Berkeley PUBLIC SCHOOLS
Berkeley Unified School District

Excellence • Equity • Engagement • Enrichment

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Berkeley Unified School District (BUSD) serves approximately 10,000 students in grades pre-K through 12. Those students are served at three preschool sites (~450), 11 elementary schools (~4000), three middle school schools (~2100), and one comprehensive and one alternative high school (~3200). The ethnic diversity of BUSD in grades TK-12 (based on 2020-2021 enrollment) includes students who are White (41.2%), African-American (12.7%), Hispanic/Latinx (22.3%), Two or More Races/Other (15.7%), and Asian (8.2%). English Learners (ELs) comprise 6.3% of the district population with 55.3% of ELs speaking Spanish as their primary language and 9.8% speaking Arabic. Students in BUSD speak more than 40 different home languages. BUSD has an overall student graduation rate of 87.6% (2020 Cohort), above the state average of 84.3%.

BUSD has experienced changes in its demographic composition in the last decade. While most racial/ethnic groups maintained a relatively stable percentage of the district composition, the BlackAfrican American population has decreased from 22.3% to 12.7% in the past decade. During the same time frame, the population of White students and Multiethnic students have increased by 8.3% and 4.4% respectively. The EL population decreased to 6.7% of the district, half the size of a decade ago. Additionally, the population of students experiencing socio-economic disadvantage (SED) decreased from 40.6% of the district to 27.2%.

The mMission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. The LCAP document must focus on eight areas identified as state priorities over a three year period including:
- Basic Services
- Implementation of Common Core Standards
- Parental Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access
- Other Student Outcomes

The BUSD's Local Control and Accountability Plan (LCAP) has been consistently focused on three primary LCAP goal areas:
1. High quality classroom instruction
2. Culturally and Linguistically Responsive Systems
3. Safe and Welcoming Schools

These goals serve as a framework for improving outcomes for all students, while allowing us to use limited resources to prioritize the actions, services, and expenditures that will be most effective in serving our "unduplicated students" as defined by the state - Socioeconomically Disadvantaged, English Learners, and Foster Youth. California Dashboard data also points to Homeless (McKinneyVento) students, Students with Disabilities, African-American students, and Latinxo students as other student groups that should be closely monitored and supported.

The LCAP actions and services are each tied to a series of metrics that should be monitored closely and used in determining modifications made to each year's plan. Local educational reforms have led to measurable improvements in student outcomes, as demonstrated by several state indicators found in the Annual Update sections.

Community participation continues to be a critical factor in the effectiveness of our LCAP-funded programs and services, and contributes to the modifications and improvements we are making from year to year. The LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), the Educator Advisory Committee (EAC), community Town Halls, parent workshops in English and Spanish, and surveys, and student focus groups provide active forums for engaging key stakeholders in our on-going investments in educational excellence and equitable outcomes for all students. Student focus groups survey students from middle school, high school and continuation high school.

Grade TK-12 student demographics (2020-21 enrollment):
26.8% Socioeconomically Disadvantaged (SED)
6.5% English Learners
41.2% White

22.3% Latinx
12.7% African-American
15.7% Two or More Races/Other
8.2% Asian
12.1% Students with Disabilities
 2.4% Homeless (McKinney-Vento Services)
<1% Foster Youth

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

BUSD has had success in goal area 1, providing high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success. For example, when considered in the aggregate, BUSD students demonstrate achievement and outcomes well above state averages. The following details evidence from academic data, such as assessment and college/career indicators, attendance, and English Learner (EL) programming to demonstrate district successes.

Due to the COVID-19 pandemic, our most recent Smarter Balanced Assessment (SBA) data is from 2019. However, recent local assessments, using the Renaissance Star Reading and Math assessments, confirm conclusions drawn from SBA analysis. BUSD students, when viewed in the aggregate, were 1.7 times more likely to be meeting standards than students across California. In particular, a high percentage of White students and students identified as two or more races met grade level standards, with 87% of White students meeting ELA standards and 81% meeting math standards; and -77% on ELA and 70% on Math for students identified as two or more races. A very similar pattern of students at or above benchmark was observed in the recent winter administration of the Star Reading (All 64.9 % meeting, White 78.6% meeting, Two or more races 75.1 % meeting) and Math (All 64.27 % meeting, White 77% meeting, Two or more races 70% meeting).

In the work to end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students (goal 2), BUSD has also had some success. For example, within three years, BUSD stabilized graduation rates at the state average while increasing the graduation rate for African American students from 82% to 90%. When viewing graduation rates alongside other indicators of college and career readiness, BUSD success becomes more apparent. The average rate of students meeting UC/CSU requirements is 10% higher than the Alameda county rate and 13% higher than the state at 58%. During the 2020-21 school year, 765 of 10-12th grade students are enrolled in at least one AP/IB/HP class. Additionally, one in three students has access to a high-quality Career Technical Education course.We believe that High school programs such as Bridge, AVID, LEAP and Intervention Counselors have played a crucial role in this success and in helping to disrupt the racial predictability the coincides with graduation rates and college attendance. In response, we will continue funding these programs and increase staffing for our Bridge program in particular.

The overall chronic absenteeism rate declined to 9.2% from 2017 to 2019. This is well below the state average of 12.1%, which had been increasing in that time period. English Learners have a slightly higher rate of 11.8% in 2019, still below the state average, and in 2018 had the same rate as all students.

Finally, the district demonstrated success for English Learners. More than half of ELs scoring 1 or 2 on the summative ELPAC improved from 2018 to 2019. Of students in grades 9-12, 100 have been designated English Learners for 6 or more years, while 383 have been redesignated as fluent (RFEP).

Some of the programs and actions from previous years' LCAP will continue to provide students the academic and social-emotional supports that they need such as the Bridge and LEAP programs, culturally responsive teacher induction, Restorative Justice, Intervention Counselors, Cultural Competence training, Student Welfare and Attendance Counselors, Behavioral Health Services, Counselors for students experiencing homelessness, ELD supports for teachers, Math Coaches, and Math Support Classes.

Disaggregated data on these measures is considered in the next section.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2019 Ca School Dashboard identified a number of needs or gaps for certain student groups:
- Chronic Absenteeism: Foster Youth and Homeless student (Red) and Asian, ELs, and SED (Orange)
- Suspension Rate: Foster Youth (Red)
- Graduation Rate: Hispanic, Homeless, SED, and SWD (Orange)
- CCI: ELs (Orange) and African American, Homeless, and SWD (Yellow vs. Blue for All Students)
- Academic ELA: Homeless (Red) and African American and ELs (Orange)
- Academic Math: ELs, Homeless, and SED (Orange)

Although the participation rate for state testing is below the federal minimum participation level, salient patterns, consistent with other areas of concern, are visible in the results. These gaps in test participation are themselves an area of concernt for the coming school year.

The 2019 SBA Math and ELA results show that 70% or more of Black/African American, English Learner, and Students with Disabilities are not yet meeting grade level standards. All elementary students have experienced a three year decline in math scores with ELA scores staying fairly consistent. During the Spring administration of STAR, fir example, middle school growth has decreased. During the 2020 - 2021 school year, students improved an average of 28 points from the fall to winter administration, but only six points from winter to spring, which is less average growth that past years.

Although the African American student graduation rate is increasing, there are concerning trends for that group's college and career

readiness. In 2019, only 56% of Black students met UC/CSU eligibility criteria compared to 83% of White students. Additionally, Black, Latinx, socioeconomically disadvantaged, and special education are seven times more likely to be earning a 1.5 GPA or lower compared to their White peers. The disparities are also apparent in course enrollment. Fewer than 40% of Black, EL, and SPED students are enrolled in at least one AP, IB, or honors course.

Students with disabilities consistently had an absence rate twice that of the district average, as did African American students. Socio-economically disadvantaged students had rates between 6 and 8% higher than the average rate in the district. Given the challenges of distance learning, it is encouraging that we had excessive absenteeism rates, defined as missing a combination of 40% of instruction) below 5% at elementary through high school in the first month of the year. However, distance learning exacerbated existing disparities in attendance. Although English Learner attendance was near average in K-8, the absenteeism was double the Berkeley High average. Socio-economically disadvantaged excessive absenteeism rates increased to double that of their peers.

At the elementary and middle levels, we see disparities in achievement not just in Reading but also in Math on the Star assessments. This winter, 40% of EL students were at benchmark compared to 74% overall in Math, and the rates were 32% and 78% in Reading. Additionally, English Learners are much more likely to be in Special Education and be socio-economically disadvantaged (SED); in 20/21 53% of English learners were SED compared to 27.2% overall and 25% had IEPs compared to 12% overall. While many English Learners reached proficiency, a quarter are Long Term English Learners in BUSD. At the high school level, 26% of EL students earned below a 2.0 GPA for the first quarter of this year, compared to 11% overall.

