

# LOCAL CONTROL & ACCOUNTABILITY PLAN Executive Summary LCAP: 2017-2020



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The mission 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.

# Berkeley Unified School District's Five Strategic Goals for Excellence

In keeping with our mission of inspiring and enabling success for ALL students, five strategic goals have guided district priorities, actions and allocation of resources. These five goals, summarized below, have directed our efforts to identify best practices and close the achievement gap. We have aimed professional development toward using data to drive decisions and provide access to better online evaluation and assessment tools. The focused efforts are showing improved outcomes for all student groups (by ethnicity and by special circumstance) on key indicators of student achievement.

### The 2020 Vision

Just as the Five Strategic Goals for Excellence guided the work of the Berkeley Unified School District Board, district leadership and school site leaders, the 2020 Vision for v-wide commitments to end the

disparities in academic achievement that exist along racial lines among children and youth in Berkeley. The foundational belief of the 2020 Vision work is that improving educational outcomes for the under-served students improves outcomes for ALL students. Equity and academic excellence work in tandem and both are priorities in our schools.

#### <u>Data Driven Reforms/Fiscal Conditions</u>

Local indicators of student achievement and engagement are showing incremental growth for all students, including graduation rates above the state and county averages for African-American and Latino students. While local educational reforms have led to measureable improvements in student outcomes, they have not yielded the level of accelerated achievement nor proven to disrupt the racial predictability of academic achievement of the targeted student groups<sup>1</sup> on a district-wide scale.

The educational reforms undertaken by teachers and staff in the Berkeley Unified School District, as well as collaboration

-09) that resulted in severe cuts in funding for K-12 education. Berkeley has been extremely fortunate to have ongoing funding from the local parcel tax in support of the Berkeley Schools Excellence Program (BSEP), a school maintenance tax, and facilities bond measures. Berkeley also received support from city, university, and community partnerships and resources that allowed the district to remain strong even during the fiscal crisis. However, it is also true that the loss of approximately \$10 million in state funding from 2007 to 2012 for the Berkeley Unified School District significantly limited the our high-

need and at-risk children and youth.

With a heightened sense of urgency, the School Board, district leadership and key stakeholders worked to target services and interventions to accelerate the achievement of African-American students and English Learners. Based on a limited increase in our per pupil funding, the first year of the Plan to Accelerate the Achievement of African-American Students (2013-14) directed targeted strategies to students in our middles schools. These successful programs include the Middle School Bridge program, mentoring, and targeted Response to Instruction and Intervention (RtI²). These efforts coincided with the launch of the Master Plan for English Learners, a comprehensive guide to ensure consistent and

# Local Control Funding Formula (LCFF)

The Local Control Funding Formula represented the biggest change to funding K-12 public education in California in at least a generation. It came at a critical time for students in the Berkeley Unified School District. Newly adopted Common Core State Standards (CCSS) now define, by grade level, what students need to know and be able to do from kindergarten through high school. These more rigorous standards necessitated the use of new curricular materials and assessments, the integration of instructional technology as well as computer and digital literacy for students.

students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

## <u>Section 3: Actions, Services and Expenditures</u>

Section 3 identifies all of the LCAP actions, direct services, and related expenditures, by dividing them in two sub-sections specific to the related student groups.

Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities.

Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In the context of the plan format, it is important to consider that

African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would have cost approximately \$10 million dollars. This was far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those that would improve and expand programs that were effectively serving students. It also included new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period:

\$5.24 million in 2017-2018

\$5.4 million in 2018-2019 (estimated) \$5.5 million in 2019-2020 (estimated)

The LCAP allocates LCFF Supplemental Funding and identifies other sources of funding in support of actions that improves and expands effective programs and services and 2) provides new programs and services.

The tables below provide a summary of the actions in the Plan specifically using LCAP Supplemental Funding in 2017-18.

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified

Our students NEED	Our Three-Year GOAL 2017-2020 (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
	College and Career Re	eady at Graduation	
	100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	All BUSD teachers have verified teaching credentials	Continue to ensure that all teachers are credentialed and supported
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies	All teachers will be supported in teaching the new Common Core and Next Generation Science Standards including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.  75% of trained teachers will report site-level support in implementation of the state standards.  100% of ELA, Math and Science Teachers will be trained in CCSS/ NGSS,		

Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions	
College and Career Ready at Graduation (continued)				

Culturally and Linguistically Responsive Syst				S
	Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions

GREAT TEACHERS:

Caring, committed, collaborative, exemplaryommitted

Our students NEED	Our Three-Year GOAL (2017-18 listed)	What we were doing prior to LCAP (2014)	LCAP Actions
Safe, Welcoming and Inclusive School Climates			

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Safe, Welcoming and Inclusive School Climates (continued)			

# • Beginning with 2017-18, The percentage of families with students that are Socioeconomically Disadvantaged, English Learners, African American and/ or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more.

The percentage of logged connections with the family liaison will increase by 1% proportionally to the number of focal families in each of the targeted subgroups.

Participation of targeted families\* will increase by 5% annually in the following activities: English Learner Advisory Council (ELAC), School

#### FAMILY ENGAGEMENT:

All families feeling welcomed, connected and able to support the educational success of their students