



LOCAL CONTROL & ACCOUNTABILITY PLAN

LCAP: 2014-2017



§ 15497. Local Control and Accountability Plan Introduction:

Our Mission:

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.

Our Vision:

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Our Values and Beliefs:

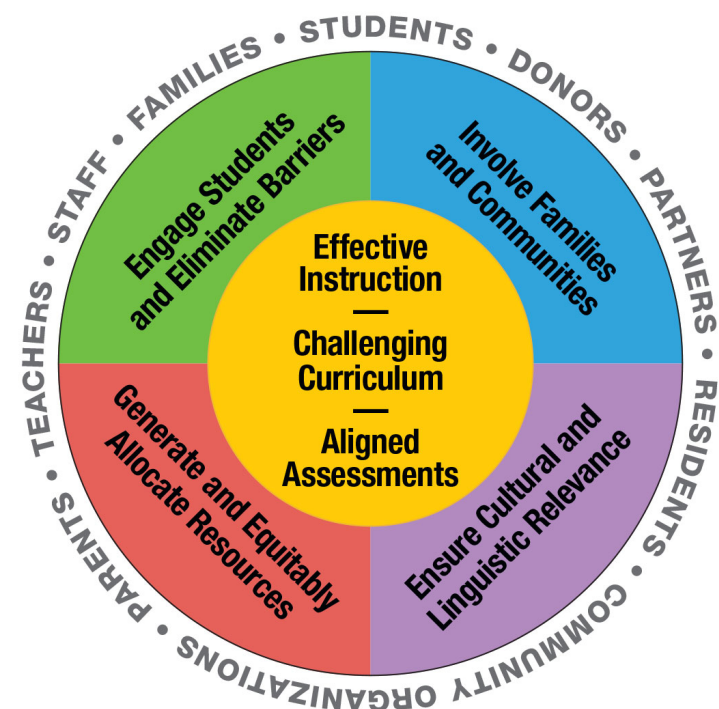
Our work to achieve this mission and vision is guided by the following values and beliefs:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Background

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 the district priorities, actions, and allocation of resources. These five goals, summarized below, have guided our efforts to identify best practices and close the achievement gap. We have directed professional development toward using data to drive decisions, and provided access to better online evaluation and assessment tools that have helped in the identification of best practices. The focused efforts are showing improved outcomes for all student groups (by ethnicity and by special circumstance) on key indicators of student achievement.



BUSD'S FIVE STRATEGIC GOALS FOR EXCELLENCE

- **Effective Instruction, Challenging Curriculum, Aligned Assessments:** Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
- **Engage Students & Eliminate Barriers:** Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
- **Involve Families and Communities:** Establish partnerships with our families and community to increase academic success for all students.
- **Ensure Cultural & Linguistic Relevance:** Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.
- **Generate & Equitably Allocate Resources:** Generate and equitably allocate resources for programs and services that enable every student to succeed.

The 2020 Vision

Just as the Five Strategic Goals for Excellence have guided the work of the Berkeley Unified School District Board, district leadership, and school site leaders, the 2020 Vision for Berkeley's Children and Youth has galvanized community-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 under-served students improves outcomes for all students. Equity and academic excellence work in tandem and both are priorities in our schools.

Data Driven Reforms/Fiscal Conditions / Specialized Programs

The educational reforms undertaken by teachers and staff in the Berkeley Unified School District, as well as collaborations with the 2020 Vision partners, coincided with the “Great Recession” (2007-09) 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, facilities bond measures, as well as other city, university, and community partnerships and resources that contributed to Berkeley Unified School District’s ability to remain strong even during the fiscal crisis.

Local funding and community resources have been leveraged in order to ensure we continue to educate the whole child in safe and modernized facilities. As a result of extensive public support for and engagement in our schools, we have been able to continue our commitment to providing:

- ✓ Universal breakfast and a healthy lunch service available to every student;
- ✓ Well-stocked and staffed libraries in every school;
- ✓ Music education for every elementary student, as well as vibrant music programs in grades 6-12;
- ✓ Visual and performing arts programs, and expanded course offerings in middle and high school including science labs, AP augmentation, music, drama, and more;
- ✓ Science subject teachers for all students in grades 4-8, and for high school science courses;
- ✓ Academic support and enrichment in thriving after school programs,
- ✓ Family engagement programs, community-building events, and parent education workshops;
- ✓ Support for green teams in every school to teach and raise awareness about environmental sustainability, as well as to reduce the carbon footprint of our schools;
- ✓ Gardening and nutrition education in every school;
- ✓ Dedicated college and career advisors at Berkeley High School,
- ✓ Middle and high school sports and athletic programs, and more.

Facilities Bond Measures, and a local school maintenance tax, have allowed for the implementation of short and long-term plans that ensure safe and modern school facilities. Plans include on-going school maintenance, necessary upgrades, and the safety and modernization of all schools, as well as new construction and school expansion where needed to accommodate enrollment growth.

While multiple student performance indicators demonstrate a sustained growth in student achievement, the School Board, Superintendent, district leadership, and key stakeholders have worked with a renewed urgency to accelerate the achievement of African-American students and English Learners. Based on a limited increase in 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 middle schools, including successful programs such as 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 coherent practices are provided for every English learner in the district. Reforms at Berkeley High School included the practice of school-wide professional development focused on increasing curriculum coherence through the explicit teaching of academic language, and the school wide teaching of specific writing strategies with all teachers scoring this writing.

Local Control Funding Formula (LCFF)

The Local Control Funding Formula represents the biggest change to funding K-12 public education in California in at least a generation, and comes 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 have necessitated the use of new curricular materials and

assessments, the integration of instructional technology, and computer and digital literacy for students. Raising expectations for all students is intended to better prepare students to succeed in pursuit of the post-secondary path of their choosing. Equally important is ensuring equity in access and effective programs and services targeted to meet the needs of our most at-risk student subgroups. To this end, the new funding formula provides base funding for each pupil (LCFF Base) and supplemental funding (LCFF Supplemental) based on the district's unduplicated number¹ of low income, English learner, and foster youth students.

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the LCFF supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP 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.

These "big" goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).²

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the underperformance of specific subgroups of students.

¹ "Unduplicated number" refers to the fact that the allocation of LCFF Supplemental for low income, English learners, and foster youth is based on counting each pupil only once, even when a student

² Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

✓ Great, Culturally Competent Teachers	✓ Grade Level Literacy & Math Proficiency	✓ English Fluency
✓ Career and College Goals	✓ Graduation Success	✓ Full Engagement with School
✓ Social-Emotional Skills & Mental Health	✓ Schools and Families to Partner	

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen "targeted" goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus 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.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as 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, while 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 context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, 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 which would improve and expand on programs that are effectively serving students, as well as 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: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- ❖ Increase use of culturally and linguistically relevant instructional practices
- ❖ Actively recruit, support and retain African-American and Latino teachers
- ❖ Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- ❖ Increase targeted interventions with students and families
- ❖ Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- ❖ Expand the Bridge program for African-American students at all three middle schools
- ❖ Expand the AVID program to support middle and high school students on the path to college
- ❖ Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- ❖ Provide trained English Language Development (ELD) teachers at every school site
- ❖ Provide and support Rtl² teacher coaches at all elementary schools
- ❖ Plan and monitor college and career path for high school students needing academic support
- ❖ Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

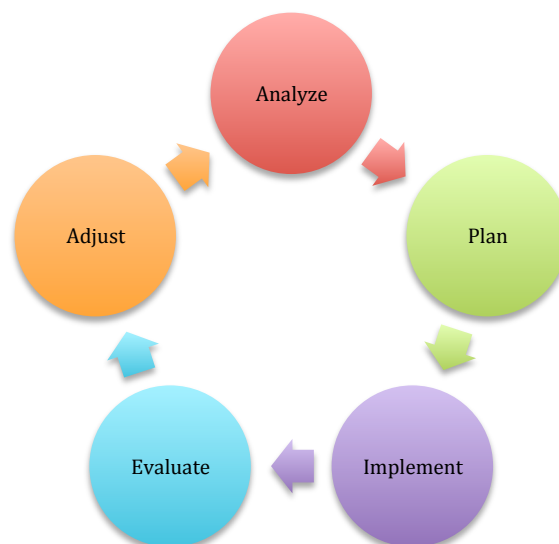
Section 3.D.

In order to demonstrate that services for low-income pupils, English learners, and foster youth are being increased and improved in proportion to the increase in funding provided for those pupils in that year through the LCAP Supplemental Fund, the final section of the Plan provides a quantitative accounting of the Plan expenditures.

District and Community Commitment

This LCAP is a result of our engaged and passionate community, the expertise of our educators, finance experts, and specialized staff, and the guidance and leadership of the School Board.³ The Berkeley Unified School District is committed to using the 2014-17 Local Control and Accountability Plan to guide a Cycle of Continuous Learning and Improvement, and to the continued engagement of the parents, students, teachers, staff, and other community stakeholders who will continue to play a critical role in supporting the implementation, evaluation, and future adjustments to the Plan.

Cycle of Continuous Learning and Improvement



³ An appendix to the Plan provides a listing of the many committees, engagement opportunities, and stakeholder groups that participated in these efforts.

LEA: Berkeley Unified School District **Contact: Debbi D'Angelo, Director, debbidangelo@berkeley.net, 510-644-6959**

LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Early Stakeholder Engagement</p> <p>The school year began with a series of Superintendent’s Town Halls, in which the new Superintendent asked for feedback on what our schools are doing well, where we need to improve, and how we should focus the improvement efforts. These suggestions were gathered and shared on our district website. In late October, there was a standing-room only session on LCFF/LCAP as part of an orientation and training workshop for Parent Leaders. On December 3rd, a well-attended Community Forum was held in English and Spanish to provide an overview of LCFF/LCAP. More than 60 people worked in table groups to generate ideas for improved actions and services within the eight state priorities. A complete list of the 140 suggestions gathered at the meeting were transcribed and posted on the BUSD website and shared with the Board in January.</p> <p>Review of State Priorities and Analysis of Related Data Elements</p> <p>District staff reviewed data for all students, as well as the significant subgroups of English-Learners, students who are Socio-Economically Disadvantaged, African-American, Latino and students with disabilities. Foster youth data was also reviewed for those domains in which the numbers were greater than 10. The following data were reviewed:</p> <p>Student Achievement</p> <ul style="list-style-type: none"> • Longitudinal performance on the following State Tests: California Standards Test (CST) in English Language Arts (ELA) and Mathematics, California High School Exit Exam (CAHSEE), and • Score on the Academic Performance Index and change from Base (2012) and Growth (2013) • Evaluation of Student College and Career Readiness using A-G results using University of California Office of the President (UCOP) Transcript Evaluation Service (TES) • Student enrollment and success in California Technical Education (CTE) courses • AMAO1 - Progress of English Learners towards English Language proficiency as measured by the California English Language Development Test (CELDT) • AMAO2 - Percentage of Newcomers (In US Schools less than 5 years) and Long-Term English Learners (In US Schools greater than 5 years or more) meeting English language proficiency 	<p>Gathering Input from Multiple Sources</p> <p>Groups varied in structure, from focus groups generating ideas about barriers to success and effective programs, to working groups prioritizing lists of suggested programs and services.</p> <p>Needs Assessment, Goals and Baseline Data and Annual Targets</p> <p>A needs assessment was conducted with PAC, DELAC, EAC and district administrators to determine appropriate metrics, goals and targets, together with review of baseline data. The data elements selected for the LCAP are listed below. The data indicators aligned with the 2020 Vision are marked with an asterisk. (See Appendix E for further information on 2020).</p> <p>Student Achievement</p> <ul style="list-style-type: none"> • Eighth Grade Performance in Mathematics on the new Smarter Balanced Assessment* • Evaluation of Grade 9-12 Student College and Career Readiness using the Transcript Evaluation Service (TES) results* • AMAO1 - Progress of English Learners towards English Language proficiency as measured by the California English Language Development Test (CELDT) • AMAO2 - Percentage of Newcomers (In US Schools less than 5 years) and Long-Term English Learners (In US Schools greater than 5 years or more) meeting English language proficiency • English Learner Reclassification Rate <p>Student Engagement</p> <ul style="list-style-type: none"> • Chronic absenteeism rates and the disproportionality of these rates for African-American students* • Longitudinal High School Cohort Graduation rates* <p>Other Student Outcomes</p> <ul style="list-style-type: none"> • Grade three performance on the Teacher’s College Reading and Writing Project (TCRWP) Assessment* <p>School Climate</p> <ul style="list-style-type: none"> • Secondary school suspension rates and the disproportionality of suspension rates for African-American students* • Out of class referrals and the disproportionality of these referrals for African –American students • Performance bi-annually on the California Healthy Kids Survey (CHKS)*

