. Many of the programs we previously had in place will remain, but will either adapt or increase due to this new environment. We will also need to add new services that focus on remedying the consequences of Covid-19.

Based on data from surveys and stakeholder feedback, we know we will need to put a particular focus on social emotional learning and mental health. Results of our distance learning family survey showed that social emotional growth and interaction with classmates were the areas families felt required the greatest improvement. And, we know based on data showing decreased attendance students

don't learn when they are not attending class. Re-engaging students with school and learning will be a challenge. We will need to give students opportunities to learn while simultaneously building confidence.

Some of the changes we are considering include fortifying our extended learning programs including summer and after school programs, increasing our STEM programs, increasing counseling services, increasing family engagement staffing, building on our social emotional curriculum, providing increased tutoring, bringing in added student academic supports, providing school grants to be used for sites' particular needs, and training teachers and staff in ways to support mental health and to accelerate academic growth.

We know that these next few years will be challenging as we continue to assess our students, but we are also excited and optimistic, with the increased Covid-19 funding, that we will be able to support our students to get back on track, and hopefully come out stronger than before the pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In the 2020-2021 school year we made a commitment to using the STAR 360 assessment system, kindergarten through 8th grade in both English language arts and math. For the most part, we achieved our goal. Testing students during distance learning came with some glitches such as technology reliability and testing environment while at home with some cases of a parent guiding a student through the assessment, but overall we were able to achieve what we aspired to do.

The California Assessment of Student Performance and Progress (CAASP) is currently in use for high school students this school year, and we have elected to use the STAR 360 assessment in substitution of the CAASP for grades 3rd - 8th. Using STAR 360 will mean that our data will be consistent since we have been using STAR this school year, and will continue to use it next school year. We will also use STAR 360 with grades kindergarten - 2nd grade, enabling us to compare and analyze student data through multiple years.

This school year, we were able to run an adoption committee for a new Kindergarten through 2nd grade screener. The work of the committee is wrapping up and we anticipate launching a screener next school year. This screener will help us to better identify students at risk for dyslexia and respond with support in a more timely fashion. We also plan on continued use of the STAR 360 assessment system, kindergarten through 8th grade. Our high school will continue use of existing assessments as we move into a more normalized school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Explanations provided according to each section of the Learning Continuity Plan.



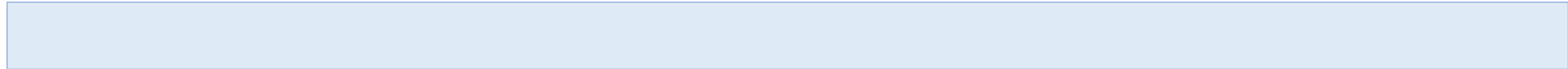
# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As a result of our last LCAP and this past year's LCP, we have learned a lot and are planning for some changes. A consistent request from our Parent Advisory Committee, District English Language Advisory Committee and other stakeholder groups was for data. They wanted to know how we know our programs and services are working. They have also strongly advocated for improving classroom engagement, increasing staff's cultural competency, and welcoming families. We have made a commitment to improve in these areas. A new three year LCAP enables us to better look at the programs we offer our students, to determine the outcome we expect, and to measure how we will know we have succeeded. We are starting by restructuring our three goals. We will put an emphasis at the tier one classroom level for high quality, culturally competent classroom instruction. Our new goal states, "Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs." Goal one previously included providing academic interventions, but we put those services into a separate goal two, focusing on providing timely interventions. We are keeping our third goal, "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." To address the request for data to inform ourselves and the community about the effectiveness of our programs, we are modifying our fourth goal, "use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services." We plan to use both qualitative and quantitative data to present to our stakeholders regularly to show the effectiveness of our programs.

Though the data in BUSD for our White students continues to show a high percentage of students performing at or above grade level, the data continues to look significantly different for our Black, Latinx students, English learners, and Students with Disabilities. Based on a 5th and 8th grade rubric that includes a snapshot of how a student is doing both socially and academically, completed by teachers, Asian, White, Latinx, and Multiethnic students consistently have a mental health score of no concern across both grade levels. However, African American students receive a mark of moderate concern or extreme concern at a seven times the rate for other students.

