

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Berkeley Unified School District

Contact Name and Title Patricia Saddler, Ed.D.
Director of Special Projects and Programs

Email and Phone patriciasaddler@berkeley.net
(510)644-6202

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Berkeley Unified School District (BUSD) serves nearly 10,239 students in grades pre-K-12. Those students are enrolled at all levels including three preschool sites (~300), 11 elementary schools (~4000), three middle school schools (~2000), and one comprehensive and one alternative high school (~3400). The ethnic diversity of BUSD includes students who are White (38%), African-American (16%), Hispanic/Latino (24%), Multi-ethnic/Other (14%) and Asian (8%). Students in BUSD speak more than 40 different home languages and has a student graduation rate of nearly 85% compared to the state average of nearly 75%. 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.

Key indicators of student achievement and engagement are showing incremental growth for all students, including graduation rates above the state and county averages for African-American and Latino students, and a growing achievement. Local educational reforms have led to measurable improvements in student outcomes, as measured by several state indicators.

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

These goals serve as a framework for improving outcomes for all students, while allowing us to use limited resources to prioritize the actions, services, and expenditures that will be most effective in serving our high need students (identified as subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).

To strengthen our ability to disrupt the historical patterns of these high need student groups not being served to reach their full academic potential, the LCAP actions and services are each tied to a series of metrics that are monitored closely and used in determining modifications made to each year's plan.

Community engagement continues to be a critical factor in the effectiveness of our LCAP-funded programs and services, and has contributed to the modifications and improvements we are making over time. Both the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC) and the Educator Advisory Committee (EAC) provide active forums for engaging key community stakeholders in our on-going investments in educational excellence and equitable outcomes for all students. This year, focus groups with middle school, high school and continuation high

school students were especially useful in garnering feedback on the student experience on how we can change and improve LCAP-funded programs in the coming year.

36% SED
 38% White
 24% Hispanic
 16% Black
 13% - 2 or more races
 8% Asian/Filipino

LCAP HIGHLIGHTS

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

Identifies and briefly summarizes the key features of this year's LCAP. This might be a restatement of Goals deemed the highest priority, or a calling out of some of the most important Expected Measurable Annual Outcomes, or some other distillation of the Goals, Actions, & Services section of the LCAP. LEAs should approach this as an opportunity to emphasize the plans in the LCAP for the coming year that they most want constituents to be aware of and remember. LEAs should not attempt to summarize or restate all actions/services included in the LCAP.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Based on a review of local and state data Berkeley Unified School District made great strides in the implementation of Common Core State Standards (CCSS) as evidenced by the increase in the number of teachers participating in professional development. We will continue to implement new curriculum at all grades that is CCSS aligned. We will also continue to have English language arts coaches and will add mathematics coaches who will support teachers working to implement the new rigorous standards. Progress on both the English Language Arts (+7.4% points) and Math Assessment (+6.2%) reports indicate that these actions and services are making a difference. We exceeded our expectations for English Learners with a 6.7% increase in the reclassification rate over last year as evidenced by the services provided by the English Learner teacher leaders. We also increased on the Graduation Rate by 1.5% with Socio-Economically Disadvantaged, Students with Disabilities and African-American students showing the greatest progress. They are still below the district-wide average but are moving in the right direction. Finally, we are very proud of the 11% decrease in chronically absent Unduplicated students from 24% chronically absent to 13% as a result of the collaborative efforts of the sites, families and family engagement staff.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Based on the California School Dashboard the Berkeley Performance gaps were found to be: Suspension Indicator must address Students with Disabilities and African American Students, Graduation Rate Indicator must address English Learner students and White Students, English Language Arts Academic Indicator must address Students with Disabilities and for the Math Academic Indicator must address Students with Disabilities and African American Students. Our greatest area of need is in further improving the academic outcomes for our English Learners, African American students, and Students with Disabilities.