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> English Learner Reclassification Rate Longitudinal Advanced Placement Pass Rate <p>Student Engagement</p> <ul style="list-style-type: none"> School attendance and chronic absenteeism rates and the disproportionality of attendance rates for African-American students Longitudinal High School Cohort Graduation and Dropout rates <p>Other Student Outcomes</p> <ul style="list-style-type: none"> Longitudinal performance on the Teacher's College Reading and Writing Project (TCRWP) Assessment Progress on local assessments in Mathematics <p>School Climate</p> <ul style="list-style-type: none"> Longitudinal school suspension rates and the disproportionality of suspension rates for African-American students Performance bi-annually on the California Healthy Kids Survey (CHKS) District family and student school climate surveys <p>Parent Involvement</p> <ul style="list-style-type: none"> Efforts to seek family input – district family survey Family participation in school and district events Family liaison family connection confidential logs and percentage of targeted subgroups served <p>Basic Services</p> <ul style="list-style-type: none"> Rate of teacher mis-assignment and percentage of teachers credentialed (California Longitudinal Pupil and Accountability Data System - CALPADS) Student access to standards aligned instructional materials and facilities in good repair (School Accountability Report Card – SARC) <p>Implementation of Common Core State Standards (CCSS)</p> <ul style="list-style-type: none"> CCSS training and implementation of the A Story of Units (K-5) and A Story of Ratios (6-8) in Mathematics Training / implementation TCRWP curriculum to CCSS ELA Curriculum Mapping / pacing guide for Grades 6-8 CCSS ELA <p>Course Access</p> <ul style="list-style-type: none"> Student access and enrollment in areas of study necessary for College and Career goals <p>District Committees Represent Stakeholders</p> <p>By January, multiple stakeholder engagement processes began running in parallel, with one or more members of the Superintendent's Cabinet acting as</p>	<ul style="list-style-type: none"> District family and student school climate surveys <p>Parent Involvement</p> <ul style="list-style-type: none"> Efforts to seek family input – district family survey Family participation in school and district events Family liaison family connection confidential logs and percentage of targeted subgroups served <p>Basic Services</p> <ul style="list-style-type: none"> Rate of teacher misassignment and percentage of teachers credentialed (California Longitudinal Pupil and Accountability Data System - CALPADS) <p>Implementation of Common Core State Standards (CCSS)</p> <ul style="list-style-type: none"> CCSS Training in ELA, Mathematics and Science Teacher self-assessment of effectiveness of CCSS training and implementation <p>Course Access</p> <ul style="list-style-type: none"> Student access and enrollment in areas of study necessary for College and Career goals College / Career Plan for targeted groups including those students in intervention and/or support programs not in other targeted subgroup categories <p>Cultural and Linguistic Relevance</p> <ul style="list-style-type: none"> Teacher training in culturally relevant instruction and inclusive practices for African-American Hiring and Retention of Teachers of Color <p>Changes in Data Elements and Metrics, Targets and Goals</p> <p>PAC, DELAC, EAC and administrator input resulted in the addition or change to the following data elements:</p> <p>Student Achievement</p> <ul style="list-style-type: none"> Eighth grade student self-assessment of their performance on the Smarter Balanced Assessment (SBA) Change in the differential between the all students and student subgroups by 2% (5% for all and 7% for student subgroups) <p>Cultural and Linguistic Relevance</p> <ul style="list-style-type: none"> Teacher training in culturally relevant instruction and inclusive practices for African-American and English Learners Change in the target percentage of teachers of color that are hired

Involvement Process	Impact on LCAP
<p>a liaison to each group. The meeting calendar and topics discussed are appended. The major groups included:</p> <ul style="list-style-type: none"> • A new <i>Parent Advisory Committee</i>, with representatives from all district schools, along with at-large members nominated by the Superintendent; • The <i>District English Learner Advisory Committee</i> (DELAC) took the role of the LCAP's required English Learner Parent Advisory Committee (ELPAC); • A new <i>Educational Advisory Committee</i> (EAC) was created, with members representing teachers, counselors, instructional assistants, and principals, from elementary, middle and high school; • PreK-12 <i>Principals</i>, who served as liaisons to their School Governance Councils and to the teachers and staff at each school; • <i>Superintendent's Budget Advisory Committee</i> (SBAC), with representatives from all unions, students, parents and community members; and • BSEP (parcel tax) <i>Planning & Oversight Committee</i> (P&O), composed of parents and staff representing all district schools, which also includes liaisons to School Governance Councils. <p>Parent Advisory Committee and English Learner Parent Advisory Committee A new Parent Advisory Committee (PAC) was constituted in order to assure representation of families with students from the target student groups. Principals nominated a member from each of the eleven elementary schools, two members from each of three middle schools and the continuation high school, four from the high school, and one from the preschools, as well as four at large from the district. These members included 10 parents of students of African descent, 3 parents of English Learners, 2 families receiving free or reduced lunch, 1 foster family and 1 parent of a special needs student. Our District English Learners Advisory Committee (DELAC), with 16 members, served as the ELPAC. The PAC and DELAC met seven times, both together and apart, over the course of three months. These groups reviewed data on literacy and math achievement, CST results, attendance, suspensions, Special Education identification, progress of English learners, with results disaggregated by racial/ethnic groups, English learners, socio-economically disadvantaged students and students with disabilities. PAC and DELAC also heard presentations from staff about successful programs and services, reviewed notes from the focus groups and community meetings, and generated suggestions for each of the state priority areas. A preliminary draft</p>	<p>In addition to the data elements and metrics, the needs assessment was developed to reflect the feedback of the stakeholder groups written in community-friendly language. As a result of the comprehensive data analysis, targets were set to disproportionately impact the targeted subgroups. These targets were refined as a result of the PAC, DELAC, EAC and Principal meetings in March and April. As a result of the April 24th PAC / DELAC LCAP review and the April 30th Board Study session, the goals were re-organized to align to the district strategic plan goals. BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:</p> <p><u>LCAP Goal 1:</u> Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.</p> <p><u>LCAP Goal 2:</u> End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.</p> <p><u>LCAP Goal 3:</u> 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.</p> <p>These "big" goals now serve as the framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).</p> <p>Prioritizing Actions, Programs and Services An iterative process brought suggestions from the various consultation groups to other groups, and back around again, generating a long list of proposals for programs and services by early March, which at one point totaled over \$9 million dollars. With \$2.4 million in supplemental LCAP funding for 2014-15, it was necessary both to prioritize and to consider other sources of funding to address some needs. An online survey was circulated to Principals, the EAC, the PAC and DELAC, with respondents asked to rank top priority programs. The results of that survey found that the elementary school needs tended to rise to the top, as there were more respondents linked to elementary schools, and in order to have a more comprehensive and balanced view, the PAC, DELAC, EAC and Principals each participated in a budget-development exercise which gave each group the</p>

Involvement Process	Impact on LCAP
<p>LCAP was shared at a joint meeting of the PAC/DELAC in late April, and the two groups met informally in early May as a working group to jointly write comments on the first draft.</p> <p>The new Educational Advisory Committee, composed of administrators, staff and teachers from the elementary, middle and high schools, met in parallel with the PAC and DELAC, until the final meeting on May 15, 2014, at which the EAC, PAC and DELAC met together to discuss the second draft LCAP.</p> <p>Community Focus Groups The district also worked with parent and community partner organizations to form focus groups representative of the students in our key subgroups. The groups included Berkeley Organizing Congregations for Action (BOCA); Parents of Children of African Descent (PCAD); Building Opportunities for Self Sufficiency (BOSS); Bay Area Hispano Institute for Advancement (BAHIA); A Better Way, an organization that oversees the Foster Youth program; Families in Transition, for Homeless students, as well as meetings with groups of students at Berkeley High School. Focus groups were provided data on disparities in key areas such as test scores, literacy at third grade, attendance, suspensions, and English Learner proficiency, and were asked to provide suggestions for improving Student Achievement, School Climate, Student Engagement, and Family Engagement.</p> <p>Communication An LCFF/LCAP webpage was created on the BUSD website to keep the broader community updated on meetings and provide minutes from PAC and DELAC meetings. In addition to the dedicated webpages, meeting announcements and updates on the LCAP development were provided in the district's biweekly email newsletter, the A+ news, sent to all district staff and over 7,500 community members in both English and Spanish. A Google Group was created for the PAC and DELAC as a repository of all the materials and presentations from meetings.</p> <p>LCAP "Plain Language" Executive Summaries To help readers navigate unfamiliar terminology and acronyms, two glossaries were created in English and Spanish – one as a guide to LCFF and LCAP terms, and one as a guide to BUSD educational programs. For a Community Forum in late April, a chart was created in English and Spanish, summarizing the essential components of the LCAP in terms a framework that began with the</p>	<p>opportunity to work with a budget tool which gave them \$2.4 million to allocate. Those results were analyzed both separately and together.</p> <p>Top Priorities The initial prioritizing and survey results placed the following priorities in the top 10:</p> <ul style="list-style-type: none"> • Mental Health Counseling, • ELD teacher at every site, • Literacy coaches K-5, • Social-emotional curriculum (K-6), • Site Coordinators for Family Engagement, • RtI2 Coaches for K-8, • Math Coaches K-12, • Recruitment and Retention of Teachers of Color • Teacher Hourly Interventions • Reading Specialists/Literacy Coaches at Middle School <p>Revised Priorities After additional discussions and presentations, review of focus group input, and the budget priority exercise, there were some shifts. The Site Coordinators for Family Engagement rose to the top, and while most of the other previously identified priorities remained in or near the top 10, the needs at the middle and high schools began to emerge as a high priority as well, including the Middle School and High School Bridge programs, the AVID program, an Intervention Counselor at the High School, and Alive and Free at Berkeley Technology Academy. Reduced math class sizes at the middle school also became a higher priority. Cultural competency training was a priority across many domains, and the need to evaluate LCAP-funded programs also surfaced as a way of ensuring that rigorous data would be obtained for target programs.</p> <p>Focus Group Input and Accessible Language Input from the community focus groups was summarized within the key priorities of Student Achievement, Student Engagement, Family Engagement, and School Climate. The identified needs and specific suggestions from the community focus groups were in many cases incorporated directly into the language used in a summary overview of the primary LCAP components.</p> <p>Incorporating Community and PAC/DELAC Input Another Community Forum was held on April 16, with over 70 people in</p>

Involvement Process	Impact on LCAP
<p><u>needs</u> that had surfaced in the consultation process, the three-year <u>goals</u> identified to meet each need, and a summary of both what the district is doing <u>now</u> to address the need, and what was proposed to do <u>next</u> in order to improve or expand services to our pupils and subgroups.</p> <p>For the second draft LCAP, an expanded, parent-friendly executive summary was created, intended to tell the story of the LCAP within the context of the district's mission, vision, and strategic goals, along with the connection to community initiatives such as the 2020 and the Master Plan for English Learners. This summary was also translated into Spanish.</p> <p>The relatively short time frame for creating the plan, while at the same time creating meaningful ways to inform and engage stakeholders, has been challenging. In the fall of 2014, the PAC and DELAC will join the district's orientation and training workshops for parent leaders. SGC, BSEP P&O, and PTA members also attend. The Director of Special Projects will build on the process and progress made this spring in order to ensure a robust stakeholder involvement process for the coming years.</p>	<p>attendance, including many students. The overview was presented, and then table groups discussed suggestions for implementing or improving services in four key areas that had surfaced as top priorities: site coordinators for family engagement; staff support for attendance, positive behavior and classroom engagement; ELD teachers for literacy skills, and social-emotional tools and mental health support. These suggestions were then shared with the PAC and DELAC, and with the staff tasked with developing the expanded programs.</p> <p>The preliminary draft LCAP was shared with the PAC and DELAC on April 24. The PAC and DELAC were asked to comment upon the first public draft, both at and after the meeting. A second draft was presented to the Board on May 14, with another period for public comment, and a final draft and budget was presented to the Board with a Public Hearing on June 11, 2014. The comments from the PAC and DELAC were responded to in writing by the Superintendent, and along with the public comments, major themes were summarized, with responses posted on the school website.</p> <p>A preliminary response from the PAC and DELAC included a request for better articulation of how the LCAP relates to other district and community initiatives. While the LCAP is not intended to be a strategic plan for the district, this comment lead to the inclusion in the Executive Summary of references to some of these major initiatives, such as 2020 Vision, the Acceleration of African-American Achievement, the Master Plan for English Learners, as well as the mention of some of the successful programs in the District such as Middle School Bridge and Response to Intervention and Instruction. Early PAC and DELAC meetings raised the question of whether actions and services selected for funding are supported by data, and are the most effective ways of reaching targeted students. PAC and DELAC members also asked whether the goals and metrics in the draft plan were ambitious enough to propel significant change, and whether program evaluation plans are robust enough to provide sufficient data to assess the effectiveness of interventions and programs. These questions lead to the creation of the format of the March 20th joint PAC/DELAC meeting, at which the Director of Evaluation and Assessment and key staff members from programs under consideration for funding made presentations which included retrospective achievement data disaggregated by various target groups, demonstrating areas of success for proposed interventions as well as data on current trajectories to guide the choice of goals for improvement.</p> <p>The LCAP began with a long list of identified needs and proposed programs and</p>

Involvement Process	Impact on LCAP
	<p>services, derived from the initial Community Forums and consultation groups that met in December through March. The first draft LCAP using the state template was created in April, with multiple revisions based on stakeholder feedback up to the version (#24) presented as the final draft to the Board on June 11, 2014. Changes from the initial to final draft included the above-mentioned specific programs or services to be funded through the LCFF supplemental funding, as well as suggestions for alternative funding source for high-value programs and services that could not be funded by supplemental funds.</p> <p>As a result of the extensive needs assessment, data review and goal development with PAC, DELAC, EAC and administrator input, the goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the underperformance of specific subgroups of students.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.							
Our Students Need Great Teachers: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies. Metrics: Credentials – CALPADS annual Credential Report CCSS Training - PD Sign-In, Annual Survey	Goal 1.1: Credentialed Teachers All teachers (100%) will be appropriately credentialed for their assignments.	All students	Districtwide: All K-12 Schools		Credential All: 100%	Credential All: 100%	Credential All: 100%	<i>Priority 1 – Basic Services</i> <i>Priority 2 – Implementation Of State Standards</i>
	Goal 1.2: Implementation of the new State Standards 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.				CCSS / NGSS Support: 80% ELA, Math and Science Teachers trained Teacher Survey: 75% of trained teachers reporting site-level support	CCSS / NGSS Support: 90% ELA, Math, Social Studies and Science Teachers trained Teacher Survey: 75% of trained teachers reporting site-level support	CCSS / NGSS Support: 100% ELA, Math, Social Studies and Science Teachers trained Teacher Survey: 75% of trained teachers reporting site-level support	