In consideration of this data, challenges and success from our last LCAP, and implications of the pandemic and school closures, we have a lot of work to do. Programs and services in place in BUSD must focus on improving outcomes for our most marginalized groups of students. As we continually decrease our unduplicated student counts, we must ensure that other funding sources are dedicated to improving outcomes for our English Learners, Foster Youth, Homeless Students, Black, Latinx, and students with disabilities. We must consistently assess our programs so that we know which programs to expand upon, and which to abandon. We must also assess our students' social emotional well being as well as academics in order to fully understand the implication of the pandemic so that we can respond in a way that decreases these disparities between groups of students and give all students opportunities for success.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	8,513,991.50	8,961,759.00
	0.00	0.00
Base	1,218,147.00	1,109,002.00
Berkeley Schools Excellence Program (BSEP)	1,734,440.00	1,894,506.00
Locally Defined	30,000.00	30,000.00
Lottery	8,000.00	7,928.00
Low Performing Students Block Grant (LPSBG)	166,275.00	220,406.00
Special Education	447,370.00	442,769.00
Supplemental	4,819,759.50	5,141,123.00
Title I	90,000.00	116,025.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	8,513,991.50	8,961,759.00
	1,722,176.00	1,446,089.00
1000-1999: Certificated Personnel Salaries	6,133,171.00	6,146,702.00
2000-2999: Classified Personnel Salaries	325,023.50	1,070,551.00
4000-4999: Books And Supplies	8,000.00	7,928.00
5800: Professional/Consulting Services And Operating Expenditures	46,000.00	30,000.00
7000-7439: Other Outgo	279,621.00	260,489.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	8,513,991.50	8,961,759.00
		0.00	0.00
	Base	639,803.00	558,187.00
	Berkeley Schools Excellence Program (BSEP)	106,040.00	101,794.00
	Low Performing Students Block Grant (LPSBG)	56,220.00	55,968.00
	Supplemental	830,113.00	614,115.00
	Title I	90,000.00	116,025.00
1000-1999: Certificated Personnel Salaries	Base	578,344.00	550,815.00
1000-1999: Certificated Personnel Salaries	Berkeley Schools Excellence Program (BSEP)	1,628,400.00	1,792,712.00
1000-1999: Certificated Personnel Salaries	Low Performing Students Block Grant (LPSBG)	110,055.00	164,438.00
1000-1999: Certificated Personnel Salaries	Special Education	447,370.00	442,769.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,369,002.00	3,195,968.00
2000-2999: Classified Personnel Salaries	Supplemental	325,023.50	1,070,551.00
4000-4999: Books And Supplies	Lottery	8,000.00	7,928.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	30,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	16,000.00	0.00
7000-7439: Other Outgo	Supplemental	279,621.00	260,489.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,950,723.00	4,997,274.00
Goal 2	1,170,848.00	1,049,099.00
Goal 3	1,974,161.50	2,568,387.00
Goal 4	418,259.00	346,999.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,620,400.00	\$2,318,835.00
Distance Learning Program	\$1,806,395.00	\$2,429,268.00
Pupil Learning Loss	\$2,783,963.00	\$2,784,650.00
Additional Actions and Plan Requirements	\$868,544.00	\$906,325.00
All Expenditures in Learning Continuity and Attendance Plan	\$16,079,302.00	\$8,439,078.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,323,400.00	\$1,761,084.00
Distance Learning Program	\$1,664,343.00	\$2,322,917.00
Pupil Learning Loss	\$550,193.00	\$535,513.00
Additional Actions and Plan Requirements	\$778,544.00	\$805,090.00
All Expenditures in Learning Continuity and Attendance Plan	\$13,316,480.00	\$5,424,604.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$297,000.00	\$557,751.00
Distance Learning Program	\$142,052.00	\$106,351.00
Pupil Learning Loss	\$2,233,770.00	\$2,249,137.00
Additional Actions and Plan Requirements	\$90,000.00	\$101,235.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,762,822.00	\$3,014,474.00