

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Javetta Cleveland, Deputy Superintendent
Neil Smith, Assistant Superintendent, Educational Services
DATE: January 14, 2014
SUBJECT: Update on the Development of the Local Control and Accountability Plan

BACKGROUND

The Local Control and Accountability Plan (LCAP) will be presented to the Board this spring after consultation with teachers, principals, administrators, school personnel, bargaining units, parents and pupils. The Board has requested updates on the progress to develop the LCAP.

The California Department of Education (CDE) has posted drafts of the regulations and the template for the LCAP, which are attached. According to CDE, the LCAP is intended to be a planning and accountability tool for districts and the template provides a format for districts to describe actions and expenditures related to the Local Control Funding Formula. The draft LCAP template organizes the eight state priorities into three categories—conditions of learning, pupil outcomes, and stakeholder engagement:

- Stakeholder engagement, to describe the process used to engage parents, students, and the community, and how this engagement contributed to the development and review of the plan
- Goals and progress indicators, to describe annual goals and progress toward meeting those goals
- Actions, services and expenditures, to identify actions provided to meet identified goals, and describe expenditures made to implement each action.

The District has begun engaging stakeholders. Most of the parents on the Parent Advisory Committee (PAC) have been selected and approved by the Board. The names of the Superintendent's four appointees will be presented to the Board at the next Board meeting, January 29. Sites have also identified their District English Learner Advisory Committee (DELAC) representatives, and this committee will also be consulted in the development of the LCAP. The orientation for both groups has been scheduled for February 5. This same orientation will be presented to the Superintendent's Budget Advisory Committee and the BSEP Planning and Oversight Committee on February 11. Meetings for all these groups have now been scheduled and are listed on the attached calendar.

To involve more members of the community, staff is planning to work with representatives of various parent and community organizations, such as BOCA, BOSS, BYA, and PCAD, to help them facilitate focus groups with their members. A focus group with the high school leadership class is also planned. An Advisory Committee of Educators is being organized to include representative teachers, instructional assistants and site administrators. All of these steps are intended to foster greater participation in the process.

In addition, School Governance Councils (SGC) will be involved as they work to develop the Single Plan for Student Achievement or the Site Plan and align it with the LCAP. Principals will keep the SGCs apprised of district progress in developing the LCAP so that site strategies and resources are geared to addressing district goals. Staff is proposing to provide each school site an outline of centralized district services provided through the LCFF funding formula and LCAP that support each of the identified subgroups at the school sites. The elimination of Economic Impact Aid funds will mandate changes to staffing and support for school sites and will require the district to identify best practices and support models to serve all students.

A Community Forum was held on December 3 to give an overview of the Local Control Funding Formula (LCFF) and LCAP, including the state priorities. Staff used that meeting to gather some initial input from the community, asking what programs and services the District should consider in the development of the LCAP. All responses were recorded, and a few of the suggestions are listed below under each of the state's eight priorities.

- Student Achievement
 - Lengthen school year in comparison to other countries.
 - Keep the library open later.
 - Have ELD teachers at schools that have English learners.
 - Provide more reading specialists in elementary schools.
 - Have a forum with the students that are impacted the most to find out specifics on what road blocks they experience and their feelings on school climate/environment.
 - Include measures of non-cognitive skills: resilience, creativity, problem solving, and collaboration.
 - Make sure our bilingual and TWI programs have ample staff and appropriate curriculum and assessment materials in English and Spanish.
 - Provide training on culturally responsive pedagogy and accountability for sites to implement it.
 - Learn from existing strengths/models from the existing school programs and build on successes/share models.

- Student Engagement

- Rekindle the goals and aspirations of the district’s “Equity Rubric.”
 - Improve the diversity in the Teacher/Administration population.
 - Offer better funded extended day program with late bus (if necessary).
 - Provide Reading/Math intervention groups.
 - Ensure support for the whole child.
- Other Student Outcomes
 - Address students with special needs, i.e., IEPs and Common Core.
 - Hire bilingual teachers and aides to work with EL students.
 - Provide a Math Coach for each elementary school.
- School Climate
 - Include a social-emotional curriculum that will build resiliency in students, improve student/teacher relationships, and remove barriers to learning for underserved populations.
 - Where does cultural competence fit into this?
 - Explore Restorative Justice programs as an alternative to suspension.
 - Add more college counselors at BHS.
- Parent Involvement
 - Provide parent teacher liaisons at each school to provide basic support to students and build relationships with families.
 - Fund translation services.
 - Find innovative ways to involve parents that traditionally have been less involved.
 - Offer more educational programs for parents and parenting classes.
- Basic Services
 - Address technology needs: hardware, internet access for all (home and school), and teacher/student training for use.
 - What would equitable distribution of funds to schools look like? Proportional by size? Proportional by eligible unduplicated students?
- Implementation of Common Core State Standards
 - Provide more professional development for all staff, especially related to the Common Core.
- Course Access
 - Provide a longer school day.

Finally, information about LCFF/LCAP has been included in the *A+ News* and posted on the website. Meeting notices and minutes of the various committees as well drafts of the plan and any updates or revisions will be posted on the district website for community access and review.

Attached is a tentative calendar of the various events that are being scheduled to enable staff to prepare the Local Control Accountability Plan and the 2014-15 Budget. It will be updated as the State provides more detailed information on the development of the LCAP.

DISTRICT GOAL

V. Resources

POLICY/CODE

NA

FISCAL IMPACT

To be determined

STAFF RECOMMENDATION

Receive the update on the development of the Local Control and Accountability Plan for information.