We will look to increase the focus on Response to Instruction and Intervention (RTI2) and Coordination of Services implementation as well as on individualized learning plans for students who are more than one year behind academically as shown by their CAASPP scale score and / or local assessment results. While the rate for Re-Designated students increased, the overall English-Learner progress declined with 6.2% of students scoring below grade level as well as a decline of 9.2% on the 2014-15 Graduation Rate. We will be implementing a systematized English Learner curriculum that aligns with TK-12 English Language Arts curriculum, with a focus on the new adoption at the Middle School level. In reviewing our CHKS student survey and local family survey data on connectedness to school, we found our students and families reporting feelings of school connectedness at elementary school but this declined in middle and high school. In addition, the suspension rate for African-American students and Students with Disabilities in Grades 6-12 increased. We will be focusing on school climate and culture through continued efforts with Restorative Practices in order to increase connectedness and decrease suspensions. In addition, we will expand our efforts and opportunities to engage with our families to ensure they feel welcome and included in their child’s education.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Based on the California School Dashboard the Berkeley Performance gaps were found to be: Suspension Indicator must address Students with Disabilities and African American Students, Graduation Rate Indicator must address English Learner students and White Students, English Language Arts Academic Indicator must address Students with Disabilities and for the Math Academic Indicator must address students with disabilities and African American Students. Our greatest area of need is in further improving the academic outcomes for our English Learners, African American students, and students with disabilities.

PERFORMANCE GAPS

As mentioned above, we will increase Math coaching and improve our RTI and Coordination of Services implementation and develop case management plans for students who are more than one year behind grade level. We will also continue the intervention protocols at the high-school to address the decline in graduation rates for English Learners and White students. As mentioned above, the suspension rate for secondary African American students and students with disabilities far exceeds those same rates for white students as well as the population as a whole. We will focus on Restorative Justice practices, behavioral health systems and alternatives to suspension to improve outcomes for these students. While our chronic attendance rate has dropped, especially for Unduplicated students, there still continues to be a gap between the attendance rate for African American and low-income students and their peers and we will continue the family engagement

practices to ensure that all students are in school and receiving the interventions necessary for them to achieve and experience connectedness to the school environment.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Berkeley USD will focus its efforts on three significant areas of services for Low-Income, English Learners and other unduplicated students (including homeless and foster youth):

- Implementation of a Response to Intervention (RtI) system of academic supports for students who are struggling to meet grade level academic standards across all grade levels TK-12 as well as intervention supports for teaching staff, intervention support classes, and summer school.
- Additional support in Secondary mathematics to target performance gaps.
- Implementation of Restorative Practices including a curriculum, training and implementation primarily at the secondary level and additional staffing to monitor and implement student connectedness.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$5,148,596
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,818,837

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Sample :

General Funds not included in the LCAP include the following expenditures:

- Base program teachers and staff
- Basic operations expenditures including utilities, general maintenance, general supplies
- Transportation costs
- Special education costs necessary to ensure IEPs are followed beyond Special Education funding.

\$ Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix) are woven throughout the document with the appropriate State Metric reflected under the corresponding goal.

a) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Basic Services1.a). Metric: Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)

b) 100% of students in the school district have sufficient access to the standards-aligned instructional materials (Basic Services1.b). Metric: School Accountability Report Cards (SARC)

c) 100% of school facilities are maintained in good repair (Basic Services1.c). Metric: School Accountability Report Cards (SARC)

d) 90% of ELA, Math and Science Teachers will be trained in CCSS/NGSS which will be fully implemented in the classroom (State

ACTUAL

a) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (met)

b) 100% of students in the school district have sufficient access to the standards-aligned instructional materials (met)

c) 100% of school facilities are maintained in good repair (met)

d) 90% of ELA, Math and Science Teachers will be trained in CCSS/NGSS which will be fully implemented in the classroom (met)