<p>Our Students Need Literacy and Math Skills: Grade level proficiency in Literacy in order to access curriculum & instruction</p> <p>Metrics: Literacy - Local CCSS Reading Assessment (TCRWP)</p> <p>Math - Smarter Balanced Assessment (SBA) in Math</p> <p>8th Grade student self-assessment on SBA Math performance</p>	<p>Goal 1.3: Grade Level Literacy Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal.</p> <p>By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The percentage of each applicable student subgroup meeting targets will increase by at least 7 percentage points each year.</p>	<p>All students</p> <p>English learners</p> <p>Socio-economically disadvantaged</p> <p>African-American</p> <p>Latino</p> <p>Special Education</p>	Schoolwide: All Elementary Schools		<p>TCRWP Reading: All: 76% EL: 52% SED: 59% AA: 57% Latino: 58% SPED: 39%</p>	<p>TCRWP Reading: All: 80% EL: 59% SED: 66% AA: 64% Latino: 65% SPED: 46%</p>	<p>TCRWP Reading: All: 80%+ EL: 66% SED: 73% AA: 71% Latino: 72% SPED: 53%</p>	<p><i>Priority 2 – Implementation Of State Standards</i></p> <p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p>
	<p>Goal 1.4: Grade Level Math Proficiency Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal.</p> <p>The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub-groups beginning with the 2015 test administration.</p>		Schoolwide: All Middle Schools		<p>Progress on the SBA as noted (Baseline Year)</p> <p>Student Self-Assessment of SBA Math: Proficiency will increase by 5%</p>	<p>SBA: All: +5% EL: +7% SED: +7% AA: +7% Latino: +7% SPED: +7%</p> <p>Student Self-Assessment of SBA Math: Proficiency will increase by 5%</p>	<p>SBA: All: +5% EL: +7% SED: +7% AA: +7% Latino: +7% SPED: +7%</p> <p>Student Self-Assessment of SBA Math: Proficiency will increase by 5%</p>	<p><i>2020 Vision</i></p> <p>All students</p> <p>English learners</p> <p>Socio-economically disadvantaged</p> <p>African-American</p> <p>Latino</p> <p>Special Education</p>

<p>Our Students Need College and Career Goals: College and career counseling and high school courses meaningfully connected to life goals.</p> <p>Metric: Planning - College / Career (CTE) Plan completion for the Class of 2018</p> <p>On-Track towards College / Career - Beginning with the Class of 2014, Transcript Evaluation Service (TES) "On-Track to College / Career" Report</p> <p>Graduation - Graduation Cohort Report (State Targets)</p>	<p>Goal 1.5: College and Career Planning for highest risk students As a component of a preK-12 college going culture, 100% of targeted 9th grade students (in noted subgroups) will identify a post-secondary college/career plan, be enrolled in appropriate college and/or career prep courses and tracked throughout high school using the individual Transcript Evaluation Service (TES) report.</p> <p>The percentage of 9th-12th graders in targeted subgroups completing a-g courses with a C or better will increase by 5% annually as measured by the TES "on-track" towards a-g completion report.</p> <p>Goal 1.6: Graduation Success By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified student subgroups will increase by at least 2% annually until they reach 90% or more.</p>	<p>Students in intervention and/or support programs</p> <p>English learners</p> <p>Socio-economically disadvantaged</p> <p>African-American</p> <p>Latino</p>	<p>Schoolwide: Berkeley High School</p> <p>Berkeley Technology Academy</p>		<p>College / career plan: 100% of targeted 9th Graders will have a plan</p> <p>A-G Course Completion: EL: +5% SED: +5% AA: +5% Latino: +5%</p> <p>Class of 2014 Cohort Graduation Rate: All: 87.4% EL: 78.4% SED: 84.4% AA: 83.4% Latino: 88.9% SPED: 79.2%</p>	<p>College / career plan: 100% of targeted 9th and 10th Graders will have a plan</p> <p>A-G Course Completion: EL: +5% SED: +5% AA: +5% Latino: +5%</p> <p>Class of 2015 Cohort Graduation Rate: All: 89.4% EL: 80.4% SED: 86.4% AA: 85.4% Latino: 90+% SPED: 81.2%</p>	<p>College / career plan: 100% of targeted 9th, 10th and 11th Graders will have a plan</p> <p>A-G Course Completion: EL: +5% SED: +5% AA: +5% Latino: +5%</p> <p>Class of 2016 Cohort Graduation Rate: All: 90+% EL: 82.4% SED: 88.4% AA: 87.4% Latino: 90+% SPED: 83.2%</p>	<p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>Priority 8 – Other Student Outcomes</i></p> <p><i>2020 Vision</i></p>
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	LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.							
<p>Our Students Need Great Teachers: Caring, committed, collaborative, exemplary teachers who use diverse teaching strategies and represent student body</p> <p>Metrics: Professional Development: Training Sign-Ins;</p> <p>Cultural Competency: Equity Rubric, Teacher Survey</p> <p>Teachers of Color: CALPADS</p>	<p>Goal 2.1: Cultural & Linguistic Relevance By 2016-17, 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners, and use effective strategies that address students' multiple intelligences.</p> <p>Goal 2.2: Teachers of Color Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year and (b) support is provided to retain these new teachers and their African-American and Latino colleagues.</p>	<p>All Students</p> <p>English learners</p> <p>African-American</p> <p>Latino</p>	Districtwide: All K-12 Schools and Pre-schools		<p>Training: 50% of preK-12 teachers trained in strategies</p> <p>Create and negotiate Cultural Competency tool to measure use of strategies</p> <p>20% or more of newly hired teachers will be African-American (AA) or Latino</p> <p>Teacher Retention: Support and retain AA or Latino teachers to exceed 15%</p>	<p>Training: 70% of preK-12 teachers trained in strategies</p> <p>Tool: 50% of preK-12 will indicate use of strategies</p> <p>22% or more of newly hired teachers will be AA or Latino</p> <p>Teacher Retention: Support and retain AA or Latino teachers to exceed the 2014-15 percentage</p>	<p>Training: 90% of preK-12 teachers trained in strategies</p> <p>Tool: 70% of preK-12 will indicate use of strategies</p> <p>24% or more of newly hired teachers will be AA or Latino</p> <p>Teacher Retention: Support and retain AA or Latino teachers to exceed the 2014-15 percentage</p>	<p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 6 – School Climate</i></p> <p><i>Priority 3 – Parent Engagement</i></p> <p><i>Priority 1 – Basic Services</i></p> <p><i>2020 Vision</i></p>

<p>Our Students Need English Fluency: Fluency in English in order to access grade level curriculum and instruction</p> <p>Metric: California English Language Development (CELDT) test measures of annual progress (AMAO 1) and proficiency (AMAO 2)</p>	<p>Goal 2.3: English Fluency for English Learners By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. (AMAO1)</p> <p>By 2016-17, the percent of long-term English Learners demonstrating proficiency on the state English proficiency test will increase by 3% annually. (AMAO2)</p>	<p>English learners</p> <p>Long-term English Learners (LTEL) (more than 5 years)</p>	<p>Districtwide: All K-12 Schools</p>		<p>AMAO1: 65.3%</p> <p>LTEL AMAO2: 66.2%</p>	<p>AMAO1: 67.8%</p> <p>LTEL AMAO2: 69.2%</p>	<p>AMAO1: 70%</p> <p>LTEL AMAO2: 72.2%</p>	<p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 2 – Implementation Of State Standards</i></p> <p><i>2020 Vision</i></p>
	<p>LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.</p>							

<p>Our Students Need Social-Emotional Skills and Mental Health: Social and emotional tools for students to be ready to learn</p> <p>Metric: New CCSS K-5 Report card (RC) section: Toolbox social and emotional domains</p> <p>California Healthy Kids Survey (CHKS)</p>	<p>Goal 3.1: Social-Emotional Skills and Mental Health Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as, self-management, social and self awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually.</p> <p>Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems and mental health services.</p>	<p>English learners</p> <p>Socio-economically disadvantaged</p> <p>African-American</p> <p>Latino</p> <p>Special Education</p>	<p>Schoolwide: Curriculum in all Elementary and Middle schools</p> <p>Districtwide: Support in all K-12 schools</p>		<p>Social-Emotional Domains: EL: +5% SED: +5% AA: +5% Latino: +5% SPED: +5%</p> <p>(CHKS tested every 2 years)</p>	<p>Social-Emotional Domains: EL: +5% SED: +5% AA: +5% Latino: +5% SPED: +5%</p> <p>5% increase in 5th, 7th, 9th and 11th graders reporting School Connectedness on CHKS</p>	<p>Social-Emotional Domains: EL: +5% SED: +5% AA: +5% Latino: +5% SPED: +5%</p> <p>(CHKS tested every 2 years)</p>	<p>Priority 5 – Pupil Engagement</p> <p>Priority 4 – Pupil Achievement</p> <p>Priority 6 – School Climate</p>
<p>Our Students Need Full Engagement with School: To be on time and attend school every day</p> <p>Metric: Daily Attendance Report</p>	<p>Goal 3.2: Consistent Attendance The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment)</p>	<p>All students</p> <p>African-American</p>	<p>Districtwide: All K-12 Schools</p>		<p><u>Attendance Number *</u> All: N= 1093 AA: N= 365</p>	<p><u>Attendance Number *</u> All: N= 1016 AA: N= 310</p>	<p><u>Attendance Number *</u> All: N= 945 AA: N= 264</p>	<p>Priority 5 – Pupil Engagement</p> <p>Priority 4 – Pupil Achievement</p>

Our Students Need Full Engagement with School: Positive support and effective discipline that keeps them in the classroom learning Metric: Annual State Suspension Report	Goal 3.3: Positive Supports, Effective Discipline The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended.	African-American students	Schoolwide: All Middle and High Schools		<u>Suspension Number*</u> AA= 140	<u>Suspension Number*</u> AA N=119	<u>Suspension Number*</u> AA N=99	
	The number* of K-12 Students who receive one or more office referrals will be reduced by at least 5% overall and by at least 15% for African-American students through participation in restorative justice, ToolBox, and other restorative practices thus eliminating disproportionality of African-American students referred to the office. (*number will be adjusted based on enrollment)	All Students African-American students	Districtwide: All K-12 Schools		<u>Office Referrals:</u> All site incident managers will be trained to ensure that 100% of office referrals are entered into the Student Information System. Office Referrals will be reported at end of school year to set baseline targets	<u>Office Referrals:</u> All: -5% AA: -15%	<u>Office Referrals:</u> All: -5% AA: -15%	<i>Priority 6 – School Climate</i> <i>Priority 5 – Pupil Engagement</i>

<p>Our Students Need Schools and Families to Partner: Families feeling welcomed and connected and able to support the educational success of their students</p> <p>Metrics: CHKS School Connectedness Survey, Family Engagement Coordinators' logs, Family Connectedness Survey</p>	<p>Goal 3.4: Family Partnership Beginning with 2014-15, the percentage of students and families who are English Learners, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more.</p> <p>The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.</p>	<p>English learners</p> <p>African-American</p> <p>Latino</p>	<p>Districtwide: All K-12 Schools</p>		<p>TBD based on District Survey reporting on School Connectedness</p> <p>Connection Log: 319 targeted families at 11 schools</p>	<p>75% or More from CHKS and District Survey reporting School Connectedness</p> <p>Connection Log: 335 targeted families at 11 schools</p>	<p>75% or More from District Survey reporting School Connectedness</p> <p>Connection Log: 352 targeted families at 11 schools</p>	<p><i>Priority 3 – Parent Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for **ALL pupils and the goals specifically for subgroups of pupils** identified in Education Code section 52052 but not listed in Table 3B below (e.g., **Ethnic subgroups and pupils with disabilities**)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.							

Goal 1.1: Credentialed teachers	<i>Priority 1 – Basic Services</i>	A1.1 Continue to ensure all teachers are qualified and appropriately credentialed.	Districtwide: All K-12 Schools		<p>Action/Service: Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to clear their credential</p> <p>Expense: Contract for services, workshop costs, certificated salaries</p> <p>Source: \$160,000 (LCFF Base).</p>	<p>Action/Service: Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to clear their credential</p> <p>Expense: Contract for services, workshop costs, certificated salary and benefits</p> <p>Source: \$160,000 (LCFF Base).</p>	<p>Action/Service: Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to clear their credential</p> <p>Expense: Contract for services, workshop costs, certificated salary and benefits</p> <p>Source: \$160,000 (LCFF Base).</p>
Goal 1.2: Implement new State Standards	<i>Priority 2 – Implement- ation Of State Standards</i>	A1.2 Provide professional development to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology.	Districtwide: All K-12 Schools		<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS / NGSS</p> <p>Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel</p> <p>Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS)</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS / NGSS</p> <p>Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel</p> <p>Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS)</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS / NGSS</p> <p>Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel</p> <p>Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS)</p>
Goal 1.3: Grade Level Literacy	<i>Priority 2 – Implement- ation Of State Standards</i>	A1.3 Provide on-going professional development in Common Core English Language Arts standards and TCRWP curriculum	Districtwide: All K-12 Schools and Pre-schools		<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS-ELA</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS-ELA</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS-ELA</p>

Goal 1.3: Grade Level Literacy	Priority 4 – Pupil Achievement	(Reader’s and Writer’s Workshop).			Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel	Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel	Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel
	Priority 5 – Pupil Engagement				Source: \$106,000 in BSEP \$61,000 (CCSS) \$44,000 (Title I, Title II)	Source: \$56,000 in BSEP \$44,000 (Title I, Title II)	Source: \$56,000 in BSEP \$44,000 (Title I, Title II)
	Priority 7 – Course Access						
	2020 Vision	A1.4 Improve districtwide, best practices in three- tier model of literacy instruction and intervention with additional RtI ² (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.	Schoolwide: Pre-School All Elementary and Middle Schools		Actions/Services: Provide certificated staff for all K-5 schools to support the implementation of RtI ² . Provide one part time district RtI ² certificated Teacher on Special Assignment Expense: Certificated salaries Source: \$507,100 (LCFF Base) \$507,100 (BSEP) \$387,200 (LCFF Supplemental) (DDF: 017)	Actions/Services: Provide certificated staff for all K-8 schools to support the implementation of RtI ² . Provide one part time district RtI ² certificated Teacher on Special Assignment Expense: Certificated salaries Source: \$507,100 (LCFF Base) \$507,100 (BSEP) \$847,600 (LCFF Supplemental) (DDF: 017)	Actions/Services: Provide certificated staff for all K-8 schools to support the implementation of RtI ² . Provide one part time district RtI ² certificated Teacher on Special Assignment Expense: Certificated salaries Source: \$507,100 (LCFF Base)\$507,100 (BSEP) \$847,600 (LCFF Supplemental) (DDF: 017)
Goal 1.4: Grade Level Math Proficiency	Priority 2 – Implemen- tation Of State Standards	A1.5 Support math teachers in grades K-12 with the transition to new Common Core math standards and implemen- tation of new international math pathway at the high schools	Districtwide: All K-12 Schools		Actions/Services: Provide district level coaches to lead workshops, facilitated planning, and coaching to support the implementation of CCSS-Mathematics. 1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS	Actions/Services: Provide district level coaches to lead workshops, facilitated planning, and coaching to support the implementation of CCSS-Mathematics. 1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS	Actions/Services: Provide district level coaches to lead workshops, facilitated planning, and coaching to support the implementation of CCSS-Mathematics. 1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS
	Priority 4 – Pupil Achievement						