BUSD has been identified by the state for having a significantly disproportionate number of African American students enrolled in Special Education Services overall and under the eligibility categories of Specific Learning Disability, Other Health Impaired and Intellectual Disability. In 2019-20, African American/Black students were 13.7% of the district's student population of 10,346 students and were 31% of special education enrollment of 402 students. In comparison, the population of students enrolled in special education is 23% White and 27% Latinx. For 2021, BUSD continues to identified by the state for having a significantly disproportionate number of African American/Black students enrolled in Special Education Sservices under the eligibility categories of Specific Learning Disability, Other Health Impaired and Intellectual Disability. The ratios for

BUSD has unmet goals according to the 2019-20 CA Dashboard in the following areas for Special Education students:

- Graduation Rate
- Least Restrictive Environment Separate School
- Math Assessment Participation
- English Language Arts Assessment Participation
- Overall Disproportionality (African American/Black)
- Disproportionality by Disability Areas (African American/Black)

Some of the strategies to address these area of improvement include:

- Provide additional time for student to learn

- Increase social emotional supports for students
- Expand mental health services for students
- Expand literacy support program and supports for students
- Increase support for Black/African American Studies Program
- Retain teachers of color
- Improve cultural responsivity through training of staff
- Focus districtwide on math achievement
- Provide culturally relevant summer partnerships, building on work from 2020-2021
- Implement DIBELS as a K-2 Universal Screener
- Continue and expand Office of Family Engagement and Equity

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP represents a significant effort by BUSD's entire community to focus the work to improve student outcomes in our community. With the challenges of the Pandemic, Distance Learning, and the health and safety of staff and students, the work to develop this strategic plan has been influenced by unprecedented challenges. At the same time, this new LCAP has provided BUSD the opportunity to establish new district goals to focus the work ahead. These new goals continue the BUSD priorities:

1. High-quality classroom instruction
2. Culturally and Linguistically Responsive Systems
3. Safe and Welcoming Schools

The new goals include:

Goal 1: 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 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

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.

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In Berkeley Unified School District (BUSD) we have a multitude of stakeholder engagement groups. Students, families, staff, communities, and partners work together to ensure equal ownership in implementing high-quality and equitable programs and services in BUSD. For the LCAP process specifically, we have three stakeholder groups who meet regularly for training on the LCAP, data review, budget updates, program overviews, and to review and provide feedback on the LCAP. In addition to a District English Advisory Committee (DELAC), and Parent Advisory Committee (PAC), Berkeley also has an Educator Advisory Committee (EAC) which consists of staff from union partner groups including representation from Certificated Teachers, Classified Employees, Classified Management, and Certificated Management groups. All three of these LCAP focused advisory committees come together monthly throughout the year and are ultimately charged with consulting, reviewing, and commenting on our LCAP. In addition to these focus groups, we collected feedback from other stakeholder groups including high school students, principals, other administrators, and district office staff.

Due to the pandemic, all meetings were done electronically using Zoom, which allowed for larger numbers of participants in our stakeholder meetings and Town Hall Meetings throughout the year. For collecting feedback from the broader groups of stakeholders, we used an online platform called Thought Exchange which allowed us to get comprehensive input on what's going well and which issues were priorities for groups across our district. We also held stakeholder engagement sessions in Spanish, our second most common language, and because Thought Exchange could translate from multiple languages instantly, it allowed us to include families who speak languages other than English and Spanish.

Often, our advisory committees work in collaboration to create statements for the Board of Education pertaining to their unified recommendations for programs and services. The committees are allotted 5 minutes at our School Board meetings during public comment time to read their statement. Throughout the year stakeholder feedback was collected and synthesized looking for patterns and common themes. We use these themes and patterns to help guide us not only in writing the LCAP, but also in making decisions on the programs and services we choose to fund.

BUSD engaged stakeholders throughout 2020 and 2021. LCAP Parent Advisory Committee (PAC) meetings were held throughout the year. The PAC is comprised of parents from 15 different BUSD schools, and they represent the diversity of BUSD's students.

PAC meetings were held on the following dates:
September 1, 2020
December 3, 2020
December 17, 2020
January 21, 2021
March 18, 2021
April 15, 2021
April 29, 2021

(May 6, 2021)
(May 20, 2021)
(June 15, 2021)

Additionally BUSD staff met with DELAC throughout the school year on the following dates:
November 17 - DELAC - Presentation about DELAC
December 10 - DELAC reviewed student data
January 21 - Joint PAC/DELAC - Budget Presentation from Superintendent
February 11 - Joint PAC/DELAC - Presentation on duties of LCAP advisory committees, presentation on school positions and funding
March 11 - DELAC - Discussed EL Master Plan and parent concerns

May 25, May 26 Parent meetings to share updated budget information for the LCAP and other 2021-2022 programs.

At the May 25th Educator Advisory Committee (EAC) meeting, Katy Babcock from our Special Education Local Plan Area (SELPA) joined the meeting, reviewed our draft LCAP, and offered feedback.

BUSD staff conducted a student focus group on 3/31/21 with the Chicano Student Group and the Intervention Counselor Student Group. That session provided an opportunity to hear the concerns of students regarding student success and barriers to success.

BUSD staff in the Office of Family Engagement met with parents/families of Black/African American students in October and November 2020, holding "Listening Circles." Both sessions generated rich discussions and unearthed important issues and themes. Another session was held on February 16, 2021, to develop action plans to begin to realize the shared aspirations that families and school leaders have for Black/African American students.

A big success this school year was 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 the 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. A third session was held on February 16, 2021.

In addition to the stakeholder meetings described above, BUSD also hosted an online Thought Exchange which allowed parents, staff, students and community members to share their thoughts about what is working and what needs to be improved. In total, more than 200 people contributed nearly 300 ideas and made nearly 6,000 ratings on the Thought Exchange. Among the 218 participants were 60% parent/guardians, 19% students, 15% staff, and 6% community members. Additionally, participants represented the diversity of Berkeley with 30% white, 23% Latinx, 19% Black/African American, 13% Two or More Races, 9% Asian, and 6% other or declined to state.

Stakeholder feedback was combined with student data and used by staff to develop new BUSD goals as well as reviewing previous actions and considering new actions in the 2021-2024 LCAP.

Budget and LCAP Overview Presentation: June 2
Board Meeting, LCAP Public Hearing: June 9
Board Meeting, LCAP Approval: June 23

A summary of the feedback provided by specific stakeholder groups.

Following is a summarized list of concerns from stakeholders related to Goal 1: 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:
- English Learner progress
- Math achievement in elementary school
- Math achievement for low income, EL, African American, and Latinx students
- Latinx and African American/Black student success
- Retaining teachers of color
- Concerns from parents over multiple years have not resulted in academic improvements for students

Following is a summarized list of suggestions from stakeholders related to Goal 1: 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:
- Continue Bridge Program After school programs
- Increase Community engagement
- Provide ethnic studies
- Rewrite EL Master Plan
- Elementary ELD programs
- Focus on gender equity
- Develop a Transgender policy
- Work with labor partners
- Adopt new math strategies
- Professional Learning Communities
- Math Coaches
- Prioritize efforts to improve math achievement

Following is a summarized list of concerns from stakeholders related to Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success:

- Early literacy
- Latinx and African American/Black student success
- English Learner progress
- Enrollment trends by school
- Students with Disabilities (academic supports, IEPs, adhering to FAPE, full inclusion, Instructional Aide Supports)

Following is a summarized list of suggestions from stakeholders related to Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success:
- Improve ELD and EL Redesignation efforts
- African American Success Plan
- Equity Matrix
- Math supports
- Extended year supports for students with disabilities

Following is a summarized list of concerns from stakeholders related to 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:
- Mental Health supports
- Fewer police on campus
- Student socialization after distance learning
- Student trauma
- Clear and consistent communication with families
- Communication issues between students and staff
- Lack of trust between some families/communities and school staff
- Isolation and racism in our community

Following is a summarized list of suggestions from stakeholders related to 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:
- Counselors to support students returning to school after the pandemic
- Community building activities
- Patient and supportive adults
- Trauma-informed social-emotional supports
- Culturally and linguistically appropriate communications with "less text and more graphics" in all communications from the district to families
- Get to know students as individuals, connect with them before correcting them, and find out what makes them tick.
- Help children to get their big ideas, questions, and concerns out without cutting them off.
- "Take the time to know my child," and "treat them with compassion and understanding."
- Get to know, understand and value Black/African American children
- Make Black/African American students and families feel welcome, comfortable, and safe at school

- Connect Black/African American students and families to their heritage and their community at school
- Build trusting relationships with Black/African American families
- Treat Black/African American students equally

Following is a summarized list of concerns from stakeholders related to Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services:
- Limited data and reports
- Accountability measures in BUSD
- Consistent use of local assessments
- Assessing Students with IEPs

Following is a summarized list of suggestions from stakeholders related to Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services:
- More detailed data analysis focused on LCAP metrics
- Make Decisions using Data
- Disaggregate data
- Regularly timed internal reporting system
- Assess students with a realistic tool when they return to school from distance learning
- Communicate and share data publicly

Interviews were conducted by a Special Education Plan Consultant who met with multiple site and central office administrators on Policies, Practices and Procedures in order to reveal root causes for each unmet element. Multiple meetings were held with the SEP Stakeholder Team in the Fall to analyze data and develop activities to address the unmet areas.
- Provide training to case managers on writing goals for educational benefit
- Provide training to general education teachers on their responsibility and skills for implementing IEP accommodation

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder engagement made important impacts on the new 2021-2024 LCAP, most notably in the redevelopment of district goals along with the support for continued and additional actions focused on math achievement for high risk students and additional supports for Black/African American students. BUSD is increasing mental health supports for students as well as family engagement and communications with families.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: 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

An explanation of why the LEA has developed this goal.