Standards 2.a). Metric: Professional Development Sign-in Sheets and Professional Development Survey

e) 75% of trained teachers will report site-level support in implementation of the state standards (State Standards 2.a). Metric: Annual Surveys and CCSS / NGSS Peer-Observational Tool

f) 80% or more of students will be at 3rd Grade Level Reading Proficiency with specific subgroup targets of 7 percent more students than prior year achievement, estimated at All: 80%+, EL: 38%, SED: 54%, AA: 48%, Latino: 61%, and SPED: 31% (Local Priority: Teachers College Reading and Writing Project). Metric: Local CCSS Reading Assessment (TCRWP)

g) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in English Language Arts (ELA) / Literacy Standards in Grade 3 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 53%, EL: 24%, SED: 24%, AA: 14%, Latino: 37%, SPED: 17% Metric: SBA Performance Level in ELA / Literacy

h) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in Mathematics / Math Standards in Grade 8 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 55%, EL: 18%, SED: 34%, AA: 21%, Latino: 39%, SPED: 11% Metric: SBA Performance Level in Math

i) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to the Early Assessment Program (a score of 3 or higher on the SBA), will never drop below the baseline percentage of students meeting or exceeding standards set.

e) (data available late May) 75% of trained teachers will report site-level support in implementation of the state standards

f) (data available late June) 80% or more of students will be at 3rd Grade Level Reading Proficiency with specific subgroup targets of 7 percent more students than prior year achievement, estimated at All: 80%+, EL: 38%, SED: 54%, AA: 48%, Latino: 61%, and SPED: 31%

g) (data available in July) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in English Language Arts (ELA) / Literacy Standards in Grade 3 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 53%, EL: 24%, SED: 24%, AA: 14%, Latino: 37%, SPED: 17%

h) (data available in July) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in Mathematics / Math Standards in Grade 8 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 55%, EL: 18%, SED: 34%, AA: 21%, Latino: 39%, SPED: 11%

i) (data available in July) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to the Early Assessment Program (a score of 3 or higher on the SBA), will never drop below the baseline percentage of students meeting or exceeding standards set. ELA - All: 61%, EL: 5%, SED: 32%, AA: 25%, Latino: 54%, SPED: 16%, Math - All: 43%, EL: 13%, SED: 16%, AA: 11%, Latino: 26%, SPED: 3%

ELA - All: 61%, EL: 5%, SED: 32%, AA: 25%, Latino: 54%, SPED: 16%, Math - All: 43%, EL: 13%, SED: 16%, AA: 11%, Latino: 26%, SPED: 3%

Metric: SBA in ELA and Math

j) The overall percentage of students who have taken at least one advanced placement (AP) examination will increase annually by 5% of the students enrolled in 10th - 12th grade. The overall percentage of advanced placement (AP) examinations passed with a score of 3 or higher will increase annually by 5%.

2014-15 Number of students who have taken at least one AP exam: 802, Overall percentage of AP exams passed with a score of 3 or higher: 80% (Pupil Achievement 4.f.).

Metric: AP Tests

k) 5% more students in each significant subgroup (EL, SED, African-American, Latino students) will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with State Board-approved Career Technical Educational standards and framework (Pupil Achievement 4.c; Pupil Outcomes 8; Course Access 7.a,b,c). 2014-15 % of students meeting UC/CSU Entrance Requirements EL: 37.2%, AA: 35.6%, Latino: 54.8%, SED: 40.5%

Metric: Transcript Evaluation Service (TES) Report Baseline Year.

l) At least 90% or more of all students the 2017 Cohort (Class 2016) will graduate with the number of graduates in the significant subgroups increasing by 2% annually to be EL: 83%, SED: 87%, AA: 84%, Latino: 90%, SPED: 73% Metric: Graduation Cohort Report (State Targets)

m) At least 10% or less of all students in the 2017 Cohort (Class 2016) will drop out with the number of dropouts in the significant subgroups decreasing by 2% annually to be EL: 15%, SED: 10%, AA: 14%, Latino: 7%, SPED: 15% (Pupil Engagement 5.d). Less than 10 Middle

j) (data available in July) The overall percentage of students who have taken at least one advanced placement (AP) examination will increase annually by 5% of the students enrolled in 10th - 12th grade. The overall percentage of advanced placement (AP) examinations passed with a score of 3 or higher will increase annually by 5%. 2014-15 Number of students who have taken at least one AP exam: 802, Overall percentage of AP exams passed with a score of 3 or higher: 80%