	<p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>through professional development time and math coaching.</p>			<p>Expense: Certificated salaries</p> <p>Source: \$92,200 (LCFF Supplemental) \$117,600 (CCSS) \$37,000 (BSEP Professional Development - PD) (DDF: 522)</p> <p>Actions/Services: Provide release time for teachers to participate in professional development and curriculum development time for CCSS-Mathematics implementation.</p> <p>Expense: Certificated teacher hourly pay, substitutes</p> <p>Source: \$24,800 (CCSS)</p>	<p>Expense: Certificated salaries</p> <p>Source: \$204,000 (LCFF Supplemental) \$37,000 (BSEP PD) (DDF: 522)</p>	<p>Expense: Certificated salaries</p> <p>Source: \$204,000 (LCFF Supplemental) \$37,000 (BSEP PD) (DDF: 522)</p>
		<p>A1.6 Improve districtwide, best practices in three-tier model of math instruction and intervention with additional RtI² (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.</p>	<p>Districtwide: All K-12 Schools and Pre-schools</p>		<p>Actions/Services, Expense and Source for Action Step A1.6 can be found in A1.4</p>	<p>Actions/Services, Expense and Source for Action Step A1.6 can be found in A1.4</p>	<p>Actions/Services, Expense and Source for Action Step A1.6 can be found in A1.4</p>

Goal 1.4: Grade Level Math Proficiency	<i>Priority 2 – Implemen- tation Of State Standards</i>	A1.7 Continue differentiation of instruction with class sizes of 24 students to 1 teacher (instead of 28 to 1) for 7 th and 8 th grade math classes to implement the new Common Core math curriculum.	Schoolwide: All Middle Schools		Actions/Services: Provide certificated staff to reduce class sizes in middle school math classes Expense: Certificated salaries Source: \$147,500 (LCFF Base)	Actions/Services: Provide certificated staff to reduce class sizes in middle school math classes Expense: Certificated salaries Source: \$147,500 (LCFF Base)	
	<i>Priority 4 – Pupil Achievement</i>						
	<i>Priority 5 – Pupil Engagement</i>						
	<i>Priority 7 – Course Access</i>						
	<i>2020 Vision</i>	A1.8 Provide teachers with the high-quality math intervention materials needed to support students struggling in math at middle and high school.	Schoolwide: All Middle and High Schools		No Cost for math intervention materials selection process	Actions/Services: Purchase math intervention materials Expense: Instructional Materials Source: \$120,000 (LCFF Base)	Actions/Services: Provide workshops for students in collaboration with Lawrence Hall of Science Expense: Contract for services, certificated hourly Source: \$50,000 (LCFF Base)
		A1.9 Provide Science, Technology, Engineering and Math activities outside the school day in K-5, such as Supt. Super Science Saturdays.	Schoolwide: All Elementary Schools		Actions/Services: Provide workshops for students in collaboration with Lawrence Hall of Science Expense: Contract for services, Certificated hourly Source: \$25,000 (LCFF Base)	Actions/Services: Provide workshops for students in collaboration with Lawrence Hall of Science Expense: Contract for services, Certificated hourly Source: \$40,000 (LCFF Base)	

Goal 1.5: College and Career Planning for highest risk students	<i>Priority 2 – Implemen- tation Of State Standards</i>	A1.10: Oversee college and career planning for high-risk students, increase access to college prep courses, and provide appropriate academic support programs with Intervention Support and mentors for these students.	Schoolwide: Berkeley High School Berkeley Technology Academy		Actions/Services: Provide an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to monitor the progress of high-risk youth Expense: Certificated salary Source: \$95,000 (LCFF Supplemental) (DDF: 523) \$46,100 (BSEP), \$46,100 (LCFF Base)	Actions/Services: Provide an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to monitor the progress of high-risk youth Expense: Certificated salary Source: \$119,000 (LCFF Supplemental) (DDF: 523) \$46,100 (BSEP), \$46,100 (LCFF Base)	Actions/Services: Provide an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to monitor the progress of high-risk youth Expense: Certificated salary Source: \$200,000 (LCFF Supplemental) (DDF: 523) \$46,100 (BSEP), \$46, 100 (LCFF Base)
	<i>Priority 4– Pupil Achievement</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 7 – Course Access</i> <i>2020 Vision</i>	A1.11: Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high-school through outreach efforts and California Pathways grant.	Schoolwide: Berkeley High School Berkeley Technology Academy Berkeley Adult School		Actions/Services: Create additional sections and pathways for CTE courses. Expense: Certificated salaries, materials and supplies Source: \$121,000 (LCFF Base), \$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$180,000 (CPT Grant)	Actions/Services: Create additional sections and pathways for CTE courses. Expense: Certificated salaries, materials and supplies Source: \$121,000 (LCFF Base), \$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$126,000 (CPT Grant)	Actions/Services: Create additional sections and pathways for CTE courses. Expense: Certificated salaries, materials and supplies Source: \$121,000, (LCFF Base), \$46,000 (Carl Perkins Grant), \$36,900 (Lumina Grant), \$54,000 (CPT Grant)

LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.							
Goal 2.1: Cultural & Linguistic Relevance	<i>Priority 1 – Basic Services</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	A2.1 Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of professional development workshops that focus on African-American students and English Learners.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Provide five-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one Expense: Contract for services, stipends, substitutes Source: \$45,000 (BSEP PD)	Actions/Services: Provide five-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one Expense: Contract for services, stipends, substitutes Source: \$45,000 (BSEP PD)	Actions/Services: Provide five-seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants at each one Expense: Contract for services, stipends, substitutes Source: \$45,000 (BSEP PD)

Goal 2.1: Cultural & Linguistic Relevance	<i>Priority 1 – Basic Services</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	A2.2 Ensure implementation of culturally and linguistically relevant instructional practices identified in the Equity Rubric with a focus on African-American students and English Learners as facilitated by equity teacher leaders and principals.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence Expense: Teacher Stipends Source: \$34,000 (BSEP PD)	Actions/Services: Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence Expense: Teacher Stipends Source: \$34,000 (BSEP PD)	Actions/Services: Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence Expense: Teacher Stipends Source: \$34,000 (BSEP PD)
		A2.3: Facilitate Professional Learning Communities (PLC) for preK-12 principals focused on cultural competence, strategies for English Learners, and the achievement of African American students. (See Appendix E)	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Facilitate Professional Learning Communities for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators Expense: None needed, District Facilitators are district managers	Actions/Services: Facilitate Professional Learning Communities for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators Expense: None needed District Facilitators are district managers	Actions/Services: Facilitate Professional Learning Communities for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites on the same issues with site implementation monitored by District PLC Facilitators Expense: None needed District Facilitators are district managers

Goal 2.2: Teachers of Color	<i>Priority 1 – Basic Services</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	A2.4: Increase capacity to leverage partnerships with local teacher credentialing programs to attract student teachers and teachers who are African-American and Latino, and then support and retain these teachers with a dedicated part-time specialist.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Hire a consultant/specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers Expense: Contract with consultant Source: \$36,900 (LCFF Supplemental) (DDF: 524)	Actions/Services: Hire a consultant/specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers Expense: Contract with consultant Source: \$36,900 (LCFF Supplemental) (DDF: 524)	Actions/Services: Hire a consultant/specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers Expense: Contract with consultant Source: \$55,300 (LCFF Supplemental) (DDF: 524)
		A2.5: Recruit classified personnel of color to participate in the “Transition to Teaching” program to become credentialed teachers.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Principals will identify and recruit potential candidates. Expense: no additional cost	Actions/Services: Principals will identify and recruit potential candidates. Expense: no additional cost	Actions/Services: Principals will identify and recruit potential candidates. Expense: no additional cost

LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.							
Goal 3.1: Social-Emotional Skills, and Mental Health	<i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	A3.1 Provide culturally responsive professional development in the new Toolbox curriculum designed to teach skills such as, self-management, social and self-awareness, decision-making and building relationships. Implementation of skills will be supported by District PBIS / Toolbox Behavior Specialist.	Schoolwide: All Elementary and Middle Schools (grade 6)		Actions/Services: Train all K-6 certificated and classified site staff on the implementation of Toolbox social/emotional curriculum Expense: Certificated teacher stipends, hourly, classified hourly Source: \$40,000 (BSEP PD)	See Actions / Services Expense and Source in Action Step B3.2 for ongoing Toolbox Support	See Actions / Services Expense and Source in Action Step B3.2 for ongoing Toolbox Support

Goal 3.2: Consistent Attendance	<i>Priority 5 – Pupil Engagement</i>	A3.2: Ensure regular, individual contact with high-risk students by increasing staffing that will oversee all academic and social interventions, implement a new system to connect students to the appropriate resources and then track and monitor the impact of these programs.	Schoolwide: Berkeley High School		Actions/Services: Provide Intervention Coordinator at BHS and Intervention TSA at BTA See Action Step A1.10 for Expense and Source for High-School Intervention	Actions/Services: Provide Intervention Coordinator at BHS and Intervention TSA at BTA See Action Step A1.10 for Expense and Source for High-School Intervention	Actions/Services: Provide Intervention Coordinator at BHS and Intervention TSA at BTA See Action Step A1.10 for Expense and Source for High-School Intervention
	<i>Priority 4 – Pupil Achievement</i> <i>Priority 6 – School Climate</i> <i>2020 Vision</i>	A3.3: Conduct outreach and attendance intervention with families around the importance of attendance and being on time.	Berkeley Technology Academy		Actions/Services: Provide Coordinators for Family Engagement Expense: Classified Salaries Source: See Action Step B3.5	Actions/Services: Provide Coordinators for Family Engagement Expense: Classified Salaries Source: See Action Step B3.5	Actions/Services: Provide Coordinators for Family Engagement Expense: Classified Salaries Source: See Action Step B3.5

Goal 3.3: Positive Supports, Effective Discipline	<i>Priority 6 – School Climate</i>	A3.4 Expand the set of peacemaking practices that build relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices, counseling for alcohol, tobacco or drug – ATOD – use and training for consistent monitoring of office referrals, suspensions and alternatives to suspensions.	Districtwide: All K-12 Schools		Actions/Services: Contract with outside agencies (such as SEEDS and New Bridge) to provide professional development for teachers and staff on Restorative Justice and counseling services on ATOD for students	Actions/Services: Contract with outside agencies (such as SEEDS and New Bridge) to provide professional development for teachers and staff on Restorative Justice and counseling services on ATOD for students	Actions/Services: Contract with outside agencies (such as SEEDS and New Bridge) to provide professional development for teachers and staff on Restorative Justice and counseling services on ATOD for students
	<i>Priority 5 – Pupil Engagement</i>				Expense: Contract for Services	Expense: Contract for Services	Expense: Contract for Services
	<i>2020 Vision</i>				Source: \$20,000 Grant Funds and \$10,000 (LCFF Supplemental) (DDF: 525); \$70,000 (LCFF Base)	Source: \$20,000 Grant Funds and \$10,000 (LCFF Supplemental) (DDF: 525); \$70,000 (LCFF Base)	Source: \$20,000 Grant Funds and \$60,000 (LCFF Supplemental) (DDF: 525); \$70,000 (LCFF Base)
					Actions/Services: Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention	Actions/Services: Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention	Actions/Services: Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention
					Expense: Certificated Salaries	Expense: Certificated Salaries	Expense: Certificated Salaries
					Source: \$520,000 (LCFF Base - Special Ed. Budget)	Source: \$520,000 (LCFF Base - Special Ed. Budget)	Source: \$520,000 (LCFF Base - Special Ed. Budget)

			Districtwide: All K-12 Schools		Actions/Services: Train Site Incident Managers to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system No Expense: Training will occur during scheduled meetings Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit No Expense: Departments of Student Services will monitor data	Actions/Services: Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system No Expense: Training will occur during scheduled meetings Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit No Expense: Departments of Student Services will monitor data	Actions/Services: Train new Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system No Expense: Training will occur during scheduled meetings Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit No Expense: Departments of Student Services will monitor data
Evaluation of LCAP Programs: Ensure all LCAP Goals are meeting the needs of the identified sub-groups through on-going, consistent evaluation and reporting.	<i>Priority 1 – Basic Services</i>	A3.5: Actively monitor progress in achieving the LCAP goals with the dedication of a Teacher on Special Assignment (TSA) position in the Research and Evaluation Office.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Hire a TSA to monitor progress on achieving LCAP goals. Expense: Certificated salary Source: \$36,900 (LCFF Supplemental) (DDF: 535)	Actions/Services: Provide a TSA to monitor progress on achieving LCAP goals. Expense: Certificated salary Source: \$55,300 (LCFF Supplemental) (DDF: 535)	Actions/Services: Provide a TSA to monitor progress on achieving LCAP goals. Expense: Certificated salary Source: \$92,200 (LCFF Supplemental) (DDF: 535)

B. Identify additional annual actions, and the LEA may include any services that support these actions, **above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils** as defined in Education Code section 42238.01 and **pupils redesignated as fluent English proficient**. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.							
Goal 1.3: Grade Level Literacy	<i>Priority 2 – Implementation Of State Standards</i> <i>Priority 4– Pupil Achievement</i> <i>Priority 7 – Course Access</i> <i>2020 Vision</i>	B1.1: For Low Income Students: Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher	Schoolwide: All Elementary Schools		Actions/Services: Provide 1:1 and small group intervention classes and teacher coaching Expense: Certificated Salaries Source: \$218,000 (LCFF Supplemental), \$600,000 (BSEP) (DDF: 019)	Actions/Services: Provide 1:1 and small group intervention classes and teacher coaching Expense: Certificated Salaries Source: \$218,000 (LCFF Supplemental), \$600,000 (BSEP) (DDF: 019)	Actions/Services: Provide 1:1 and small group intervention classes and teacher coaching Expense: Certificated Salaries Source: \$218,000 (LCFF Supplemental), \$600,000 (BSEP) (DDF: 019)