Providing all of our students with high quality teachers with high quality instruction remains a cornerstone of BUSD's philosophy. We must carefully track student progress in an unbiased approach to identify students in need of extra support and use evidence-based classroom strategies as our first priority to improve learning. We must also ensure that classrooms are engaging and caring environments and that curriculum and instruction is culturally relevant for our diverse population. In order to improve outcomes for all students, particularly our most marginalized, we must ensure that all students have access to courses that will ensure college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 3rd, 5th, 6th, 8th, and 11th Graders who meet/exceed ELA Standards on CAASPP	ELA Math All Students 67% 62% 3 65% 68% 5 66% 55% 8 67% 63% 11 75% 52% Asian 59% 57% 3 56% 67% 5 60% 53% 8 56% 56% 11 64% 53% Black or African American 29% 22% 3 28% 38% 5 29% 13%				Increase the percent of students meeting/exceeding standards in 2024 for the following student groups in ELA and Math on the CAASPP: Black or African American 50% 40% Latinx 70% 60% Students with Disabilities 35% 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8 25% 18% 11 40% 22% Students with disability 24% 23% 3 38% 34% 5 20% 14% 8 17% 15% 11 30% 19% Economically disadvantaged 42% 31% 3 37% 41% 5 34% 23% 8 43% 39% 11 54% 23% English learner 16% 12% 3 15% 19% 5 21% 16% 8 10% 12% 11 19% 3% Ethnicity - Two or more races 78% 68% 3 74% 77% 5 78% 66% 8 78% 68% 11 82% 60% Latinx 57% 44% 3 52% 54% 5 52% 38%				Economically disadvantaged students 50% 40% English Learners 25% 20% Students experiencing homelessness 35% 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8 57% 51% 11 66% 31% Students experiencing homelessness 27% 22% 3 27% 27% 5 26% 22% 8 27% 15% 11 NA NA White 86% 81% 3 83% 83% 5 87% 79% 8 84% 83% 11 92% 79%				
Percent of high school students with 1 or more D or F	First Semester 2020-2021 BHS 22.1% Asian 18.0% Black or African American 47.1% Latinx 33.1% Multi-Ethnic. 21.9% Other 18.9% White 10.4% Economically disadvantaged students 42.9% Students with Disabilities 48.6% English Learners 51.6%				Reduce the percent of students with 1 or more D or F to 10% overall and reduce the percent for the following groups: Black or African American 25% Latinx 15% Students with Disabilities 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	McKinney Vento 60.9%				Economically disadvantaged students 25% English Learners 25% Students experiencing homelessness 25%
Percent of students enrolled in an AP course, IB course, CTE course, or Dual Enrollment	All Students: Asian: Black/African American: English Learners: Foster Students: Students experiencing homelessness: Latinx: Low Income: Students with Disabilities: Two or More Races: White:				
Percent of 10-12th graders who took an AP exam and the passage rate	38% of students took an AP exam and 71% of tests were passed (note, the state does not disaggregate				45% of students taking an AP exam and increase tests passed to 75% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	results by student group)				
CTE Pathway Completion Rate	2019-20 All Students 55% Asian 56% Black/African American 33% Filipino * Latinx/Hispanic 50% Multiple Races/Two or More 61% Pacific Islander * White 67% Foster Youth * English Learner 21% Socioeconomically Disadvantaged 41% Homeless Youth 26% Students with Disabilities 23%				60% or higher
A-G Completion Rate	2020 Results from CDE Dataquest: All Students: 66% Asian: 68% Black/African American: 38% English Learners: 29% Foster Students: NA Students experiencing homelessness: 28% Latinx: 56%				Increase A-G rate to 70% overall with the following rates for student groups: Black/African American: 60% English Learners: 50% Foster Students: NA Students experiencing homelessness: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 45% Students with Disabilities: 23% Two or More Races: 72% White: 83%				Latinx: 65% Low Income: 60% Students with Disabilities: 40%
Percent of students prepared for College/Career as measured by the California School Dashboard	2019 Results from CA School Dashboard: All Students: 63.3% Asian: 70.3% Black/African American: 33.1% English Learners: 20.4% Foster Students: NA Students experiencing homelessness: 26.1% Latinx: 57.7% Low Income: 52.2% Students with Disabilities: 17.7% Two or More Races: 68.6% White: 75.2%				Increase CCI rate to 70% overall with the following rates for student groups: Black/African American: 50% English Learners: 30% Foster Students: NA Students experiencing homelessness: 35% Latinx: 65% Low Income: 60% Students with Disabilities: 30%
4 Year Cohort Graduation Rate	2020 Results from CDE Dataquest: All Students: 88% Asian: 91% Black/African American: 90% English Learners: 77% Foster Students: NA				Increase graduation rate to 92% overall with the following rates for student groups: Black/African American: 93%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students experiencing homelessness: 83% Latinx: 88% Low Income: 85% Students with Disabilities: 76% Two or More Races: 90% White: 85%				English Learners: 85% Foster Students: NA Students experiencing homelessness: 90% Latinx: 92% Low Income: 90% Students with Disabilities: 85%
English Learner Progress as measured by the California School Dashboard	52.3% on 2019 CA School Dashboard				60%
Percent of English Learners who are classified as Long Term English Learners	2019-2020: 6 36.2% 7 27.5% 8 32.1% 9 46.3% 10 44.4% 11 40.5% 12 50.0%				Reduce the percent of LTELs to: 6 30% 7 20% 8 25% 9 30% 10 30% 11 30% 12 30%
Percent of English Learners who Redesignate to Fluent English Proficient	13.9% for 2020-2021 School Year				Maintain at 13% or higher
Internal assessment participation rate	Early Literacy K: 79% 1: 72%				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Star Reading / Star Math 2: 70%. 70% 3: 90%. 87% 4: 90% 88% 5: 92% 91% 6: 94% 93% 7: 92% 93% 8: 89% 90% 9: TBD 10: TBD 11: TBD				
Broad course of study provided					100%
Sufficient standards aligned curriculum provided to all students					100%
Academic Content Standards are Implemented					100%
Programs and Services in place that will enable EL students to access CCSS and ELD standards					100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	AVID (7-12)	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, Latinx, and first-generation college unduplicated students. Avid is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities.	$171,955.00	Yes
2	Bridge Program (BHS)	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. 0.3 x 4 teachers (1.0), .2 Coordinator	$263,980.00	Yes
3	Classified Pathway to Credentialed Teacher Program	Through the BPACT program, Provide a classified employee teacher credential pathway.	$19,000.00	No
4	CTE Pathways (BHS)	Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school. Career Technical Education integrates academic curriculum with hands-on experience in job skills needed for the modern workplace. CTE Students are engaged in: • BioTech experiments and internships with industry partners like Bayer. • Building robots that are winning inter-school competitions • Training with Berkeley firefighters to become EMTs • Berkeley Police ride-alongs • Producing newscasts and video on the community access channel and BHS website • Learning advanced computer skills and programming, etc.	$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	CTE Supports (BHS)	CTE - increase access to unduplicated, students with disabilities, African American, and Latinx students. CTE attracts many different students including students from all racial and ethnic backgrounds with a diversity of interests and talents, including those planning for advanced graduate work and those seeking careers right after high school.	$155,300.00	Yes
6	Math Support Classes (6-8)	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. Longfellow: 0.6FTE King: 0.6FTE Willard 0.4FTE	$178,400.00	Yes
7	Teacher Induction Program	Provide a culturally responsive Teacher Induction Program (TIP) for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed. BUSD contracts with Contra Costa County Teacher Induction Program for this service.	$297,446.00	No
8	Cultural Competency Training	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. Equity Teacher Leaders meet monthly as a group to collaborate and develop professional development to be used at sites and for district staff development.	$65,300.00	No

