
Local Control Accountability

Presented
June 13, 2018

Presentation Overview

1. Questions for the Board of Directors
2. New Actions and Services
3. McKinney Vento Services - Technical Assistance
4. Additional Support for Longfellow from LCAP
5. Feedback from Stakeholders (PAC/EAC/DELAC)
6. Requested Data - AVID/Bridge
7. AA Success Program - follow-up
8. U-9 Math Teacher Support - PLC/PD
9. Unallocated Funds

Local Control Accountability Plan - Prop. 30

- The Local Control and Accountability Plan (LCAP) is a critical part of the state's Local Control Funding Formula (LCFF) .
- LCFF includes additional “Supplemental” funding for unduplicated counts of low income, English Learners, and foster & homeless youth in the district (approx. 35% of BUSD students).
- Each school district must engage parents, educators, employees and the community to establish the plan.
- The plans are primarily focused on providing services and resources for the district's English Learners, foster and homeless youth, low income students, african american, latino and students with disabilities.

Questions for the Board

1. Process and timeline for one time projects with unspent LCAP funds? Or new funds from May revise?
2. Increase support for MKV Students - Progress Monitoring and tutoring?
3. Increased allocation for more funds towards TK-5 Behavior Health Services?
4. Approval of .60 FTE for Longfellow - Math Support?
5. Approval of (2) SWA positions for AA Success Program?

New Actions and Services for 2018-2019

- U-9 Math Coordinator - .40 (approved) -
- Restorative Practices Coordinator - BHS (1) increase to two (approved)
- Pending Approval :
 - School Welfare and Attendance Specialists (2) Middle and BHS
 - .60 fte for Math Support - Longfellow

McKinney Vento Student Support

- Review recommendations from ACOE Technical Assistance
- Establish an accurate list of MKV Students - by site
- Communicate with the school sites, and create a coordination model (TK-12)
- Determine who the case manager is for these students at each site
- Establish baseline academic status/ create a data system with in Illuminate
- Align students with services at the school sites (Academic or Social Emotional)
- Ensure that MKV Students are being closely monitored for being on track to graduate.

Additional Support for Longfellow Middle School

- RTI increase from .60 to 1.0 FTE
- EL Teacher increase from .60 to .70 FTE
- House the AASP - SWA at LMS
- Additional Math Support - .60 FTE **

** - pending Board Approval

Stakeholder Feedback -PAC/EAC/DELAC/Students

- Direct Services- Math Intervention
- EL Support/Progress Monitoring for RFEP Students
- Systematic Universal Screening and progress monitoring
- Additional resources for Counseling/Behavior Health

AVID Demographics Update

	Longfellow (n=122)	King (n=39)	Willard (n=37)	BHS (n=45)
Unduplicated	75%	57%	56%	47%

Non-Unduplicated	Longfellow (n=31)	King (n=17)	Willard (n=16)	BHS (n=24)
Black/AA	71%**	64%**	*	88%**
Latino			*	
SwD	*	*	*	*
MKV	*	*	*	*

*Less than 11

**Percentages based on number of non-unduplicated students

Bridge Demographics Update

	9th (n=33)	10th (n=29)	11th (n=31)	12th (n=25)
Unduplicated	70%	69%	74%	64%
Black/AA	79%**	76%**	81%**	84%**
Latino				
SwD	*	*	*	*
MKV	*	*	*	*

*Less than 11

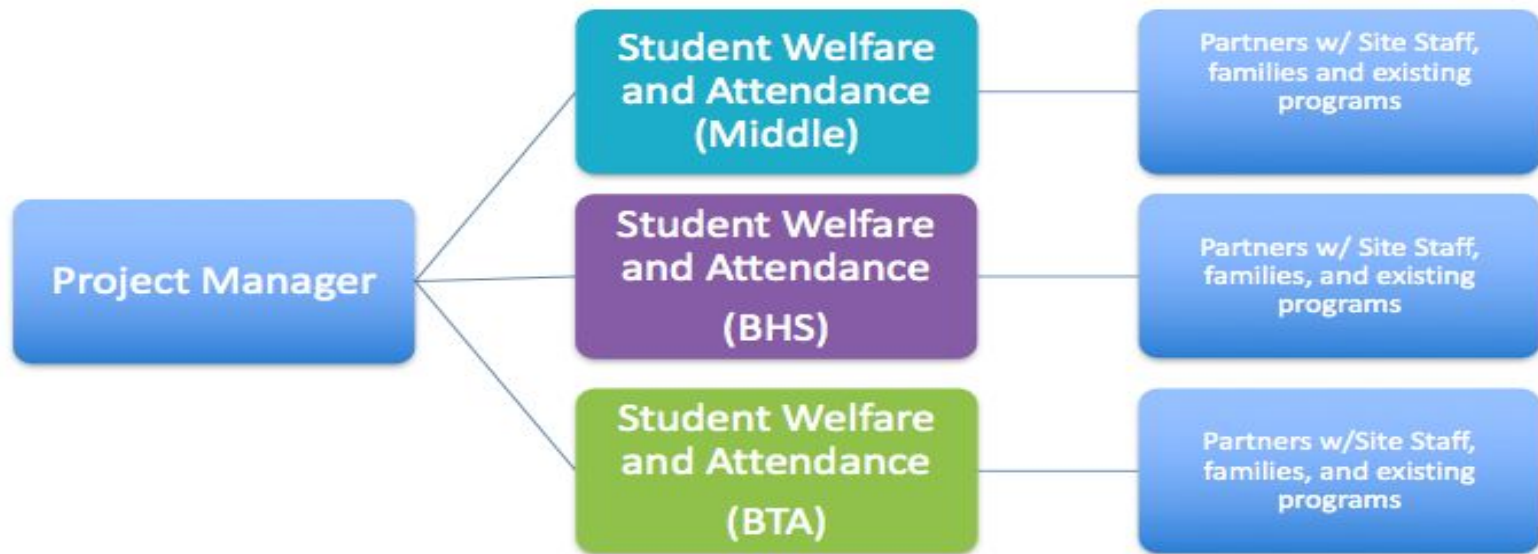
**Number of non-unduplicated students is less than 11, so percentage represented is of unduplicated students

Opportunities to Support the U9 Math Teachers

Teachers will meet to:

- collaborate on lessons
- review data formative and summative
- create interventions
- Develop common assessments
- VP and Coordinator will design Professional Development with input from teachers
- VP and Coordinator will do daily observations - formal and informal (walk thrus)
- Coordinator will be the evaluator for U9 Math Teachers

Project Manager Program Design



Principals of Program Design

Augment existing service and support to struggling students in a subgroup with increasing levels of personalization and cultural awareness.

Check and connect---Daily and weekly progress monitoring

Adds specific equity-focused capacity to existing services and develops stronger more personalized relationships with families

Connects to mentor resources and community and business partners to provide opportunities

Develops affinity groups for supportive peer environments

Monitors and coordinates access to tutoring and support services

Links students to other school-based services

Supports existing services and personal with increased capacity to serve specific students

Unallocated LCAP Funds

2017-18 - \$ 19,629. - from May revise budget

\$148, 000. - unspent (AA Project Manager and BHS Math Support)

Total - \$167,629. Preliminary - until books are closed

2018-19 \$ 12,805. - from May revise

2019-20 \$ 65,632. - from May revise

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LCAP Information

<http://www.berkeleyschools.net/local-control/>

- Draft Plan
- Draft Executive Summary
- Parent Advisory Committee Meeting Documents

Feedback/Questions -

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