		<p>coaching/lesson modeling with one full time literacy coach for each K-5 school</p> <p>B1.2: For Low Income and English Learners: Extend the school day with small group ELA instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices.</p> <p>B1.3: For Low Income Students: Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-5 Summer School program.</p>	<p>Districtwide: All K-12 Schools</p> <p>Schoolwide: All Elementary Schools</p>		<p>Actions/Services: Redesign K-5 summer school to align with CCSS and teach students the literacy skills they need to succeed in the following school year</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: \$93,000 (LCFF Base, Title I, EDC)</p>	<p>Actions/Services: Provide K-5 summer school aligned with CCSS to teach students the literacy skills they need to succeed in the following school year</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: \$93,000 (LCFF Base, Title I, EDC)</p>	<p>Actions/Services: Provide 1:1 and small group intervention classes before and after school</p> <p>Expense: Certificated hourly pay</p> <p>Source: \$215,000 (LCFF Supplemental) for teacher hourly after-school intervention (DDF: 011)</p> <p>Actions/Services: Provide K-5 summer school aligned with CCSS to teach students the literacy skills they need to succeed in the following school year</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: \$93,000 (LCFF Base, Title I, EDC)</p>
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Goal 1.4: Grade Level Math Proficiency	<i>Priority 2 – Implementation Of State Standards</i> <i>Priority 4– Pupil Achievement</i> <i>Priority 7 – Course Access</i> <i>2020 Vision</i>	B1.4: For Low- Income students: Extend the school day with small group instruction to students in grades K-12 before and after school with classroom teachers using research-based intervention practices.	Districtwide: All K-12 Schools				Actions/Services: Provide before and after school intervention classes for low income and English Learner students Expense: Teacher hourly Source: See Action Step B1.2
Goal 1.5: College and Career Planning for highest risk students	<i>Priority 2 – Implementation of State Standards</i> <i>Priority 4– Pupil Achievement</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 7 – Course Access</i> <i>2020 Vision</i>	B1.5: For Low Income Students: Expand AVID (Advancement via Individual Determination), which now includes 70% eligible students, to increase access to postsecondary education. AVID teachers and counselors will use the individual Transcript Evaluation Service (TES) Reports to monitor and	Schoolwide: All Middle Schools and Berkeley High School		Actions/Service: Continue AVID in grades 7-10 and expand to grade 11 Expense: Certificated salaries, hourly curriculum development, stipends, travel conference, contracts for services Source: \$115,000 (LCFF Supplemental) (DDF: 948) No Additional Cost for TES	Actions/Service: Continue AVID in grades 7-11 and expand to grade 12 Expense: Certificated salaries, teacher hourly curriculum development, stipends, travel conference, contracts for services Source: \$155,000 (LCFF Supplemental) (DDF: 948) No Additional Cost for TES	Actions/Service: Continue AVID in grades 7-12 Expense: Certificated salaries, teacher hourly curriculum development, stipends, travel conference, contracts for services Source: \$155,000 (LCFF Supplemental) (DDF: 948) No Additional Cost for TES

		communicate student progress towards “On-Track” College and Career Readiness.					
Goal 1.6: Graduation Success	<i>Priority 2 – Implementation of State Standards</i> <i>Priority 4– Pupil Achievement</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 7 – Course Access</i> <i>2020 Vision</i>	B1.6: For low income students: Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.	Schoolwide: All Middle Schools and Berkeley High School		Actions/Service: Expand MS Bridge Program to include 7 th as well as 6 th grade students and continue the BHS Bridge program. Expense: Certificated salaries, Contracts for services Source: \$129,000 (LCFF Supplemental), \$60,000 (one-time LCFF Base), \$55,000 (City of Berkeley) \$73,800 (BSEP) (DDF: 951)	Actions/Services: Expand MS Bridge to include 6 th -8 th grades and continue the BHS Bridge program Expense: Certificated salaries, Contracts for services Source: \$300,000 (LCFF Supplemental), \$73,800 (BSEP) (DDF: 951)	Actions/Services: Continue MS and BHS Bridge programs in 6 th -12 th grades Expense: Certificated salaries, Contracts for services Source: \$466,000: (LCFF Supplemental), \$73,800 (BSEP) (DDF: 951)
		B1.7: For Low Income, English Learners and Foster Youth: Provide summer school for high school students not on track to graduate	Schoolwide: Berkeley High School Berkeley Technology Academy		Actions/Services: Provide a summer school credit recovery program for students not on track to graduate Expense: Certificated salaries, classified salaries, materials and supplies Source: \$56,200 (LCFF Base)	Actions/Services: Provide a summer school credit recovery program for students not on track to graduate. Expense: Certificated salaries, classified salaries, materials and supplies Source: \$56,200 (LCFF Base)	Actions/Services: Provide a summer school credit recovery program for students not on track to graduate. Expense: Certificated salaries, classified salaries, materials and supplies Source: \$56,200 (LCFF Base)

[illegible]

		ELD Teacher on Special Assignment (TSA) who will provide training, coaching and support to ELD teachers as well as TWI, Bilingual and mainstream teachers to ensure students make progress towards English fluency.			Expense: Certificated Salaries Source: \$92,200 (Title I, II and III)	Expense: Certificated Salaries Source: \$92,200 (Title I, II and III)	Expense: Certificated Salaries Source: \$92,200 (Title I, II and III)
LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes and ready to learn.							
Goal 3.1: Social-Emotional Skills, and Mental Health	<i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	B3.1: For Low-Income and Foster Youth: Provide increased mental health services to support students dealing with trauma and other emotional issues.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Provide increased mental health services to students Expense: Contracts for services Source: \$55,000 for K-5 (City of Berkeley), \$93,000 (LCFF Supplemental)	Actions/Services: Provide increased mental health services to students Expense: Contracts for services Source: \$55,000 for K-5 (City of Berkeley) and \$200,000 (LCFF Supplemental)	Actions/Services: Provide increased mental health services to students Expense: Contracts for services Source: \$55,000 for K-5 (City of Berkeley) \$250,000 (LCFF Supplemental)

Goal 3.3: Positive Supports, Effective Discipline	<i>Priority 6 – School Climate</i> <i>Priority 5 – Pupil Engagement</i> <i>2020 Vision</i>	B3.2: For Low Income Students and Foster Youth: Develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension with the guidance of a Behavioral Specialist.	Districtwide: All K-12 Schools and Pre-schools		Actions/Services: Provide PBIS coach/behavior specialist Expense: Certificated salaries Source: \$38,500 (LCFF Supplemental) \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)	Actions/Services: Provide PBIS coach/behavior specialist Expense: Certificated salaries Source: \$38,500 (LCFF Supplemental) \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)	Actions/Services: Provide PBIS coach/behavior specialist Expense: Certificated salaries Source: \$38,500 (LCFF Supplemental) \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)
		B3.3: For Low Income Students and Foster Youth: Continue the Alive and Free Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.	Schoolwide: Berkeley Technology Academy Targeted Secondary School students at Berkeley High School		Actions/Services: Implement Alive and Free and Lifelines Programs and provide professional development for staff Expense: Contracts for services, Substitutes Source: \$39,000 (LCFF Supplemental) staff (DDF: 211)	Actions/Services: Implement Alive and Free and Lifelines Programs and provide professional development for staff Expense: Contracts for services, Substitutes Source: \$39,000 (LCFF Supplemental) staff (DDF: 211)	Actions/Services: Implement Alive and Free and Lifelines Programs and provide professional development for staff Expense: Contracts for services, Substitutes Source: \$39,000 (LCFF Supplemental) staff (DDF: 211)
		B3.4: For Low Income Students and Foster Youth: Provide	Schoolwide: Berkeley High School		Actions/Services: Ensure case management and intervention services for low income and Foster youth	Actions/Services: Ensure case management and intervention services for low income and Foster youth	Actions/Services: Ensure case management and intervention services for low income and Foster youth

		case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension.			Expense: No additional cost , services provided on campus intervention staff and Dean of Students	Expense: No additional cost , services provided on campus intervention staff and Dean of Students	Expense: No additional cost , services provided on campus intervention staff and Dean of Students
Goal 3.4: Family Partnership	<i>Priority 3 – Parent Engagement</i> <i>Priority 6 – School Climate</i>	B3.5: For Low Income Students, Foster Youth and English Learners: Partner with parents and guardians to support their childrens' education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners.	Districtwide: All K-12 Schools		Actions/Services: Provide coordinators for family engagement for all K-5 schools and support for BHS Expense: Classified Salaries Source: \$215,000 (LCFF Supplemental), \$411,000 (BSEP funding) (DDF: 534)	Actions/Services: Provide coordinators for family engagement at all K-8 schools and BHS Expense: Classified Salaries Source: \$383,000 (LCFF Supplemental), \$369,000 in (BSEP funding) (DDF: 534)	Actions/Services: Provide coordinators for family engagement at all K-8 schools, BTA, and BHS Expense: Classified Salaries Source: \$521,000 (LCFF Supplemental), \$379,000 in (BSEP funding) (DDF: 534)

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Berkeley Unified School District will receive \$2.4 million in Supplemental Local Control Funding Formula Funds beginning in 2014-15. This amount includes the \$800,000 that was received in 2013-14, so the District will receive an estimated \$1.6 million in new supplemental funding. The allocation will increase to approximately \$3.6 million in 2015-16 and \$4.9 million in 2016-17. These funds are calculated based on the unduplicated number of English learners, students identified as low income, and foster youth.

BUSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: ELD teachers at every site, mental health support, site coordinators for family engagement, literacy coaches at K-5, middle school Bridge program, positive behavior support and restorative practices, Alive and Free, and AVID at middle and high schools for a total of \$1,741,800.

The district will also offer services and programs that are aligned with LCAP goals that serve all students including African-American and Latino students and students with disabilities, such as intervention counseling at BHS, recruitment and retention of teachers of color, Rtl² teachers for K-5 and math coaching for a total of \$621,300. The justification for the school wide implementation of these practices is the importance of making an impact on the learning environment and the climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. These services are the most effective use of our funds because of the following:

- Using a Response to Instruction and Intervention (Rtl²) model, the intervention counselor at BHS and the Rtl² teacher / coaches for K-5 will identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are African-American, Latino, and/or Socio-Economically Disadvantaged.
- A .4 FTE Teacher on Special Assignment will support teachers of color to be advocates and cultural brokers for their students of color, many of whom are low income and/or English learners. This position addresses a need expressed by our community members and our teachers.
- Math coaching will support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of the new international math pathway at the high schools. There will be a special focus on differentiating instruction to ensure that those students who have previously not succeeded in math, many of whom are our targeted students, are given the support they need to achieve grade level proficiency.

In addition, the LCAP includes \$36,900 to fund a .4 FTE Teacher on Special Assignment (TSA) to evaluate the programs supported with LCFF Supplemental funds. The .4 TSA will work with the Director of Research and Evaluation and the Director of Special Projects and Programs to provide on-going monitoring of the LCAP programs, metrics and progress toward achieving the goals. The Department will follow a Cycle of Inquiry process to review the impact of these programs, using quantitative and qualitative data.

All expenditures in Sections 3A and 3B are aligned with the goals in Section 2 and address the needs of our district's English learners, low income students and foster youth.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Based on the Minimal Proportionality (Appendix G) percentage below, services for Low-income students and English Learners are estimated to increase or improve by 2.5% in 2014/2015 above the base. Low-income students, English Learners and Foster Youth will receive services including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

Actions that will improve services to students:

- Increase use of culturally and linguistically relevant instructional practices
- Actively recruit, support and retain African-American and Latino teachers
- Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- Increase targeted interventions with students and families
- Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- Expand the AVID program to support middle and high school students on the path to college
- Fund literacy coaches at every elementary school

Actions that will increase services for students:

- Provide trained English Language Development (ELD) teachers at every school site
- Provide and support RtI² teacher coaches at all elementary schools
- Plan and monitor college and career path for high school students needing academic support
- Expand the AVID program to support middle and high school students on the path to college
- Implement a district wide social-emotional curriculum for Grades K-6

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Alive and Free: Program designed to keep young people alive and free, unharmed by violence and free from incarceration. Their goal is to provide young people with opportunity and support to build positive lives for themselves and to move into contributing roles in society.

AP: (Advanced Placement) Courses offering college-level curriculum and examinations to high school students

AVID: (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle".

BHS: Berkeley High School

BTA: Berkeley Technology Academy (continuation school)

Common Core: An education initiative detailing what K-12 students should know at the end of each grade (the Common Core State Standards).

CTE: (Career Technical Education) Education programs which are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree.

Cultural Competency: Knowledge of infusing culturally responsive practices into their work with students, families and co-workers.

ELD: (English Language Development) Direct instruction for English Learners.

Equity coaches: Collaborate on implementing the Equity Rubric at school sites, and provide support to teachers in moving the equity work forward at their school site

High School Bridge: Provides year round academic support and case management for 30 targeted students per grade 9-12.

Intervention Coordinator: Ensures that high risk students are provided intensive academic and behavioral support through individual student case management. Guides the work of Student Support Advisors.

Literacy Coach: Provides reading recovery for the lowest performing first graders, small group intervention for 2nd – 5th graders and coaching for teachers in TCRWP.

Middle School Bridge: Provides academic support and case management to identified students

PBIS: (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

Restorative Justice: A set of peacemaking practices that build relational trust and provide alternatives to punitive discipline.

RISE: (Responsibility, Integrity, Strength, and Empowerment) Berkeley High School program that provides tutoring and counseling for struggling students

Rtl²: Response to Intervention and Instruction. **Rtl² Coach:** Guides each school's Rtl2 program which includes universal screening, diagnostics, interventions, and progress monitoring of students

SARB: School Attendance Review Board

Family Partnership Coordinator: Help schools to create a welcoming environment for all families and increase involvement of marginalized parents. Provides targeted support to families in need of academic, behavior, and emotion support.

STEM: Science, Technology, Engineering, and Mathematics

Student Support Advisor: Ensures that high risk students are provided intensive academic and behavioral support

Super Science Saturday: Targeted instruction in science, technology and math during out of school time in a supportive and fun setting for high risk students.

Toolbox: Social and emotional learning curriculum that fosters the development of resilience, self-mastery, and empathy in students.