Action #	Title	Description	Total Funds	Contributing
		We aim to fully integrating content instructional pedagogy with Culturally Competent strategies to support teaching and learning. We need standards based rigor to work in concert with Culturally responsive pedagogy to meet the needs of our underserved populations, specifically African American students and our English Language Learners. Funding will enable more staff to attend relevant workshops, participate in collaborative meetings, and engage consultants who would work in conjunction with the District staff members leading this initiative in BUSD.		
9	Math Training for Certificated Staff (TK-8)	BUSD has worked with SVMI to support math professional development for several years. K-8 Math coaches have attended their summer institute in order to provide excellent professional development for our district-wide staff development days. During the school year, K-5 Math Teacher Leaders attend SVMI follow up days with great impact to their Tier 1 instruction, as well as their ability to lead site Professional Development to support Common Core State Standards. Funds will be used to cover sub costs and travel expenses for all 2nd and 3rd grade teachers to attend the Silicon Valley Math Institute (SVMI) professional development days for the 21-22 school year, as well as other research based math professional development	$75,000.00	No
10	ELD Support at each School (TK-12)	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.	$1,033,370.00	Yes
11	ELD Teacher on Special Assignment (TK-12)	Hire a TK-8 English Learner Development (ELD) Teacher on Special Assignment (TSA) to provide coaching and support to ELD teachers. The ELD TSA meets regularly with site ELD teachers, as a group and	$92,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individually, for the purpose of collaboration and professional development. The ELD TSA also supports with district processes for reclassification, and administration of the English Language Proficiency Assessment for California (ELPAC).		
12	Math Coaches and Support (TK-12)	Provide Math Coaches to lead workshops, facilitate planning, and provide coaching to support teachers in grades TK-8 schools with high quality, differentiated common-core aligned instruction and support the BHS integrated Math Pathway, with a concentrated focus on unduplicated students, African American students, and Students with Disabilities. 1.0 FTE K-5 District Teacher on Special Assignment (TSA) 0.6 FTE 6-8 Math Teacher Leaders 0.6 FTE 6-8 Math Coach $40,000 BHS Math Support	$286,000.00	No
13	Ethnic Studies	Ethnic Studies Program Development Support the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation. As this program is developed, funds will be allocated for production of new materials, conference attendance, and consultation.	$145,000.00	No
14	Literacy Improvement Action Plan	BUSD's Literacy Improvement Action Plan reflects the collaborative spirit shared by BUSD teachers, administrators, and the School Board of Education to reduce the opportunity gap, promote early and successful literacy skills, and to affirm the district's ongoing commitment to equity for its students. The goals for the Literacy Improvement Plan include improving reading achievement for all students, early identification and effective supplemental support for	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		identified students, increasing reading achievement for students receiving intervention, and monitoring the effectiveness of our programs. BUSD will partner with expert consultants and our teachers, literacy coaches, and related service providers to implement; stay informed about developments in reading acquisition research; and, to support district policy changes, professional development, and the creation of measurable goals, and criteria for intervention. This work will also include assessing student, parent, and staff feedback for ongoing improvement. For the purpose of ongoing improvement, BUSD will partner with an outside and impartial monitor to track and report on the district's adherence with the plan, and issue semi-annual reports to the School Board and District Implementation Team.		
15	Math Curriculum and Educator Engagement	Explore and implement new math curricular materials with BUSD Teachers and Administrators	$50,000.00	Yes
17	Teacher and Leader of Color Network			No
18	Library Supports - BSEP	Berkeley Schools Excellence Program supports staff salaries and benefits as well as services for schools. The BUSD Library program serves all students, from Preschool to 12th grade. Policies ensure that every student has access to a variety of reading materials and participates fully in the library program. Additionally, library staff work directly with reading support staff to ensure that any struggling readers receive additional support and access to	$2,372,441.00	No

Action #	Title	Description	Total Funds	Contributing
		materials. The library collections in every school reflect the rich diversity of our world. We strive to create inclusive collections by continuously looking for new books to bring into school libraries while simultaneously taking a critical view of our current holdings. Library staff - both classified and credentialed - have taken courses in auditing their library program for diversity. Staff share title recommendations regularly at staff meetings with an eye toward expanding our diverse collections. Featured title lists such as our "Black Lives Matter" and "Transgender Day of Remembrance" recommended reading lists support staff in finding excellent titles for their libraries and keep us all focused on ensuring that our collections reflect our students' needs.		
19	Music/VAPA - BSEP	Berkeley Schools Excellence Program supports such as staff salaries and benefits, transportation costs, instruments and materials, and other program expenditures. The BUSD VAPA/Music Department provides a musical foundation in an equitable, culturally responsive and respectful classroom environment that facilitates cooperation and perseverance. Providing quality instructional programs in music and the visual and performing arts for elementary and middle school students. Available Revenues may be used for, but are not restricted to, providing qualified teachers and staff, and professional development in the arts for elementary and secondary students. Musical instruments,	$2,121,640.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional materials, equipment and necessary services may be provided for any K-12 school, as long as funds permit. Funds allocated to BSEP provide the instrumental and choral music program for grades 4-8, and support arts instruction and professional development in arts integration in the elementary and middle schools. All Fourth and Fifth Grade students receive music instruction twice per week. Four types of instruction are delivered—strings (orchestra), woodwinds and brass (band), world music (percussion, ukuleles, guitars). In the middle schools, classes are electives, held five days a week, usually during zero period. Choices include 6th Grade Band, 7th-8th grade Band, two levels of Orchestra, Chorus, Jazz Band, and Guitar. Jazz Band is an after school elective four days a week at all three middle schools. Mariachi and Music meet two days a week at Longfellow. For 2019-20, there will continue to be two Orchestras and three Bands during zero period at King to accommodate the large number of students who have signed up for music. The VAPA BSEP resource provides curriculum and professional development support to the district's dance, drama and visual art teachers K-8 by providing workshops as well as facilitating meetings with their Berkeley High School peers on district Professional Development days. In addition, there is financial support for conferences and professional development, and a middle school drama material allocation of $3,000 per middle school.		
20	Instructional Technology	BHS TSA Instructional Technology 1.00 FTE (BSEP-PD) K-8 TSA for Instructional Technology .50 FTE (BSEP-PD) The positions support both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support classroom instructors with technology-based classroom support functions like polling software, grade book efficiency, and communication tools. 1.0 FTE District TSA for Instructional Technology. (BSEP-Tech)	$317,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Technology Teacher Leader Stipend $42,500 (BSEP-Tech) Fund 17 Technology Teacher Leader stipends. A cohesive, long-range plan for ongoing professional development is critical to creating a culture where all teachers are technologically literate and are able to integrate these tools to increase students' engagement and achievement. Part of that plan is to fund a Tech Teacher Leader stipend at every site. The shift to distance learning over the past year has resulted in a far greater adoption of instructional technology by our teaching professionals, and it is anticipated that teachers will want to build on the technology learning and skills that they have acquired to provide more effective use of these technologies in their lesson plans when they return next year.		
21	Science Program	K-8 Science TSA 0.40 FTE This position supports K-8 science teachers and the implementation of the Next Generation Science Standards (NGSS). This position facilitates the Elementary Science Release Teachers monthly meetings, as well as Middle School Collaborations for science and STEM. The "Be A Scientist" program provides students with support to engage in authentic science and engineering practices. Well-prepared scientists and engineers (mostly graduate students and post-doctoral researchers from UC Berkeley) mentor 7th grade students through the 6-week project of designing, conducting, and presenting independent research projects in science lab class.	$64,000.00	No
22	DIBELS Literacy Screener (K-2)	Assess students in grades Kindergarten through 2nd grade using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy	$22,654.00	No

Action #	Title	Description	Total Funds	Contributing
		and early reading skills. Our plan for using the DIBELS Assessment system includes: • Introduction of DIBELS as a K-2 Universal Screener in 21-22 • Creation of DIBELS common threshold scores for all schools • Development of common progress monitoring methods for students assigned to reading intervention We have established a district implementation team to work collaboratively with school principals, teachers, school psychologists, literacy coaches, and related service providers to implement the plan. The team will report progress to the School Board.		
23	English Learner Master Plan	The current Berkeley Unified School District's English Learner Master Plan was created in 2013, with the purpose of documenting Berkeley's system for enrolling, identifying, placing, serving, and monitoring our English Learner (EL) students throughout their enrollment in BUSD. Over the past eight years, there have been changes at the federal, state, and local level in regards to EL students. In 2015, a new ELD Framework was introduced, and the Every Student Succeeds Act (ESSA) was passed. In 2018, the new English Language Proficiency Assessment for California (ELPAC) was introduced. At a district level, we have changed some of our curricular materials and instructional strategies as well as the structure of our Two-Way Immersion (TWI). A new Master Plan that includes these important changes will allow BUSD to better identify and articulate how we serve our English Learner students and their families. BUSD will use a contractor to lead internal and external groups through the process and finalization of a new English Learner Master Plan. The plan will be followed up with training for staff. The plan will be monitored over the following years.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
24	Integrated ELD Training and Support	Integrated ELD Training and Support Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning, Funds will be used for up to 30 teachers for Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2021-2022, training and support for Integrated English Language Development strategies would extend to K-5 classroom teachers by developing specific pedagogical strategies for use in the Tier 1 classroom that provide access for English Language Learners.	$70,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Data consistently show the need to reduce achievement gaps among different student groups so all students can be successful in school. Academic interventions play a significant role in reducing gaps and improving outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who do not meet ELA/Math standards (score at level 1) in grades 3,5,8, and 11	ELA Math All Students 17% 22% 3 16% 16% 5 20% 22% 8 17% 18% 11 13% 31% Asian 23% 24% 3 21% 18% 5 30% 19% 8 21% 28% 11 21% 30% Black or African American 46% 50% 3 39% 32% 5 50% 60% 8 51% 54% 11 42% 55%				Reduce the percent of students not meeting standards in 2024 for the following student groups in ELA and Math on the CAASPP: Black or African American 25% 25% Latinx 20% 15% Students with Disabilities 35% 30% Economically disadvantaged students 50% 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 52% 63% 3 45% 45% 5 65% 63% 8 65% 71% 11 35% 75% Economically disadvantaged 36% 43% 3 35% 36% 5 43% 46% 8 37% 36% 11 28% 55% English learner 56% 63% 3 56% 59% 5 57% 48% 8 58% 61% 11 53% 84% Ethnicity - Two or more races 9% 16% 3 7% 15% 5 13% 15% 8 11% 11% 11 5% 23% Latinx 23% 31% 3 28% 27% 5 26% 29% 8 22% 23% 11 17% 46%				English Learners 25% 20% Students experiencing homelessness 35% 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students experiencing homelessness 50% 56% 3 36% 55% 5 59% 67% 8 53% 46% 11 NA NA White 5% 7% 3 4% 5% 5 5% 5% 8 6% 5% 11 4% 13%				
Number of Students Participating in Intervention Programs	Math Intervention/Support Class: 1st Quarter 20/21 Middle School: 212 RtI: 1st Quarter 20/21 Elementary: 199 Middle School: 26				
Percent of Middle School Students completing a Math Support Classes who meet/exceed Math standards	2018-19 All Students 27% Asian 9% Black or African American 20% Hispanic 23% Two or More Races 42% White 45%				50% for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 6% EL 0% Homeless Youth 20%				
Percent of summer school students enrolled during the summer before their senior year who earned additional high school credits	1920 Enrolled in Summer / % passing Total 836 98% Asian 85 100% Black/Afr Am 100 100% Latinx 205 91% Multi Ethnic 97 100% Other 12 100% White 337 100% English Learners 35 100% Students w/IEPs. 99 100% Socio Ec Disadv. 233 94% McKinney Vento. 29 100%				100% for all student groups