k) (data available late June) 5% more students in each significant subgroup (EL, SED, African-American, Latino students) will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with State Board-approved Career Technical Educational standards and framework (Pupil Achievement 4.c; Pupil Outcomes 8; Course Access 7.a,b,c). 2014-15 % of students meeting UC/CSU Entrance Requirements EL: 37.2%, AA: 35.6%, Latino: 54.8%, SED: 40.5%

l) (data available early August) At least 90% or more of all students the 2017 Cohort (Class 2016) will graduate with the number of graduates in the significant subgroups increasing by 2% annually to be EL: 83%, SED: 87%, AA: 84%, Latino: 90%, SPED: 73%

m) (data available in July) At least 10% or less of all students in the 2017 Cohort (Class 2016) will drop out with the number of dropouts in the significant subgroups decreasing by 2% annually to be EL: 15%, SED: 10%, AA: 14%, Latino: 7%, SPED: 15% Less than 10 Middle School students will drop out annually

School students will drop out annually (Pupil Engagement 5.c). Metric:
Dropout Cohort Report (State Targets)

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

1.1 Provide a culturally responsive Teacher Induction Program for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed.

ACTUAL

1.1 The Teacher Induction Coordinator made huge efforts to ensure that all 43 teachers enrolled in the Teacher Induction Program provided through the Contra Costa County Office of Education (CCCoE) were meeting the necessary requirements to become appropriately credentialed while engaging in a culturally responsive program.

1st Year Teachers: 22

2nd Year Teachers: 19

3rd Year Teachers: 1 (Special Education Credential)

Early Completion Option Teachers: 1 (Accelerated program combining 2 years into 1 for teacher new to BUSD but outside of year 1/2 of the preliminary credential)

There were currently 34 mentors, all of which were current BUSD teachers except for 3 retired teachers from CCCoE, and 2 Credential Alike Mentors (CAM), who specifically worked with SpEd teachers whose regular mentor does not hold the same credential as they do. For instance, a new Moderate/Severe credentialed teacher may be mentored by a Mild/Moderate credentialed teacher, and also have a Moderate/Severe CAM who meets with them once a month in addition to their weekly meetings with their regular mentor. The CAMs have made it easier to match the inductee since SpEd credentials are less common.

The CCCoE has been receptive to feedback towards building out the curriculum to be more culturally responsive and the mentor trainings have reflected this also. There has been growing interest in becoming mentors and many were turned away this year. The Coordinator has been working in collaboration with the teachers of color recruitment and retention consultant to pair new teachers of color with mentors of color. New teachers in the induction program showed higher levels of engagement than in past years as the program and systems in place became more relevant and engaging, demonstrated by a 100% completion rate of their inquiry action in January. This was an unprecedented achievement.

One of the key factors in making the teacher induction program successful was pairing teachers with mentors. Mentors work 1:1 with their new teachers, with the exception of SpEd, where there were less mentors available. This was the largest area of challenge because of the hiring timeline traditionally being later. Without knowing how many new teachers needed to be served in the program before the school year ends, identifying mentor matches, who all need to go through a intensive 3 day training, was more difficult. Potential mentors tended to be more hesitant to miss their own classroom teaching time in September to attend the mentor trainings when summer options could have been available. This made the pool of mentors of color even smaller, as the district commits to increasing the number of new teachers of color.

Expenditures

BUDGETED

Expense: (DDF - 014)
Contract for services
workshop costs
certificated salary and employee benefits
Educator's Effectiveness Grant
\$291,500

ESTIMATED ACTUAL

Expense: (DDF - 014)
Contract for services
workshop costs
certificated salary and employee benefits
Educator's Effectiveness Grant
\$250,000

Action **2**

Actions/Services

PLANNED
 1.2 Provide Teacher and administrator professional development (workshops, coaching, and collaborative planning time) to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology.

ACTUAL
 1.2 Provided Teacher and administrator professional development (workshops, coaching, and collaborative planning time) to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology.