TCRWP: (Teacher's College Reading and Writing Project) English Language Arts curriculum for grades K-5

TSA: Teacher on Special Assignment

Y-Scholars: Supports high school students by improving their academic skills, developing their CLASP character strengths, and assisting them in making informed decisions about higher education.

Appendix B: LCFF and LCAP: Some Key Terms

ADA: Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day.

API: Academic Performance Index – a measurement of a school’s academic performance and progress.

BASE RATE: state funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.

BSEP: Berkeley Schools Excellence Program – funds provided by a local (parcel) tax to the Berkeley Schools.

BUSD: Berkeley Unified School District

CATEGORICAL AID: Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.

CCSS: Common Core State Standards - an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.

CSR: Class Size Reduction – California provides funds for lower class sizes K-3; the BSEP measure provides additional funding.

CTE: Career Technical Education

COE: County Office of Education

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use.

EIA: Economic Impact Aid - State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.

EL: English Learner

ELPAC: English Learner Parent Advisory Committee (LCFF/LCAP)

FTE: Full Time Equivalent Teacher

FREE AND REDUCED LUNCH: In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal, and under \$30,615 for free meals. This guideline defines “low-income” (**LI**) for purposes of the LCFF.

LCAP: Local Control and Accountability Plan- a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities

LCFF: Local Control Funding Formula – California’s new school finance model for allocation of state funding to local school districts.

PAC: Parent Advisory Committee (for LCFF/LCAP)

REVENUE LIMIT: Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

SUBGROUPS: The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

SUPPLEMENTAL FUNDING: Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate, The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

WILLIAMS REQUIREMENTS/BASIC SERVICES – California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.

Parent Advisory Committee (PAC)

2/6	Orientation, Data Elements and School Climate
2/20	District Goals, Data, Student and Family Engagement
3/6	Budget Proposals and Survey Results
3/20	Review Goals and Redefine Priorities
4/24	Review of Draft LCAP
5/8	PAC/DELAC Working Group: Comments on Draft LCAP
5/15	Review Second Draft LCAP

District English Language Advisory Committee (DELAC)

2/6	Orientation, Data Elements and School Climate
3/6	Overview: School Climate and Student Engagement
3/13	Best Practices and Survey Result
3/20	Review Goals and Refine Priorities
4/24	Review of Draft LCAP
5/8	PAC/DELAC Working Group: Comments on Draft LCAP
5/15	Review Second Draft LCAP

Superintendents Budget Advisory Committee (SBAC)

12/17	LCAP Overview
2/11	LCFF Budget, School Climate and Family Engagement
3/11	Student Achievement and Proposals with Cost analysis
3/11	First Draft LCAP
5/27	Second Draft LCAP

Educators Advisory Committee and Principals (EAC)

1/15	Review of LCAP Eight State Priorities
2/4	LCFF/LCAP Overview
2/21	Secondary Principals Discuss Priorities
3/3	Priorities with Budget Analysis
3/17	Proposals with Cost Analysis
4/15	Draft LCAP

School Governance Councils

10/24	Orientation and Training for Parent Leaders
2/13	Principals Present LCAP Overview

BSEP Planning and Oversight Committee (P&O)

1/14	LCAP Overview
1/28	LCFF, BSEP and Class Size Reduction (CSR)
2/11	LCFF Budget, Family Engagement and School Climate
3/11	Student Achievement and Proposals with Cost Analysis
4/8	Update re: CSR and LCAP
4/15	Draft LCAP
5/13	Second Draft LCAP

Students

3/3	BHS Green Academy Students: BSEP and LCAP
4/14	Meeting with Student Leadership at BHS
4/14	BHS Green Academy: Y Plan Presentation

Community Focus Groups

1/24	Meeting with Focus Group Leaders
3/6	BOCA: Overview of Priorities
3/8	PCAD: Overview of Priorities
3/15	Latinos Unidos: Overview of Priorities
3/20	2020 Vision Design Team
3/24	BAHIA: Overview and Priorities
3/24	Homeless/Families in Transition: Overview and Priorities

Public Forums

12/3	Overview and Eight State Priorities
4/16	LCAP Update
4/30	LCAP Draft Presented to Community
5/9	Public Comment Deadline #1
5/14	LCAP Final Draft and Public Hearing
5/16	Public Comment Deadline #2
6/11	Final Plan/Budget and Public Hearing

Berkeley Board of Education (School Board)

10/23	Overview of LCAP Development Process
1/15	Draft Regulations and Public Forum Feedback
4/9	LCAP Section 2, Metrics and Needs Assessment and LCAP Review Presented at Board Meeting
4/30	LCAP Board Study Session
5/14	LCAP Final Draft and Public Hearing
6/11	LCAP Final Plan and Budget

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
College and Career Ready at Graduation			
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies	Goal 1.1: All teachers (100%) will be appropriately credentialed for their assignments.	All BUSD teachers have verified teaching credentials	Continue to ensure that all teachers are credentialed and supported
	Goal 1.2: 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.	All K-5 teachers are implementing <i>A Story of Units</i> , aligned with Common Core; middle school English teachers have created a Common Core curriculum map and math teachers are beginning to use <i>A Story of Ratios</i> ; high school core subject teachers are teaching writing skills aligned to Common Core; TSAs are supporting integration of technology	Additional coaches, workshops and time for curriculum planning K-12; K-5 Common Core aligned report cards
LITERACY SKILLS: Proficiency in Literacy in order to access curriculum & instruction	Goal 1.3: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward the goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The percentage of each applicable student subgroup reaching third grade reading level will increase by at least 7 percentage points each year.	All K-5 teachers trained in English Language Arts curriculum (TCRWP) aligned with Common Core; multi-funded literacy coaches	By Year 3: Elementary literacy coaches funded districtwide; Year 2-3: Extend instructional time - K-12 with teachers paid hourly for after school small group instruction & intervention work; purchase secondary school intervention materials
		Intervention (RtI2) teachers funded K-8 to provide direct services to students; Additional funding varies by school site	Year 1: Teacher coaches for RtI ² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI ² coach funding increased at elementary; pre-school and middle school coaches added
		Elementary Summer School; Secondary Summer School	Re-designed elementary summer school with other funding; current secondary summer school funding continuing

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
College and Career Ready at Graduation			
MATH SKILLS: Proficiency in Mathematics to prepare for high school and beyond	Goal 1.4: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal.	Intervention (Rtl ²) teachers funded K-8 to provide direct services to students; Additional funding varies by school site	Year 1: Teacher coaches for Rtl ² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: Rtl ² coach funding increased at elementary; pre-school and middle school coaches added
	The percentage of Eighth Graders scoring at grade level in math on the state standards test will increase by 5% or more for all students and by 7% or more for identified sub-groups beginning with the 2015 test administration.	K-8 teachers trained in Common Core math curriculum; Super Science Saturday (STEM: Science, Technology, Engineering, Math) (100 students)	Year 2-3: K-8 teacher hourly for after school interventions; secondary school intervention materials; Expand Super Science Saturday
		K-5 Math coach, part-time 6-8 math coach, math teachers leaders at schools; Part-time TSA for math at BHS	Year 1: High school math teachers trained; Year 2: Common Core aligned math pathway for BHS
COLLEGE AND CAREER GOALS: College and career counseling and high school courses meaningfully connected to life goal	Goal 1.5: 100% of targeted 9th grade students will identify a college/career plan, be enrolled in appropriate college and/or career prep courses. The percentage of 9th-12th graders in targeted subgroups completing A-G courses with a C or better will increase by 5% annually. Goal 1.6: By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified students subgroups will increase by at least 2% annually until they reach 90% or more.	High School Bridge program; Middle School Bridge; RISE, Y-Scholars, AVID (gr. 7-10) and summer school	Year 1: Middle School Bridge expanding; expansion of AVID to 11th grade; increased services from BHS Intervention Coordinator/Counselor; Year 2: High School Bridge funding replaces current city funds; mentoring

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
Culturally and Linguistically Responsive Systems			
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and reflect our student population	Goal 2.1: By 2016-17, 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners, and use effective strategies that address students' multiple intelligences.	Three-day cultural competency training for teachers and staff; Training in strategies for English learners; Equity teacher leaders at K-12; Principals participating in Professional Learning Communities focused on cultural competence and strategies for English Learners	Year 1- 3: Significantly more teachers trained in cultural competence with on-going professional development at sites.
	Goal 2.2: Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year and (b) support is provided to retain these new teachers and their African-American and Latino colleagues.	African-American and Latino classified personnel to obtain teaching credential via the "Transition to Teaching" county program	Increase district capacity to recruit, support and retain teachers of color with a dedicated part time staff member.
ENGLISH FLUENCY: Fluency in English in order to access grade level curriculum and instruction	Goal 2.3: By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test.	Districtwide English Language Development coaches (2) focused on teaching academic English; Services vary by school: Language lab, TWI, partial ELD pull-out/push-in by school	English Language Development teacher at every school K-12 based on the number of English learners; Districtwide English Language Development coach (K-12) to lead teacher professional development and coordinate services for English learners

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
Safe, Welcoming and Inclusive School Climates			
SOCIAL-EMOTIONAL TOOLS and MENTAL HEALTH: Social-emotional development and mental health so students are ready to learn	Goal 3.1: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, and provide applicable student subgroups in K-12 with the additional support they need, such as mental health services.	PBIS K-8; <i>Welcoming Schools</i> curriculum K-5; Some schools use specific social-emotional curriculum; City funded mental health and varying levels of school site funds for counseling; BHS Health Center	Teacher training and materials for K-6 social-emotional curriculum (Toolbox) through professional development and materials funds; Expanded preK-12 mental health counseling over 3 years
		Intervention (RtI ²) teachers funded K-8 to provide direct services to students; Additional funding varies by school site	Year 1: Teacher coaches for RtI ² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI ² coach funding increased at elementary; pre-school and middle school coaches added
FULL ENGAGEMENT WITH SCHOOL: To be on time and attend school every day, with positive support and effective discipline that keeps students in the classroom learning	Goal 3.2: The number of students who are chronically absent (more than 18 days) will be reduced by 7% each year overall and 15% or more annually for African American students.	Counseling, Dean of Attendance at BHS, Truancy letters, Review board for truancy intervention (SARB)	Intervention coordinator at BHS and mentors for eligible students; Family engagement staff
	Goal 3.3: The number of middle and high school African-American students who are suspended will be reduced each year by at least 15%.	PBIS; Behavioral specialist; cultural competency training for teachers; Equity coaches K-12; Restorative Justice program at 6 schools; Alive and Free for Berkeley Technology Academy	Expand cultural competency training (most teachers in 3 years); Behavioral specialist; Equity teacher leaders K-12; Expand Restorative Practices; Alive and Free for Berkeley Technology Academy
FAMILY ENGAGEMENT: All families feeling welcomed and connected and able to support the educational success of their students	Goal 3.4: Beginning with 2014-15, the percentage of families and students who are African American and/or Latino reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of connections with families of identified student pupil subgroups will increase by 5% annually.	Office of Family Engagement & Equity with coordinators funded by BSEP at 6 schools for pilot; BHS parent outreach office; K-5 report card linked to new Common Core standards	Year 1: Funding for coordinators expanded to every K-5 school based on enrollment, and a full time parent outreach position for BHS, Year 2: Increase high school staffing, and add site coordinators to middle schools and BTA; parent-friendly K-5 report card linked to new Common Core standards

2020 Vision for Berkeley's Children and Youth

Goal: To end the racial predictability of academic success in Berkeley's public schools by the year 2020

Collective Impact Framework

- Approach for solving complex social problems
- Common goals and shared vision
- Shared responsibility and accountability
- Collaborative effort
- Structured process and decision making

Cradle to Career Approach

- Pipeline from birth to post-secondary

Key Indicators

- Kindergarten Readiness (Measured by the Kindergarten Universal Screener)
- Proficiency in Reading by the 3rd Grade
- Successful Completion of 9th Grade Math Standards
- College and Career Readiness
- Attendance
- Disproportionality of Police Contacts
- Disproportionality of Suspensions/Expulsions
- Student Engagement (As measured by the California Healthy Kids Survey)

2020 Design Team Membership:

Berkeley Alliance Executive Director; City of Berkeley: Mayors Office and Youth Services Coordinator; University of California Berkeley: Director of Government Relations; Berkeley Public Schools Fund: Executive Director; Berkeley Organizing Congregations for Action (BOCA); Berkeley Unified School District: Superintendent, Assistant Superintendent of Educational Services, Director of Research and Evaluation and Coordinator of Family Engagement and Equity; Berkeley Federation of Teachers President; and the Berkeley Community College Community Relations Professor.

Appendix F: Focus Goals, Sub-Goals, Metrics and Baseline Data Used for Section 2 Needs Assessment

As part of the needs assessment process indicated in Section 1, a needs assessment was conducted to determine which data-elements to use for the LCAP. The following focus-goals, sub-goals, metrics and baseline data are included below.