Actions

Action #	Title	Description	Total Funds	Contributing
1	Literacy Coaches (TK-8)	Provide Literacy coaches to all sites, TK-8. Each site has a literacy coach who provides direct services to students and teacher coaching and support. TK-5 Literacy coaches are trained in Reading Recovery, Wilson Reading Systems, and/or the Slingerland Method. BSEP funds .75 FTE for each of the 11 BUSD elementary schools. Each elementary school rounds out a full-time position at the site by providing funding for .25 FTE from site BSEP or Title I funds. BSEP also funds 2.2 FTE for the three middle schools and some sites supplement this funding. These positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and in some cases, providing intensive one-on-one reading supports as well as intensive small group remediation. BSEP funds also partial fund middle school Literacy Coaches at all three sites, and a district Literacy Coach.	$1,015,500.00	No
2	Response to Intervention and Instruction (RtI2) (TK-8)	Provide Response to Intervention and Instruction (RtI2) Intervention teachers at each TK - 8 school site to implement the site's RTI process. FTE allocations using the LCFF Supplemental Funds is proportional to the number of Unduplicated Students at each site. Other site funding may be used to increase the position to full time. The purpose of the RTI process is to identify students who are struggling and provide them the necessary support to be successful in school. RTI Teachers offer universal supports in classroom practices for all students, targeted supports for some students with short term specific goals, or intensive supports and evaluation for a few students.	$1,115,530.00	Yes
3	Technology Supports	Provide ChromeBooks and HotSpots for students who don't have technology access at home.	$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	504 Coordinator	Expand 504 Supports (504 Coordinator at BHS; administrator trainings; revised 504 policies)	$130,000.00	No
5	Culturally Relevant Summer Partnerships	Camp EDMO: At Camp EDMO, children engage in a variety of subjects such as science, coding, engineering, and the arts to access their curiosity. Every day, campers rotate between experiential projects based on their chosen theme, activities that get their bodies moving (think stretching, silly dance moves, and games), and social emotional learning (SEL) exercises designed to help them build connections and develop critical life skills like empathy and problem solving. EDMO staff help campers collaborate on coding projects and growing friendships, practicing mindfulness and yoga poses, and building rocket ships and self-confidence. STEM STEPS for Success: Focus on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities. Presented by the African American Regional Educational Alliances (AAREA) this program offers a virtual experience that focuses on the social, emotional, and historical uniqueness of the African American culture. Students receive small group (3-4) "live" sessions with an instructor, as well as instructor content-based videos with accompanying digital and paper-based material kits. Funding for STEM STEPS is provided through the Berkeley Schools Fund.	$75,000.00	Yes
6	Math Support Classes (6-8)	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. Longfellow: 0.6FTE King: 0.6FTE Willard 0.4FTE		Yes

Action #	Title	Description	Total Funds	Contributing
		(funding included in Goal 1)		
7	Wilson and Slingerland Reading Supports	Wilson Reading System Training The Wilson Reading System (WRS) is based on phonological-coding research and Orton-Gilingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. The training deepens teachers' content knowledge that allows them to apply and practice skillful use of research-based strategies. Training will prepare teachers to effectively implement Wilson Reading with students who are reading and spelling below grade level, as well as those diagnosed with a language-based learning disability, such as dyslexia. Training will be offered to Special Education teachers, Literacy Coaches, RTI teacher, or other teachers who provide small group support. Slingerland Method Support We will a Summer Slingerland clinic to support students in need with unique needs. Slingerland is an internationally recognized teaching method for students with dyslexia. The Slingerland approach starts with the smallest unit of language–the letter–and builds upon the concepts of its sight and sound until students are reading and writing sentences, paragraphs, and books.	$60,000.00	Yes
8	Increase Mental Health Services in 2021-2022	Provide additional supports and services for students' mental health needs.	$500,000.00	No
9	Summer School CCSS Curriculum (K-8)	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.	$777,600.00	No

Action #	Title	Description	Total Funds	Contributing
10	Summer School for Incoming Seniors (BHS)	Provide summer school for incoming 12th graders and graduating seniors not on track to graduate	$196,555.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	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.

An explanation of why the LEA has developed this goal.

A positive, safe and supportive school climate fosters safety; promotes a supportive academic, disciplinary, and physical environment; and encourages and maintains respectful, trusting, and caring relationships throughout the school community. Positive school climates improve student achievement, teacher retention, and mental health, among other beneficial outcomes. In BUSD we believe that providing a safe and supportive school climate will decrease chronic absenteeism, improve academic outcomes, decrease suspension rates, and increase graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absentee Rate	All Students: 9.7% Asian: 8.1% Black/African American: 19.8% English Learners: 11.8% Foster Students: 42.4% Students experiencing homelessness: 32.8% Latinx: 10.6% Low Income: 17.1% Students with Disabilities: 18.6% Two or More Races: 7.4% White: 5.5%				Reduce the chronic absentee rate to 8% including for the following student groups that are at or below the given rates: Black or African American 10% Latinx 8% Students with Disabilities 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Economically disadvantaged students 12% English Learners 8% Students experiencing homelessness 15%
Average Daily Attendance	96%				Maintain 96% or higher
Suspension Rate	All Students: 1.2% Asian: 0.4% Black/African American: 4.8% English Learners: 0.7% Foster Students: 25% Students experiencing homelessness: 8.2% Latinx: 1.1% Low Income: 3% Students with Disabilities: 4.8% Two or More Races: 0.9% White: 0.4%				Maintain the suspension rate below 2% including for the following student groups that are at or below the given rates: Black or African American 3% Latinx 2% Students with Disabilities 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Economically disadvantaged students 2% English Learners 1% Students experiencing homelessness 5%
Families completing Family Engagement and School Climate Survey	TBD				TBD
Families reporting feeling connected to school	TBD				TBD
Percent of family connections made by Family Engagement Liaison	TBD				TBD
Percent of students who feel safe at school	TBD				TBD
Percent of students who feel connected to school	TBD				TBD
Percent of Teachers who are Black/African American or Latinx	71% of African American teachers (5 of 7) and 73% of Latinx teachers (8 of				Increase to 80% retention rate for both groups of teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who return to BUSD from the previous year	11) hired in 2019-2020 were still active in 2020-2021				
Percent of Teachers who are Black/African American	7% of teachers (47 of 673) were Black/African American in 2018-2019				Increase to 8% or more (add 4 or more additional Black/African American teachers)
Percent of Teachers who are Latinx	12% of teachers (79 of 673) were Latinx in 2018-2019				Increase to 13% or more (add 5 or more additional Latinx teachers)
Expulsion Rate	0%				0%
Middle School Dropout Rate	2 dropouts				0 dropouts
High School Dropout Rate	0 dropouts				0 dropouts
School Facilities in Good Repair	TBD				100%
Parent involvement sought in making decisions for the school district and each school site	TBD				Yes
Parent participation promoted for parents of unduplicated students	TBD				Yes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of parents who feel schools are safe	TBD				TBD
Percent of teachers who feel schools are safe	TBD				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Welfare and Attendance Counselor (BHS)	Provide 1.0 FTE Student Welfare and Attendance Counselor at Berkeley High School. This staff member coordinates communications and information between the School Attendance Review Board (SARB), personnel, students, parents and outside agencies for the enhancement of student attendance. This position serves as a liaison regarding attendance issues, which includes developing and implementing procedures for reducing student truancy, making home visits to discuss attendance or behavior issues with parents, verifying student addresses, conducting truant student or well checks, and assisting parents and staff with registering students relative to attendance and truancy concerns	$84,600.00	Yes
2	Behavioral Health Services (TK-5 & BTA)	Provide increased access to behavioral health services from a contractor or district staff for all TK - 5 sites and Berkeley Technology Academy to support students dealing with trauma and other social-emotional needs. Counselors are multi-funding with a mental health grant provided through a City of Berkeley partnership. Some sites use their site funds to contribute in order to staff a full time counselor.	$156,000.00	Yes
3	Family Engagement - Office of Family	In the 2021-2022 school year, BUSD will add significantly to OFEE staffing, including a Director-level position; and four new site-based	$1,499,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Engagement and Equity (OFEE)	liaisons. One of these liaison positions will serve a dual role: to serve a school community and to support district-based family engagement activities. 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. The work of all Office of Family Engagement and Equity (OFEE) staff is to support and educate parents and families in three main focal areas: 1) Establishing links between home and school for academic success 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 3) Promoting attendance and access to health services.		
4	Homeless Student Counselor and Supports	Provide a McKinney-Vento Counselor to case manage and provide direct service to our McKinney-Vento students. BUSD's McKinney-Vento Counselor is a full-time position working with our homeless youth by assisting with the enrollment process, providing counseling support for both student(s) and family, coordinating access to community resources, providing emergency food referrals, and emergency Housing Referrals, providing provision of school supplies and backpacks and emergency Clothing, providing transportation support, mental health and addiction referrals, and helping to connect families with onsite school support and coordinate support with BHS COS Team. Provide funding for other materials, supplies, and services for Homeless Students	$221,000.00	Yes
5	Coordination of School Based Services (TK-8)	Provide 1.0 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.	$93,600.00	No