Expenditures

BUDGETED
 Expense: (DDF - 137)
 Certificated salaries and employee benefits
 certificated hourly curriculum development
 substitutes
 conference
 travel
 BSEP 308,280
 CCSS \$539,000
 Educator's Effectiveness \$30,000

ESTIMATED ACTUAL
 Expense: (DDF - 137)
 Certificated salaries and employee benefits
 certificated hourly curriculum development
 substitutes
 conference
 travel
 BSEP \$357,944
 CCSS \$539,000
 Educator's Effectiveness \$8,380

Action **3**

Actions/Services

PLANNED
 1.3 Provide on-going Teacher and Administrator professional development (workshops, coaching, collaborative planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). Teachers will work to incorporate, Systematic ELD and English 3-D for identified EL Students.

ACTUAL
 1.3 Provided on-going Teacher and Administrator professional development (workshops, coaching, collaborative planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). Teachers will work to incorporate, Systematic ELD and English 3-D for identified EL Students.

Expenditures

BUDGETED
 Expense: (DDF - 137)
 Certificated salaries and employee benefits:
 teacher hourly curriculum development time
 substitutes
 conference:
 travel
 BSEP \$42,000
 (DDF 000) CCSS \$245,000
 Educator's Effectiveness Grant (DDF 137) \$27,000

ESTIMATED ACTUAL
 Expense: (DDF - 137)
 Certificated salaries and employee benefits:
 teacher hourly curriculum development time
 substitutes
 conference:
 travel
 BSEP \$41,000
 (DDF 000) CCSS \$235,000
 Educator's Effectiveness Grant (DDF 137) \$29,978

Action **4**

Actions/Services

PLANNED
 1.4S (ELA) and 1.6S (Math) Response to Intervention and Instruction (RtI2).

ACTUAL

Provide each TK - 8 schools (proportional to # of Unduplicated Students) with an Intervention Teacher who teaches using intervention programs such as Leveled Literacy Intervention (LLI) and Do the Math.

(Combined two former actions)

1.4S Across the 14 TK-8 sites, each site had an RtI2 intervention teacher FTE allocation according to enrollment numbers, anywhere from .4FTE to .8FTE.

RtI2 intervention teachers at the 11 TK-5 sites directly served 127 students in literacy (reading and/or writing) interventions from the beginning of the school year to the end of Trimester 2 (March). 88 (69%) of the students were unduplicated. 74% of their direct services were in school day LLI, 18% were in-class small group intervention, and 8% were after-school LLI.

The primary roles and responsibilities of the RtI2 teachers across all 14 TK-8 sites were largely consistent. All RtI2 interventionists provided direct services to unduplicated and non-unduplicated students across reading, writing, and math, though there was a higher focus on literacy, specifically reading. The district is looking to assure that there will be a more concerted effort to have consistent math interventions across all the TK-8 sites, that mirrors the structure of literacy intervention implementation. Outside of direct services, the RtI2 teachers were consistently tasked with coordinating CoS teams, interventions, and progress-monitoring. Although there was a push for as much direct service as possible, in order to be able to provide the most appropriate intervention for the students' needs, case management based vital parts of their process on both principal and teacher feedback.

In order to better gauge the types of services that the RtI2 teachers were offering and who they were serving, the Research Evaluation and Assessment (BREA) team collaborated with the RtI2 coordinators to develop an elementary progress monitoring protocol for reading, writing, and math in Illuminate, our district data management system. This allowed for consistent data monitoring across sites and a more systematic approach to intervention implementation. We were able to see the exact number of students receiving RtI2 interventions, what types of interventions they received, the interventionist and intervention cycles (beginning and ending), as well as their progress, as long as the information was entered by the interventionists. A clear articulation of who is entering the information at the sites and up-date protocols are needed to gather accurate data.

The percentage of unduplicated students that the RtI2 teachers gave direct services to differed largely by site, depending upon other interventionists that were site funded. Because this was the first year of data-monitoring in this way, data-entry continues to be a process that some sites are getting accustomed to. There was a possibility for students receiving services directly from an RtI2 teacher to be logged in inaccurately.