Goal:	Metric:	Baseline Data for 2012-2013
LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.		
Goal 1.1: Credentialed Teachers All teachers (100%) will be appropriately credentialed for their assignments.	Credentials – CALPADS annual Credential Report	100% of Teachers are currently credentialed .
Goal 1.2: Implementation of the new State Standards All teachers will be supported in teaching the new Common Core (CCSS) 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.	CCSS Training - Professional Development Sign-In, Annual Teacher Survey	60% of ELA and Math Teachers have received CCSS training . New Metric: Teacher Survey
Goal 1.3: Grade Level Literacy Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The percentage of each applicable student subgroup meeting targets will increase by at least 7 percentage points each year.	Literacy: Local CCSS Reading Assessment (TCRWP)	The Baseline percent of students at standards for TCRWP Reading is: All: 72%; EL: 45% SED: 52% AA: 50% Latino: 51% SPED: 32%
Goal 1.4: Grade Level Math Proficiency Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified subgroups beginning with the 2015 test administration.	Math Proficiency: Smarter Balanced Assessment (SBA) in Math 8 th Grade student SBA Math self-assessment	Student Self-Assessment of SBA Math to be determined by 6/25.
Goal:	Metric:	Baseline Data for 2012-2013
LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.		
Goal 1.5: College and Career Planning for highest risk students As a component of a preK-12 college going culture, 100% of targeted 9 th grade students (in noted subgroups) will identify a post-secondary college/career plan, be enrolled in appropriate college and/or career prep courses and tracked throughout high school using the individual Transcript Evaluation Service (TES) report.	College / Career Planning - College / Career (CTE) Plan completion for the Class of 2018	New Metric: College / Career Plan

The percentage of 9 th -12 th graders in targeted subgroups completing A-G courses with a C or Better will increase by 5% annually as measured by the TES “on-track” towards A-G Completion report.	On-Track towards College / Career - Beginning with the Class of 2014, Transcript Evaluation Service (TES) “On-Track” to College / Career Report	A-G Course Completion: This is a baseline year for TES, the % with A-G Course Completion to be determined.
Goal 1.6: Graduation Success By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified student subgroups will increase by at least 2% annually until they reach 90% or more.	Graduation - Graduation Cohort Report (State Targets)	Class of 2013 Cohort Graduation Rate: All: 85.4% EL: 76.4% SED: 82.4% AA: 81.4% Latino: 86.9% SPED: 77.2%
Goal:	Metric:	Baseline Data for 2012-2013
LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.		
Goal 2.1: Cultural & Linguistic Relevance By 2016-17, 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners, and use effective strategies that address students’ multiple intelligences.	Professional Development: Training Sign-Ins; Cultural Competency: Equity Rubric, Teacher Survey Cultural Competency Tool	75% of Middle School Teachers have been trained in Cultural Competency. New Metric: Teachers will complete a professional development survey based on training in alignment with the Equity Rubric. New Metric to be developed in 2014-2015: Cultural Competency Implementation Tool to measure use of designated culturally relevant and inclusive strategies.
Goal 2.2: Teachers of Color Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year and (b) support is provided to retain these new teachers and their African-American and Latino colleagues.	Teachers of Color: CALPADS	15% of current teachers are African-American or Latino Teacher Retention to begin to be measured in 2014-15
Goal 2.3: English Fluency for English Learners By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. (AMAO1)	English Language Development: California English Language	62.8% of English Learners made progress on the CELDT (AMAO 1)

By 2016-17, the percent of long-term English Learners demonstrating proficiency on the state English proficiency test will increase by 3% annually. (AMAO2)	Development test (CELDT) measures of annual progress (AMAO 1) and proficiency (AMAO 2)	63.2% of Long-Term English Learners have reached the proficient level on the CELDT (AMAO 2)
Goal:	Metric:	Baseline Data for 2012-2013
LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.		
Goal 3.1: Social-Emotional Skills and Mental Health Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as, self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems and mental health services.	New CCSS K-5 Report card (RC) section: Toolbox social and emotional domains California Healthy Kids Survey (CHKS)	New Metric: Student results will be measured on the new CCSS report card. At standard will be measured with a Score of 3 or better on the card Social-Emotional Domains . New Metric: 5 th , 7 th , 9 th and 11 th graders reporting School Connectedness on the June CHKS
Goal 3.2: Consistent Attendance The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment)	Daily Attendance Report	The number and percentage of students who were chronically absent (more than 18 days) at the end of the 2012-13 school year: All: 12.5% N= 1175 EL: 12.6% N=123 SED: 15.4% N= 514 AA: 22.1% N= 430 Latino: 12.9% N= 272
Goal 3.3: Positive Supports, Effective Discipline The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)	Annual State Suspension Report	There were 165 African-American students who were suspended from Middle and High School at the end of the 2012-13 school year:
Goal 3.4: Family Partnership Beginning with 2014-15, the percentage of students and families who are English Learners, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.	CHKS School Connectedness Survey Family Engagement Coordinators' intervention logs Family Connectedness Survey	New Metrics: District Family and CHKS Student reporting on School Connectedness There were 126 families at 6 schools who had information logged into the Family Connection Log.

Professional Learning Communities (PLC) for Principals

In a PLC, educators create an environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone. There are six characteristics of a PLC, these characteristics are agreed upon as a team and essential to the outcomes and development of a true Professional Learning Community. While the PLC process is initially led by a trained facilitator, every member in the PLC drives the work of the team.

Shared mission, vision and values

Collective inquiry

Collaborative teams

Action orientation and experimentation

Continuous improvement

Results orientation

Description of PLC Options:

- **Career and Technical Education (CTE)** – Reviewing other districts’ programs; exploring options with BCC and other Peralta Colleges; identifying the best available career options in the Bay Area; redefining the vision for CTE in BUSD
- **Accelerating the Achievement of African-American Students** – Identifying best practices and the role of a site leader in improving outcomes for African-American students
- **Using Qualitative and Quantitative Data and Technology to Improve Student Achievement** – Learning a variety of tools to help identify students who need support and subject area content topics that need attention
- **Positive Behavior and Intervention System** – Identifying strategies to enable a principal to shape the culture of a school and eliminate disproportionality in disciplinary consequences
- **Focusing on English Learners** – Reviewing current status of EL students and identifying best practices to improve academic outcomes for them
- **Systems, Operations and the Political Landscape in BUSD** – Learning to be an effective instructional leader in Berkeley; designed for new principals
- **Walkthroughs, Observations and Feedback to Improve Instruction** – Prioritizing what to look for in the classroom and how to provide meaningful feedback to teachers
- **Overcoming the Five Dysfunctions of a Team** – based on the book by Patrick Lencioni

**Berkeley Unified School District
Equity Strategy Framework**

District Adopted Definition of Educational Equity: *Educational Equity means raising the achievement of all students while eliminating racial predictability and disproportionality and narrowing the gaps between the highest and lowest performing student groups. Equity goes beyond equality where everyone is treated the same, to fostering a barrier-free environment where individuals benefit equally.*

The District's commitment to Educational Equity ensures that all students have full and open access to a challenging curriculum and are provided the support needed for academic success. Further, the District believes that Educational Equity requires cultural proficiency, which always impacts effective instruction and learning.

Our Equity Mission:

As a District committed to educational equity and excellence for all learners, we will **eliminate racial and other demographic differences in achievement, while we improve achievement for all students** by:

- examining individual and organizational beliefs and changing practices to counteract the contemporary and historical impact of racism and discrimination
- implementing district policy to support systemic change
- allocating funding at both the district and school based level to fulfill the objectives laid out within this framework

Our Equity Objectives:

1. All schools will welcome and support all of our students and their families by prioritizing a focus on equity, ensuring customer- friendly service, and providing language access.
2. All BUSD staff will develop and consistently demonstrate *cultural competence*.
3. Each member of our District community will develop and demonstrate the will, skill, and knowledge to create systemic change that results in equitable schools, as demonstrated by high levels of achievement for all BUSD students.
4. Students of all racial/cultural groups will realize their potential for personal, social, and academic achievement in BUSD schools.
5. All learning experiences in the Berkeley Unified School District will be racially integrated, *culturally relevant*, and personally challenging.

The Core Beliefs That Guide Our Equity Work:

- We have the courage and integrity to create the conditions that will foster educational equity and excellence for all learners.
- Educational equity means raising the achievement of all students while narrowing the gap between the highest and lowest performing student groups.
- Equity goes beyond equality where everyone is treated the same, to fostering a barrier-free environment where individuals benefit equally.
- Educational equity requires *cultural proficiency*, which always impacts effective instruction and learning.
- All students can achieve when they are effectively taught how to learn and are held to high expectations.
- Schools will be excellent only when students of all racial/ethnic/cultural and socio-economic groups are achieving at their full potential.
- Each individual staff member must examine her/his own beliefs and assumptions with the goal of eliminating harmful practices to counteract the contemporary and historic impacts of racism and discrimination.
- School districts must examine institutional beliefs and effect systemic change in policies, practices, and structures that perpetuate inequities based on race and class.
- The future of our democracy depends upon our will and skill to effectively educate all children.

Equity in our Schools
A School Self-Assessment and District Audit Tool

Section 1: Equity/Anti-Racism School Governance

- ◆ **The staff will consciously and deliberately act to eliminate school policies, practices, procedures, and structures that may perpetuate inequities based on ethnicity, race, culture, and socio-economic status.**
- ◆ **The school will engage multiple cultural perspectives as essential components of decision-making and policy reform.**

Quality Indicator	◆ Not Evident◆	◆ Developing◆	◆ Competent◆	◆ Exemplary◆
I. The school examines institutional beliefs and effects systemic change in practices and structures that perpetuate inequities based on race/ethnicity, culture, language, class, and perceived ability.	◆Disproportionality is present with respect to school discipline practices and/or placement in programs. ◆The school has not reviewed its practices, procedures, and/or disaggregated data with regards to school discipline and/or placement in programs.	◆The school reviews its practice, procedures, and/or disaggregated data such as: discipline, placement of students in programs such as honors, AP/IB, and special education placements. ◆While the school reviews data there is little to no evidence of strategies to reduce disproportionality.	◆The school uses data to develop and implement strategies to reduce disproportionality in discipline practices and procedures. ◆The school uses achievement and placement data to initiate changes in instruction to eliminate unfair practices.	◆The school has implemented research-based practices to reduce all program disproportionality. ◆Student enrollment and participation in school-wide optional programs, higher level classes and enriched educational experiences is equitable based on student population proportions.
II. The membership of the schools governance structures reflects the diversity of its community and their decisions reflect the diverse needs of the student body.	◆The Leadership Team is not diverse and the SGC does not significantly reflect the diversity of the school and their decisions do not reflect the needs of the entire student body.	◆The Leadership Team is not diverse and the SGC does not reflect significant diversity but the decisions of those groups are informed by an understanding of the needs of all sub-groups of students at the school.	◆The Leadership Team is diverse and the diversity on the SGC is approaching a balanced proportion of the diversity of the student body and their decisions reflect the needs of the entire student body.	◆The Leadership Team and SGC is proportionate to the diversity of the student body and the decisions that are made by those bodies equitably reflect the needs of the entire student body.
III. The school addresses issues of disproportionality in achievement, programs, course placement, special education, and discipline in an effective manner through a continuous evaluation and improvement process.	◆There is little evidence of examination of data, strategic planning, or the implementation of initiatives to reduce disproportionality where it exists.	◆The school routinely examines data and is engaged in developing a strategic plan to reduce disproportionality where it exists.	◆The school has fully developed a strategic plan and has implemented most of the initiatives in the plan to reduce disproportionality where it exists.	◆The school has fully implemented its strategic plan to reduce disproportionality. ◆The school is engaged in a continuous process of evaluating the results of its initiatives and is in the process of evaluating the results of its plan and making adjustments to align with the identified needs.
IV. The school provides opportunities for professional development for faculty and support staff on how to meet the needs of all students, particularly those who are of culturally and linguistically diverse backgrounds who have been underserved and thereby less successful.	◆The school has provided little to no professional development opportunities for faculty and support staff on issues of ethnic, cultural and linguistic diversity.	◆The school does not have a professional development plan designed to address issues of ethnic, cultural, and linguistic diversity, but has identified and implemented some professional development activities to address needs.	◆The school has developed a professional development plan that addresses the needs of students from culturally and linguistically diverse backgrounds and has implemented most of the plan	◆The school has fully implemented its professional development plan and has evaluated its effectiveness. ◆The school is in the process of improving its professional development opportunities based on the effectiveness of the implementation and outcome of the plan.

Section 2: Family and Community Partnership and Engagement

- ❖ The school will encourage family involvement by adopting a framework that offers multiple ways for families to partner with educators to ensure their children's success in school.
- ❖ The staff will make an effort to engage families of diverse ethnic groups and communities as essential partners in supporting academic achievement for learners from all racial/culture groups.

Quality Indicator	❖ Not Evident❖	❖ Developing❖	❖ Competent❖	❖ Exemplary❖
I. The school community promotes and maintains a school culture where families from diverse cultural, racial/ethnic, and socio-economic backgrounds feel welcome and supported; and their children experience academic success.	❖The school currently has not developed strategies for family engagement.	❖The staff is engaged in conversations that stress the importance of making all families feel welcomed and in creating an inclusive environment.	❖The school provides opportunities for parents to give feedback on the inclusiveness of the school culture and parents are aware of the staff's efforts to create a welcoming environment. ❖A large representation of families from various cultural groups report feeling that their input is valued and considered.	❖The school has a process for parent/staff communication that is transparent, effective, and reviewed. Parents report that they understand and feel ownership of their role in the home/school partnership leading to their children's academic success. The school provides forums for parents to build positive relationships with the staff and each other.
II. The school provides on-going professional development to support staff in building partnerships and effective communication with families from diverse cultural, racial/ethnic, and socio-economic groups.	❖The school offers no professional development to aid staff members in building partnerships with families.	❖Some of the staff has attended training on building partnership and effective communication with parents.	❖ Most of the staff is participating in on-going professional development that targets strategies on building effective partnerships with parents. The staff is actively implementing strategies to enhance their relationships with families and individuals.	❖ All of the staff has completed building parent partnership training. The school has a functioning school-wide plan to improve relationships with all families and to build cross-cultural relationships within the school community. The school consistently monitors the effectiveness and implementation of this plan.
III. The school employs and/or designates a parent advocate (parent liaison, staff member, or community member) who demonstrates the ability to meaningfully and respectfully interact with individuals from diverse cultural, racial/ethnic, and socio-economic backgrounds to help families navigate the school system.	❖The school has not identified a parent advocate.	❖The school employs or designates a parent advocate who is in the process of strengthening their own cultural competence and developing intentional relationships with parents whose children are having difficulty experiencing success in school. ❖The services offered by the parent liaison are not widely known and/or used.	❖The school employs or designates a culturally competent parent advocate who is on site at least part-time. ❖The school recruits and maintains a culturally competent staff who can communicate effectively with parents from diverse cultural, racial/ethnic, and socio-economic backgrounds.	❖The school employs or designates a culturally competent parent advocate who is on site daily and regularly utilizes the list of resources to help families navigate social services and the school system. ❖The parent advocate is bilingual if the school population meets the required percentage. ❖The school has a designated space for parents to access resources. This space is highly utilized and the parent advocate is housed in this space.