Action #	Title	Description	Total Funds	Contributing
6	Black/African American Success	Umoja Program - Maintain an African-American Student Success Manager position to oversee Umoja Program in 6-8. Umoja Program provides intensive academic and emotional support, mentoring, and foster collaborative family connections for an identified group of African-American students concentrated at Longfellow Middle School. A 1.0 FTE teacher for the Umoja Classes is funded through a grant from the City of Berkeley. We are looking to expand this program into BHS. Black Studies 0.4 FTE - This funding will expand course offerings at Berkeley High School by providing funding for two Teacher Leaders in the African American Studies Department to expand Department activities and develop further course offerings.	$207,549.00	No
7	Restorative Justice Coordinators (BHS)	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. BUSD embraces the concepts around restorative justice, community building and conflict resolution principles and practices that enrich communities, repair harm, restore relationships and create safe and inclusive spaces for dialogue.	$159,000.00	Yes
8	Restorative Justice Counselors (6-8)	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 groups of identified students. 3.0 FTE	$358,670.00	Yes
9	LEAP Class (BHS)	Funds 5 teachers at 0.20 FTE each - LEAP (Learn, Engage, Accelerate, Persist) - LEAP is a 9th grade only elective class wherein students are supported in their academic, social, and emotional development as they transition to high school. It combines direct	$121,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic support and acceleration with a robust college and career readiness curriculum called Get Focused, Stay Focused (GFSF). In partnership with Berkeley Community College, all LEAP teachers are trained in the GFSF content which is a comprehensive guidance program centered around a student's interests and life goals, a 10-year plan, and college and career readiness pathways. LEAP instructors also teach one of the core academic classes in the Hive, thereby increasing the personalization available to LEAP students. UC/CSU (g)		
10	Recruitment for Teachers of Color	The BERRA recruitment and retention program includes support for recruitment, retention and support of Teachers of Color, as well as classified pathways, in order to better reflect the population the staff serves. Through Berkeley's Pathway to Achieve Credentialed Teachers (BPACT), classified staff, including Instructional Assistants and other paraprofessionals, can be supported in taking the step of becoming credentialed teachers with a focus on Special Education. The .2 FTE Classified Employee Teacher Pathway Coach position will provide timely and focused support for classified staff on the pathway to credentialing.	$58,800.00	No
11	Counseling (6-8)	Berkeley Schools Excellence Program support and staff salaries and benefits for middle school counselors. Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges, as well as the social and emotional barriers that create those challenges. Middle school counselors support students during some of the most intense developmental periods of their youth, and are often their primary supports, chief advocates, and confidants when it comes to not only academic issues, but on "highly personal matters and individualized choices often fraught with challenge and complexity due to family, cultural, and contextual considerations" (Elias 2010). These programs are meant for such purposes as Counseling and Behavioral Health, Family Engagement and Access, or Student	$749,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.		
12	Intervention Counselors (BHS)	Provide 2.5 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.	$298,350.00	Yes
13	Black Lives Matter Resolution and African American Success Framework (2020)	BSEP African American Success Project $60,000 BUSD will continue to invest in the creation of an African American Success Framework, drawing from research, promising local practices, and empathy interviews to describe how additional staff positions, contracts, and programs can further support African American learners. Resources that teach about, celebrate, uphold, and affirm the lives of Black people. BSEP African American Success Project: BUSD will continue to invest in the creation of an African American Success Framework, drawing from research, promising local practices, and empathy interviews to describe how additional staff positions, contracts, and programs can further support African American learners. Learning Circles: Building on the experience of the 20-21 Black Parent/Principal Learning Circle facilitated by OFEE and consultant RT Fisher, expand this work to include parents and guardians from other prioritized groups, including Latinx and AAPI families, as well as families with children with disabilities and English Learners.	$660,000.00	No
15	Puente Program	The PUENTE Project to improve the college-going rate of tens of thousands of California's educationally underrepresented students.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.		
16	Latinx Resolution	The BUSD Board of Education will prioritize Latinx student achievement and opportunity as a core commitment. They will work with District's Office of Family Engagement and Equity (OFEE), the district's Communications Office, Latinx families, Latinos Unidos de Berkeley, and other representatives of the Berkeley Latinx community to improve Latinx parent engagement and to identify additional cases of academic achievement gaps for Latinx students. BUSD will propose a method of collecting, sharing, and analyzing academic achievement data and develop data-driven approaches to identify academic, socio-emotional, developmental, and behavioral needs of Latinx students, and recommend strategies to proactively support those students. BUSD will present and discuss data findings related to this resolution to the Board of Education and community-based organizations on an annual basis. BUSD will launch a culturally affirming academic program to address Latinx student achievement and promote college and career readiness for a diverse array of Latinx students, including Latinx EL students, at Longfellow Middle School and Berkeley High School. Funding is included in the Actions for the Puente Program, the increase in staffing for the Office of Family Engagement and Equity to include a Spanish Speaking liaison position, and the increased staffing in our Berkeley Research and Evaluation and Accountability Department (BREA) for data gathering and analysis.		No
17	Comprehensive Coordinated Early	Comprehensive Coordinated Early Intervening Services (CCEIS) includes staff to provide student support and professional		No

Action #	Title	Description	Total Funds	Contributing
	Intervening Services (CCEIS)	development extended hours; pre-screening assessments, surveys, training, materials and books; training in literacy intervention, student centered data team analysis, and travel costs for Equity PD; and a Technical Assistant Facilitator Support, Consultant for Family Engagement Workshops, Consultant for Implicit Bias Trainings, Consultant for training Psychologists and School Site Teams on Special Education Student referral processes.		
18	Teacher and Leader of Color Network	The Leaders of Color Network (LOCN), aims to uplift, empower, and amplify the needs of certificated leaders within the district. The LOCN has been meeting for the past three years and will continue with new enhancements. Building upon this strong foundation, we will add a classified leader cohort. Facilitated by UC Berkeley Leadership Programs who will document emerging themes from each network and distill cross-cutting themes across the district. To further support retention of leaders of color, the Leadership Programs' Executive Director will provide ongoing consultation to designated district leaders. This program is currently funded though a grant. We will need to find funding once expired.		No
19	Expand Consent Education	Expand Berkeley High's consent, sexual harassment and prevention training, contracted services	$50,000.00	No
20	BUSD Office of Civil Rights and Compliance	Ongoing administrative and educator training related to Title 9, discrimination and harassment training, complaint resolution.	$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder feedback along with recent data and reporting opportunities have highlighted the need to focus additional work on assessing student learning and improving actions and services through more effective reports and evaluations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Supplemental Expenditures completely expended					Supplemental funds expended
Annual review of LCAP indicators by Board of Education					Once per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	LCAP Evaluation	Provide on-going monitoring of the LCAP Plan through a dedicated Berkeley Research, Evaluation, and Assessment Department BSEP Funding Teachers on Special Assignment 3.0 FTE Director of Research and Evaluation .4 FTE Evaluation and Assessment Analyst 1.0 FTE Administrative Staff 0.5 FTE. Teachers on Special Assignment 3.0 FTE	$674,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide staff development and research support to teachers, principals, district office staff and School Site Council (SSC) members in how to design improvement plans based on research and data. Staff development is provided primarily to certificated staff at the site and district-level and consists of both group training sessions as well as individualized support. The Evaluation Assessment Analyst and BREA Administrative Support 1.5 FTE These positions are responsible for technical support in the Office of Evaluation and Assessment. They support District assessments; import and enter data into the data systems; ensure accuracy of data; develop queries and reports in Illuminate; generate a variety of other reports and documents; manage user accounts; and develop and maintain various databases and files. Director of Research, Evaluation, and Assessment 0.4 FTE is responsible for external research partnerships to ensure alignment to district priorities.The position should head key internal research studies to determine the efficacy of district programs affecting our students. As the head of research and evaluation, leads the assessment and accountability work of the TSAs and manages the program evaluation budget. The coordinator helps site leaders and district office staff prepare for their presentations to community stakeholders and the board of directors.		
2	Program Evaluation Support	At the request of the Superintendent and Board of Directors, identify 2-3 programs per year, coach managers on the development of evaluation plans. Program managers generate evaluation and improvement reports with planning for: - Reportings system aligned to state indicators and local plans/resolutions; school site engagement to determine improvement plans and potential metrics - Expansion of data reporting to include site improvement plans;		Yes

Action #	Title	Description	Total Funds	Contributing
		• Implementation and review of a district data dashboard		
3	Indirect Cost Reserve	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	$268,851.00	Yes
4	Educator Engagement and Local Assessment System	Explore and implement system of local assessments to provide formative feedback to educators that better inform instructional improvements than annual state test results.	$50,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.69%	$4,960,366

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their college readiness rates were lower than the college readiness rates for all students. For example, whereas 75% of white students and 70% of Asian students were "prepared" for college/career on the California School Dashboard, only 20% of English Learners and 52% of low income students were "prepared." Only 45% of low income students and 29% of English Learners met A-G requirements in comparison to the 66% district average. Also, where as 88% of all students graduated, only 85% of low income students and 77% of English Learners graduated in 2020. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will implement actions such as AVID to support and prepare students with college-knowledge, support their academic achievement, provide extra guidance and resources, provide CTE pathways and supports, to address some of the major causes of lower college readiness rates, including lack of lower academic achievement, lack of family experience with higher education, limited resources, and less college-knowledge .

Goal 1, Actions: AVID, Bridge Program, LEAP Class, and CTE Supports provide extra college preparation supports. These actions are being provided on a district-wide basis with the expectation that it will also benefit all students to improve their college readiness rates. However, because of the lower college readiness rates for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of lower academic achievement, lack of family experience with higher education, limited resources, and less college-knowledge we expect that the college readiness rates for our English Learners, Low Income Students, and Foster Youth students will increase more than the average college readiness rates of all other students.

The following actions in this new LCAP are continued from the 2017-2020 LCAP:

- AVID
- Bridge
- LEAP

Evidence that these actions and services are effective at increase college/career readiness rates include: an increase in the percent of students who are "prepared" on the CA School Dashboard CCI measure from 31% to 52% for low income students and from 20.0% to 20.4% for English Learners between 2018 and 2019. Additionally in 2018, 71% of English Learners and 48% of low income students were "not prepared" and these were reduced to 43% for English Learners and 26% for low income students. Together, these data demonstrate improvements in college/career readiness rates for our unduplicated students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their engagement, school connectedness, and attendance were lower than the engagement, school connectedness, and attendance for all students. For example, whereas the suspension rate for Asian students was 1.3% and for white students it was 0.4%, the it was 0.5% for English Learners, 2.5% for low income students, 5.6% for students experiencing homelessness, and 13.9% for Foster Youth. Additionally, just as other school districts are challenged to hire teachers who represent the diversity of their students, using the most recently available data from the CDE it shows that 66% of our teachers are white and 41% of our students are white, 7% of our teachers are African American and 13% of our students are African American, 11% of our teachers are Latinx and 22% of our students are Latinx. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will Cultural Competence Training and recruitment for Teachers of color to address some of the major causes of lower engagement, school connectedness, and attendance, including lack of lack of understanding and/or connections between adults on campus and students.

Goal 3, Actions: Train teachers, meet monthly as a group to collaborate and develop PD for site staff, integrate culturally competent strategies to support teaching and learning, and hire teachers who represent the diversity of our students. improve teachers' awareness of students' needs and circumstances that affect their learning, improve student-teacher relationships, and hire more diverse teachers. These actions are being provided on a district-wide basis with the expectation that it will also benefit all students to improve their engagement, school connectedness, and attendance. However, because of the lower engagement, school connectedness, and attendance for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of lack of understanding and/or connections between adults on campus and students we expect that the engagement, school connectedness, and attendance for our English Learners, Low Income Students, and Foster Youth students will increase more than the average engagement, school connectedness, and attendance of all other students.

The following action in this new LCAP is continued from the 2017-2020 LCAP:
- Cultural Responsive Teacher Induction

Evidence that these actions and services are effective at engagement and connectedness to school include: lower absentee rates with Foster Youth attending school on average 6.7 more days in 2018-2019 and low income students attending school slightly more in 2018-2019. Also English Learners and low income students both had a reduction in the number of absences due to out of school suspensions in that same time period. There is not currently evidence that students feel more engaged because the student climate survey was not

conducted in 2020.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their suspension rates were higher than the suspension rates for all students. For example, whereas the suspension rate for Asian students was 1.3% and for white students it was 0.4%, the it was 0.5% for English Learners, 2.5% for low income students, 5.6% for students experiencing homelessness, and 13.9% for Foster Youth. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will prepare staff to better understand and support the needs of at-risk student populations, provide direct social-emotional support to individual students, and improve campus climate and culture to address some of the major causes of higher suspension rates, including lack of personal and social-emotional challenges faced by students .

Goal 3, Actions: Restorative Justice, Intervention Counselors, Cultural Competence Training, Student Welfare and Attendance Counselor, Behavioral Health Services, Counselor for students experiencing homelessness, and LEAP Class prepare staff to better understand and support the needs of at-risk student populations, provide direct social-emotional support to individual students, and improve campus climate and culture. These actions are being provided on a district-wide basis with the expectation that it will also benefit all students to improve their suspension rates. However, because of the higher suspension rates for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of personal and social-emotional challenges faced by students we expect that the suspension rates for our English Learners, Low Income Students, and Foster Youth students will increase more than the average suspension rates of all other students.

The following actions in this new LCAP are continued from the 2017-2020 LCAP:
- Restorative Justice
- Intervention Counselors
- Cultural Competence Training
- Student Welfare and Attendance Counselor
- Behavioral Health Services
- Counselor for students experiencing homelessness
- LEAP Class

Evidence that these actions and services are effective at meeting the needs of diverse students is that the suspension rates for English Learners and Low Income students decreased in the past four years from 0.9% to 0.7% for English Learners and from 3.3% to 3.0% for low income students.

After assessing the needs, conditions, and circumstances of our English Learners students, we learned that their academic achievement was lower than the academic achievement for all students. For example, 16% of EL students met ELA standards on the 2019 CAASPP test and 12% did so on the Math test, in comparison to the district average of 68% and 59% respectively. To address this condition of our English Learners students, we will place certificated teachers at each site to provide designated ELD instruction, case management, assessment, and integrated ELD support for teachers; and provide coaching and support to ELD teachers as a group and individually to

address some of the major causes of lower academic achievement, including lack of limited English Language proficiency and ability to access academic curriculum.

Goal 1, Actions: ELD Support at each school site and ELD Teacher on Special Assignment provide designated ELD instruction, case management, assessment, and integrated ELD support for teachers as well as coaching and support to ELD teachers as a group and individually . These actions are being provided on a district-wide basis with the expectation that it will also benefit all students to improve their academic achievement. However, because of the lower academic achievement for these English Learners, and because the actions meet needs most associated with the chronic stresses and experiences of limited English Language proficiency and ability to access academic curriculum we expect that the academic achievement for our English Learners students will increase more than the average academic achievement of all other students.

The following actions in this new LCAP are continued from the 2017-2020 LCAP:
- ELD Support for Teachers

English Learners had a slight decrease in their ELA and Math distance from met performance with a 0.5 point decrease in 2019 over 2018. CAASPP performance increased slightly in 2019 with a one percent increase in the percent of EL students meeting or exceeding math standards. Additionally, fewer EL students were Not Meeting Standards on the ELA test with the percent scoring level 1 decreasing from 62% in 2018 to 54% in 2019.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their math achievement were lower than the math achievement for all students. In BUSD, 68% of students met or exceeded math standards, however only 31% of low income students and 12% of English Learners met math standards. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will 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 Math Pathway, with a concentrated focus on unduplicated students, African American students, and Students with Disabilities; and provide math support classes for students at the schools with the highest number of unduplicated students at all middle schools. to address some of the major causes of lower math achievement, including lower previous math achievement upon which to build new skills and knowledge as well as teachers skills at differentiated instruction to meet the needs of all students.

Goal 2, Actions: Math Coaches and Math Support Classes provide additional time for learning, improve math instruction, and other supports for students. These actions are being provided on a district-wide basis with the expectation that it will also benefit all students to improve their math achievement. However, because of the lower math achievement for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of lower previous math achievement upon which to build new skills and knowledge as well as teachers skills at differentiated instruction to meet the needs of all students we expect that the math achievement for our English Learners, Low Income Students, and Foster Youth students will increase more than the average math achievement of all other students.

The following actions in this new LCAP are continued from the 2017-2020 LCAP:
- Math Coaches

- Math Support Classes

Math achievement improved in BUSD in 2019 with 62% of students meeting standards vs. 60% in 2018. CAASPP performance increased slightly for English Learners in 2019 with a one percent increase in the percent of EL students meeting or exceeding math standards. Low income students also showed improvements with 34% meeting math standards in 2019 vs. 32% in 2018.

After assessing the needs, conditions, and circumstances of our Low Income Students and Foster Youth students, we learned that their engagement and connections to school as well as greater mental health challenges were fewer than the engagement and connections to school as well as greater mental health challenges for all students. Significant amounts of research and data tell us that low income students and especially Foster students face tremendous challenges that inhibit their ability to stay in school, learn effectively, and prepare for college/career To address this condition of our Low Income Students and Foster Youth students, we will Provide staff that are focused on the needs of our most needy students. to address some of the major causes of fewer engagement and connections to school as well as greater mental health challenges, including connections to school, more challenging home situations, poverty, and the social-emotional issues that are created by those circumstances.

Goal 3, Actions: Family Engagement Coordinators, Counselor for students experiencing homelessness to assist with the enrollment process, provide counseling support for both student(s) and family, coordinating access to community resources, provide emergency food referrals, and emergency Housing Referrals, provide provision of school supplies and backpacks and emergency clothing, provide transportation support, mental health and addiction referrals, and help to connect families with onsite school support and coordinate support with BHS COS Team; establish links between home and school for academic success, improve behavioral supports for students by helping families to build trusting relationships with school staff, and promote attendance and access to health care. These actions are being provided on a district-wide basis with the expectation that it will also benefit all students to improve their engagement and connections to school as well as greater mental health challenges. However, because of the fewer engagement and connections to school as well as greater mental health challenges for these Low Income Students and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of connections to school, more challenging home situations, poverty, and the social-emotional issues that are created by those circumstances we expect that the engagement and connections to school as well as greater mental health challenges for our Low Income Students and Foster Youth students will increase more than the average engagement and connections to school as well as greater mental health challenges of all other students.