Section 2 (con): Family and Community Partnership and Engagement

Quality Indicator	❖ Not Evident❖	❖ Developing❖	❖ Competent❖	❖ Exemplary❖
IV. The school engages families and communities as essential partners in supporting academic achievement for all students.	❖ Attendances at meetings or opportunities for family engagement do not proportionally reflect the school community.	❖ The school has developed a plan to build relationships with all ethnic/racial and socioeconomic groups to support academic achievement❖ The school only provides access to information in traditional ways (i.e., listserv, monolingual handouts, robo-calls, etc.)	❖ The school provides childcare for all parent meetings. ❖ The school provides translation for all parent meetings if more than 15% of a specific language group is represented. ❖ The school holds all parent meetings at convenient times as determined by parent input. ❖ The school provides parents opportunities to participate in workshops, which provide connections to their child's learning. ❖ The school uses multiple and culturally responsive methods to disseminate information(i.e., forums, word-of-mouth, dialogue, multi-media,)	❖ Parent voice is representative of the diverse racial, ethnic, and socio-economic groups and is considered in the decision making process. ❖ Meetings are held in locations that are equitably assessable to all stakeholders. ❖ Clearly defined follow-up process for parent/school interactions regarding request for service or other parental/school concerns ❖ The school uses multi-media for all information distribution ❖ The school community is engaged in courageous conversations and community action to develop cultural competence. ❖ Parents are provided opportunities to lead workshops, tapping into the communities' own funds of knowledge. ❖ The school provides a clear navigation tool on how to help students succeed academically through the k-12 pipeline.

Section 3: Student-Centered Learning and Teaching

- ★ The staff will identify, develop, and systematically apply instructional practices that make a significant difference in the education of our students, especially students of color, as demonstrated by research and best practices.
- ★ In order to provide a culturally responsive learning experience, effective teaching will occur in a culturally-supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

Quality Indicator	★ Not Evident★	★ Developing★	★ Competent★	★ Exemplary★
I. The school uses coherent standards based curriculum and materials that are interesting to students and relevant to their lives, appropriately challenging and complex, thought provoking, focused on concepts and principles, not just facts; focuses on quality, not quantity; stress depth of learning, not just coverage, and allows students to access prior knowledge .	★ Students are not engaged and the curriculum does not reflect the interest of a diverse population. ★ There is little to no access to additional materials that include multiple racial, ethnic, and cultural perspectives.	★ The school continually improves use of materials and activities that reflect diverse racial, ethnic, and cultural perspectives.	Fulfilled the requirements of developing, and: ★ Curriculum and materials that foster respect and understanding for diverse racial, ethnic, cultural, language, and ability groups are being used in the school ★ Teachers help students explore current and historical events from multiple perspectives. ★ Culturally responsive differentiated materials are used to help students connect lessons with prior cultural and prior knowledge.	Fulfilled the requirements of competent, and: ★ Students are learning through a coherent curriculum that is supported by a rich set of activities and classroom experiences that draw upon their cultural and prior experiences.

Section 3 (con): Student-Centered Learning and Teaching

Quality Indicator	★ Not Evident★	★ Developing★	★ Competent★	★ Exemplary★
II. Instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.	★ There is little to no evidence of culturally relevant instructional practices or differentiation to meet the learning needs of the individual students and/or subgroups.	★ The school has identified instructional strategies that connect content and learning to the students' prior knowledge, backgrounds, life experiences, cultures, and interest, but has not fully implemented these strategies.	★ The school has identified and implemented strategies designed to meet the learning needs of students from culturally and linguistically diverse backgrounds and data is used to review the effectiveness of these practices. ★ Teachers use instructional strategies that connect content and learning to the students' prior knowledge, backgrounds, life experiences, cultures, and interest.	★ Fulfilled the requirements of competent : ★ The efficacy of strategies are consistently examined and improved upon using data, staff collaboration, and PLC's. ★ All students are encouraged to use high level thinking skills to demonstrate mastery of grade level standards.
III. Teachers use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all students.	★ Teachers do not use knowledge of their students' academic readiness, language proficiency, cultural background, and individual development to inform their instruction.	★ Teachers occasionally use knowledge of their students' academic readiness, language proficiency, cultural background, and development to inform their instruction.	★ Teachers execute instructional strategies that incorporate knowledge of students' culture, their families, and their communities to inform their planning of curriculum and instruction.	★ Fulfilled the requirements of competent: ★ Teachers collaborate frequently to develop instructional practices that draw from students' culture and personal experiences to improve the delivery of culturally relevant pedagogy.
IV. The school provides learning experiences that are safe, accessible to all students, and contribute to developing a community of learners who are responsible for each other's learning, and who are respectful of each other's cultural capital.	★ Individual contributions are infrequently considered and valued in interactions among teachers-to-students and/or students to students. ★ School data shows that a high number of the same students are repeatedly disciplined for the same behaviors.	★ A majority of the students are actively participating and interacting, yet most of this happens within homogeneous subgroups.	★ Culturally responsive routines and rituals embedded into the daily classroom experience. ★ All students are actively participating and interacting across sub-groups. ★ Teachers provide opportunities for students to self-assess their responsibility for contributing to the classroom as a learning community. ★ Teachers foster the development of each student's self- efficacy. ★ Teachers encourage, support, and recognize the achievement and contribution of all students.	★ Fulfilled the requirements of competent ★ Teachers create culturally responsive classrooms where harmful images are deconstructed and positive images are constructed. ★ Teachers and students have worked in collaboration to develop goals that prepare students for successful transition to their next learning experience.

Section 4: School-wide Positive Behavior Interventions and Support (PBIS)

♦The school will develop and utilize a positive behavior support system as well as prevention and intervention program for specific behaviors that impede student success.

♦The staff will create a school environment where all students are held accountable, with support, to behave in ways that positively affect them (and their peers) personally, academically, socially, emotionally, and physically.

Quality Indicator	♦Not Evident♦	♦Developing♦	♦Competent♦	♦Exemplary♦
I. The school has implemented a positive, proactive, collaborative, educative, and functional behavior management program. The site administrators, teachers, and support personnel are trained in the implementation of this program.	♦No one on the staff has completed the behavior support and intervention program training and there is no plan for implementation in place.	♦A team of staff members have received the appropriate (i.e., year one, year two, etc.) training in a positive behavior support and intervention program. ♦The school has a written plan to train the remaining staff and implement the program school-wide.	♦The school has implemented its positive behavior support and intervention plan school-wide. ♦The staff has participated in limited, intermittent follow-up training, coaching, and support.	♦Positive behavior and intervention support practices are infused into monthly professional development for all staff members to intentionally build awareness of their own culture, beliefs, and values in order to recognize the impact of their expectations for student behavior. ♦There is evidence of regular follow up coaching and support (i.e. administration, peer-to-peer, coaching.)
II. The school's classroom rules, procedures, and behavior management policies are written, explained, practiced and supported with sensitivity towards all student's social and emotional health as well as cultural and linguistic differences.	♦The staff uses individual behavior management procedures, as opposed to school-wide positive behavior support strategies.	♦The school is beginning to examine data and the development of effective school-wide strategies and has a plan to implement PBIS school-wide.	Students are explicitly taught school-sanctioned behavior ♦Administrators, teachers and support personnel use site-specific behavior management data to identify patterns and possible causes of inappropriate behavior and use the information to develop effective interventions to decrease inappropriate behavior and increase desired behavior across the school campus. ♦Consequences and reinforcement are developmentally and culturally appropriate. ♦The school uses monthly or more frequent data comparisons to prevent the same patterns of inappropriate behavior from reoccurring and assists the school staff in adapting the school- wide positive behavior support system. All staff use referral system regularly.	♦Whole school classroom behavioral expectations are clearly posted, reviewed, and positively recognized daily (i.e. PBIS). ♦Individual Behavior Plans are proactively written, implemented and periodically adjusted for every behavior referred student. ♦Whole-school and each staff member have submitted adjusted practice data from Sept to June. ♦Meeting notes represent that staff are regularly reviewing behavioral referral data with the outcome of adjusting personal practices for adults.)
III. Students are made aware of cultural specific behaviors, values, and belief so they learn how to interact respectfully with students from all cultures. .	♦There is little to no organized instruction to support students' cultural awareness and sensitivity of their peer's cultures.	♦The school examines diverse curricular resources which support cultural sensitivity and understanding.	♦All students have received the periodic training on diverse cultural behaviors, beliefs, and practices in an effort to create cultural sensitivity and respect for diverse behavioral norms.	♦The school holds of weekly classroom and whole school lessons such as Welcoming Schools and PBIS. ♦Data shows evidence of student growth and achievement in the areas of being safe, respectful and responsible, especially among students of color. School has a whole PBIS plan with school-wide positive school climate activities practiced monthly.

Rating scale Key:

Not Evident - We are just beginning to work in this area.

Developing - We have done some work, but have a long way to go.

Competent - We've made significant progress and are doing reasonably well.

Exemplary - We've achieved a high level of success in this area.

Glossary:

Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, or social groups of people. (National Center for Culturally Responsive Educational Systems, NCCRESt)

Cultural awareness is having sensitivity to cultural differences such as language, customs and traditions. (The Equity Project at the Indiana University)

Cultural capital is the cultural fund that an individual draws upon to support all the activities of life. This fund helps to protect and nurture the individual in all settings (Garcia)

Cultural competence is having the knowledge, skills, experience and tools necessary to work effectively across cultures. Gaining cultural competence is a developmental process and includes engaging in conversations about race and equity, reflecting on one's own culture and beliefs and gaining awareness of other cultures. (The Equity Project at the Indiana University)

Cultural Proficiency

Cultural responsiveness is adapting actions or behavior to accommodate other's cultural norm, traditions and beliefs. (The Equity Project at the Indiana University)

Culturally relevant teaching or culturally responsive practice indicates that teaching and learning is revised to build on, address, and respect the cultures of all individuals, enabling students to maintain their own cultural identity while gaining the skills necessary to succeed at school. (The Equity Project at the Indiana University)

Culturally responsive pedagogy and practice facilitates and supports the achievement of all students. In culturally responsive classrooms and schools, effective teaching and learning occur in a culturally-supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. (National Center for Culturally Responsive Educational Systems NCCRESt)

Customer-friendly service is the encapsulated in the district's commitment to deliver services through our WE CARE customer service model: WILLINGNESS: Willing to take the extra steps or go the extra mile; EMPATHY: Communicating caring and individualized attention; CONSISTENCY: Core services that matter most to schools are delivered in a consistent and dependable manner; APTITUDE: Service providers demonstrate a high level of knowledge and skills; RESPONSIVENESS: Respond to customer requests in a timely manner; EFFECTIVENESS: Products and services are user-friendly, accurate and professional.

Students of color (people **of color**) is a term used, primarily in the United States, to describe all people who are not white. The term is meant to be inclusive among non-white groups, emphasizing common experiences of racism. *People of color* was introduced as a preferable replacement to both *non-white* and *minority*, which are also inclusive, because it frames the subject positively; *non-white* defines people in terms of what they are not (white), and *minority* frequently carries a subordinate connotation. (Routledge)

Resources, Books and Articles:

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Equity Rubrics

- Equity in Special Education Placement: A School Self-Assessment*, 2005, National Center for Culturally Responsive Educational Systems, www.spp-apr-calendar.rfcnetwork.org/getfile/view/id/677
- Juneau School District Equity Vision, Equity Standards Rubric, and Equity Plan, 2009*, Juneau School District, Juneau, AK http://www.juneauschools.org/district/instructional_services/equity
- Hopkins School District Equity Strategy and Framework, 2004*, Hopkins Board of Education, Hopkins Minnesota <http://www.racialequitytools.org/resourcefiles/hopkinsboe.pdf>
- School Change Rubric, 2003, Oregon Small Schools Initiative*, Employers for Education Excellence, http://www.e3smallschools.org/documents/SchoolChangeRubric_condensed_001.pdf
- The School-wide Cultural Competence Observation Checklist (2007) Bustamante and Nelson** www.uwec.edu/RTI-CCP/upload/THE-SCHOOL-1.doc
- Poor and Minority Student Equity Rubric, 2009, LEA Self-Review of System Equity Plan www.gapsc.com/Rubric_for_Self_Assess_of_LEA_Equity_Plan

Appendix I: Funding Breakdowns and Proportionality Calculation

Allocations for Section 3A	Funding Source	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
	LCFF Supplemental	\$658,200	\$1,272,800	\$1,459,100
	LCFF Supplemental Reserve for Variance	\$38,012	\$56,525	\$82,938
	LCFF Base	\$1,596,700	\$1,731,700	\$1,474,200
	BSEP	\$1,346,200	\$1,256,200	\$1,256,200
	Other Funding	\$735,300	\$477,900	\$405,900
Grand Totals		\$43,744,12	\$4,795,125	\$4,678,338

Allocations for Section 3B	Funding Source	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
	LCFF Supplemental	\$1,741,800	\$2,264,100	\$2,833,100
	LCFF Supplemental Reserve for Variance	\$105,497	\$114,446	\$192,606
	LCFF Base	\$166,200	\$106,200	\$106,200
	BSEP	\$1,084,800	\$1,042,800	\$1,052,800
	Other Funding	\$302,300	\$247,300	\$247,300
Grand Totals		\$3,400,597	\$3,774,846	\$4,432,006

Berkeley Unified School District – Estimated Proportionality Calculation						
	2013-14 Est. Increase	2014-15 Est. Increase	2015-16 Est. Increase	2016-17 Est. Increase	TBD for 2017-18 to 2019-20	2020-21 Est. Cumulative Increase
Estimated Total LCFF Funding	69,056,747	73,701,306	76,129,148	77,849,812		86,954,189
Less TIIG	(4,293,233)	(4,293,233)	(4,293,233)	(4,293,233)		(4,293,233)
Less Transportation	(991,048)	(991,048)	(991,048)	(991,048)		(991,048)
Less Increase in Estimated Supplemental Grants		(1,725,101)	(1,164,361)	(859,874)		(6,208,480)
(A) Base Grant (Excluding TIIG and Home To School Transportation)	63,772,466	66,691,924	69,680,506	71,705,656		75,461,428
Increase in Estimated Supplemental Grants (B)	N/A	1,725,101	1,164,361	859,874		6,208,480
Cumulative Estimated Supplemental Funding	818,408	2,543,509	3,707,870	4,567,744		6,208,480
(C) Minimum Proportionate Increase or Improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year. (=B/A)	N/A	2.51%	1.67%	1.20%		8.23%