Students of color and low income students have been much more likely to suffer the challenges of the pandemic and in need of our support. Any evaluation or assessment of student connectedness and engagement would be unduly impacted by the challenges of the pandemic in 2020 and 2021. There is no doubt, however that the growing mental health and social emotional challenges created by the pandemic will require additional supports and services to our low income and foster students moving forward.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $4,960,366 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). This LCAP includes actions and services focused on supporting unduplicated students with a total allocation of $4,960,366, which is more than the minimum requirement.

The proportionality percentage to increase or improve services has been calculated at 5.69%. Our LEA has demonstrated that it has met the 5.69% proportionality percentage by planning to expend more than the minimum required supplemental and/or concentration funds on actions or services such as academic supports, technology, counseling, and extra time for learning are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$6,214,815.00	$3,730,655.00	$8,283,376.00	$234,400.00	$18,463,246.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$12,400,831.00	$6,062,415.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	AVID (7-12)	$171,955.00				$171,955.00
1	2	English Learners Foster Youth Low Income	Bridge Program (BHS)	$153,980.00	$110,000.00			$263,980.00
1	3	All	Classified Pathway to Credentialed Teacher Program			$19,000.00		$19,000.00
1	4	All	CTE Pathways (BHS)		$115,000.00			$115,000.00
1	5	English Learners Foster Youth Low Income	CTE Supports (BHS)		$155,300.00			$155,300.00
1	6	English Learners Foster Youth Low Income	Math Support Classes (6-8)	$178,400.00				$178,400.00
1	7	All	Teacher Induction Program	$258,246.00		$39,200.00		$297,446.00
1	8	All	Cultural Competency Training			$65,300.00		$65,300.00
1	9	All	Math Training for Certificated Staff (TK-8)			$75,000.00		$75,000.00
1	10	English Learners	ELD Support at each School (TK-12)	$1,033,370.00				$1,033,370.00
1	11	English Learners	ELD Teacher on Special Assignment (TK-12)	$92,650.00				$92,650.00
1	12	All	Math Coaches and Support (TK-12)			$286,000.00		$286,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	All	Ethnic Studies			$145,000.00		$145,000.00
1	14	Students with Disabilities Students reading below grade level	Literacy Improvement Action Plan	$250,000.00				$250,000.00
1	15	English Learners Foster Youth Low Income	Math Curriculum and Educator Engagement	$50,000.00				$50,000.00
1	17	All	Teacher and Leader of Color Network					
1	18	All	Library Supports - BSEP			$2,372,441.00		$2,372,441.00
1	19	All	Music/VAPA - BSEP			$2,121,640.00		$2,121,640.00
1	20	All	Instructional Technology			$317,500.00		$317,500.00
1	21	All	Science Program			$64,000.00		$64,000.00
1	22	All	DIBELS Literacy Screener (K-2)	$22,654.00				$22,654.00
1	23	English Learners	English Learner Master Plan	$100,000.00				$100,000.00
1	24	English Learners	Integrated ELD Training and Support			$70,000.00		$70,000.00
2	1	All	Literacy Coaches (TK-8)			$1,015,500.00		$1,015,500.00
2	2	English Learners Foster Youth Low Income	Response to Intervention and Instruction (RtI2) (TK-8)	$1,115,530.00				$1,115,530.00
2	3	English Learners Foster Youth Low Income	Technology Supports		$575,000.00			$575,000.00
2	4	Students with Disabilities	504 Coordinator			$130,000.00		$130,000.00
2	5	English Learners Foster Youth Low Income	Culturally Relevant Summer Partnerships				$75,000.00	$75,000.00
2	6	English Learners Foster Youth Low Income	Math Support Classes (6-8)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Wilson and Slingerland Reading Supports		$60,000.00			$60,000.00
2	8	All	Increase Mental Health Services in 2021-2022		$500,000.00			$500,000.00
2	9	All	Summer School CCSS Curriculum (K-8)		$618,200.00		$159,400.00	$777,600.00
2	10	All	Summer School for Incoming Seniors (BHS)		$196,555.00			$196,555.00
3	1	English Learners Foster Youth Low Income	Student Welfare and Attendance Counselor (BHS)	$84,600.00				$84,600.00
3	2	English Learners Foster Youth Low Income	Behavioral Health Services (TK-5 & BTA)		$156,000.00			$156,000.00
3	3	English Learners Foster Youth Low Income	Family Engagement - Office of Family Engagement and Equity (OFEE)	$1,159,550.00	$340,000.00			$1,499,550.00
3	4	English Learners Foster Youth Low Income	Homeless Student Counselor and Supports		$221,000.00			$221,000.00
3	5	All	Coordination of School Based Services (TK-8)		$93,600.00			$93,600.00
3	6	Black/African American Students	Black/African American Success	$163,549.00		$44,000.00		$207,549.00
3	7	English Learners Foster Youth Low Income	Restorative Justice Coordinators (BHS)	$159,000.00				$159,000.00
3	8	English Learners Foster Youth Low Income	Restorative Justice Counselors (6-8)	$358,670.00				$358,670.00
3	9	English Learners Foster Youth Low Income	LEAP Class (BHS)	$121,450.00				$121,450.00
3	10	All	Recruitment for Teachers of Color			$58,800.00		$58,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	English Learners Foster Youth Low Income	Counseling (6-8)			$749,995.00		$749,995.00
3	12	English Learners Foster Youth Low Income	Intervention Counselors (BHS)	$298,350.00				$298,350.00
3	13	Black, Latinx, AAPI Families	Black Lives Matter Resolution and African American Success Framework (2020)			$660,000.00		$660,000.00
3	15	All	Puente Program		$40,000.00			$40,000.00
3	16	Latinx Students	Latinx Resolution					
3	17	Students with Disabilities	Comprehensive Coordinated Early Intervening Services (CCEIS)					
3	18	All	Teacher and Leader of Color Network					
3	19	All	Expand Consent Education			$50,000.00		$50,000.00
3	20	All	BUSD Office of Civil Rights and Compliance					$0.00
4	1	English Learners Foster Youth Low Income	LCAP Evaluation	$124,010.00	$550,000.00			$674,010.00
4	2	English Learners Foster Youth Low Income	Program Evaluation Support					
4	3	English Learners Foster Youth Low Income	Indirect Cost Reserve	$268,851.00				$268,851.00
4	4	English Learners Foster Youth Low Income	Educator Engagement and Local Assessment System	$50,000.00				$50,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,420,366.00	$8,482,661.00
LEA-wide Total:	$1,774,366.00	$3,444,366.00
Limited Total:	$1,126,020.00	$1,347,020.00
Schoolwide Total:	$2,519,980.00	$3,691,275.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	AVID (7-12)	LEA-wide	English Learners Foster Youth Low Income	7 - 12	$171,955.00	$171,955.00
1	2	Bridge Program (BHS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berkeley High School	$153,980.00	$263,980.00
1	5	CTE Supports (BHS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berkeley High School		$155,300.00
1	6	Math Support Classes (6-8)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$178,400.00	$178,400.00
1	10	ELD Support at each School (TK-12)	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,033,370.00	$1,033,370.00
1	11	ELD Teacher on Special Assignment (TK-12)	Limited to Unduplicated Student Group(s)	English Learners	TK - 12	$92,650.00	$92,650.00
1	15	Math Curriculum and Educator Engagement	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	$50,000.00
1	24	Integrated ELD Training and Support	LEA-wide	English Learners	All Schools		$70,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Response to Intervention and Instruction (RtI2) (TK-8)	Schoolwide	English Learners Foster Youth Low Income	TK-8	$1,115,530.00	$1,115,530.00
2	3	Technology Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		$575,000.00
2	5	Culturally Relevant Summer Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools 1-8		$75,000.00
2	6	Math Support Classes (6-8)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools		
2	7	Wilson and Slingerland Reading Supports	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: K-5 Schools		$60,000.00
3	1	Student Welfare and Attendance Counselor (BHS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berkeley High School	$84,600.00	$84,600.00
3	2	Behavioral Health Services (TK-5 & BTA)	Schoolwide	English Learners Foster Youth Low Income	TK-5, BTA		$156,000.00
3	3	Family Engagement - Office of Family Engagement and Equity (OFEE)	LEA-wide	English Learners Foster Youth Low Income	TK-5, BTA, BHS	$1,159,550.00	$1,499,550.00
3	4	Homeless Student Counselor and Supports	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$221,000.00
3	7	Restorative Justice Coordinators (BHS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berkeley High School	$159,000.00	$159,000.00
3	8	Restorative Justice Counselors (6-8)	Schoolwide	English Learners Foster Youth Low Income	6-8	$358,670.00	$358,670.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	9	LEAP Class (BHS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berkeley High School 9th Grade	$121,450.00	$121,450.00
3	11	Counseling (6-8)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools 6-8		$749,995.00
3	12	Intervention Counselors (BHS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berkeley High School	$298,350.00	$298,350.00
4	1	LCAP Evaluation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,010.00	$674,010.00
4	2	Program Evaluation Support	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	3	Indirect Cost Reserve	LEA-wide	English Learners Foster Youth Low Income	All Schools	$268,851.00	$268,851.00
4	4	Educator Engagement and Local Assessment System	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.