Middle school RtI2 teachers reported a need for more structured collaboration across their sites as well as support from the coordinators that mirrors the TK-5 RtI2 collaboration structure. Efforts are being made between BREA and MS RtI2 to ensure consistent data collection for next year similar to what the elementary schools started this year.

A much needed shift for next year would be to have the Math Coaches collaborate more with RtI2 teachers to develop high-leverage interventions for unduplicated students performing below grade-level in math. In order to best support the unduplicated students in math, the RtI2 teachers need further PD on the ASOU/ASOR math progressions, so they are equipped to better support the improvement of academic outcomes for unduplicated students.

Expenditures

BUDGETED

Expense: (DDF - 017)
 Certificated Salaries and Employee Benefits

- 1000-1999: Certificated Personnel Salaries Base \$532,455
- 1000-1999: Certificated Personnel Salaries BSEP \$514,200
- 1000-1999: Certificated Personnel Salaries Supplemental \$965,962

ESTIMATED ACTUAL

Expense: (DDF - 017)
 Certificated Salaries and Employee Benefits

- 1000-1999: Certificated Personnel Salaries Base \$469,457
- 1000-1999: Certificated Personnel Salaries BSEP \$469,457
- 1000-1999: Certificated Personnel Salaries Supplemental \$895,200

Action

5

Actions/Services

PLANNED

1.5S Provide support to math teachers in grades TK, K-12 schools with high quality, differentiated common core aligned instruction which includes International Math Pathway at the high schools.

District-level coaches will lead workshops, facilitate planning, and provide coaching. Training will include identifying and supporting Unduplicated Students based on their needs within the Math Pathway.

1.0 FTE K-5; .6 FTE 6-8; plus stipends for Math Teacher Leaders

ACTUAL

1.5S K-5 Coach

The main focus of the K-5 coach's work this year was on building the instructional capacity of classroom teachers to better meet the needs of unduplicated students through coaching and lesson modeling. The coach has had up to 5 teachers going through a coaching cycle at a time, with teachers ranging from 1st-year teachers, experienced teachers new to Berkeley, and tenured teachers. The coaching model included a pre-observation meeting consisting of pedagogical goal-setting, observation, and debrief meeting. A pre-coaching and post-coaching survey was also used in the coaching cycles to improve the level of quality of support offered.

A new support for 1st-year teachers was the Math Learning Lab. These were full day professional development sessions include pre-observation curriculum and content discussion, lesson observation, lesson debrief (with and without modeling teacher), unit planning that included identifying big ideas, standards, math understandings and explicitly identified formative assessments and re-engagement tasks. All 33 of our 1st year teachers across grades K-5 participated in the learning labs to improve their instructional practices.

The coach also implemented Professional Learning Communities (PLCs) as part of the Math Teacher Leader (MTL) meetings to improve student learning, build MTL's capacity to lead PLCs around math at their sites, and create district-wide protocols for site-based math PLCs. Although there was an initiative to build the capacity of the MTLs, not all of them felt comfortable facilitating a math PD for the entire site. Much of their role in the past had been as a liaison between the coach and the site to provided information. MTLs did not have the bandwidth to provide a PD or specific support to different grade-level teachers as their own classrooms were their priority and they may have had limited expertise across all grade-levels. Revisiting the roles and responsibilities of the MTLs and the expectations of site

support should be better articulated when identifying the MTLs for the next school year.

Considering there are about 250 Elementary teachers across the district, 33 of which are new to the district this year, the coach's ability to positively affect the student outcomes of the 1800 unduplicated students was challenging. Although on track for coaching 30 teachers, they have a wide variety of experiences and needs, some of which are hard to measure as having a direct impact on student outcomes for the unduplicated students. Having one elementary school math coach for 11 sites, where teachers are self-selecting coaching, can also be perceived as inequitable with the amount of support each site is receiving.

With budget constraints, an effective way to have more of an impact on the academic outcomes of unduplicated students in math would be to establish more collaboration with the RtI2 intervention staff. By assuring that they are literate with the ASOU curriculum, appropriate interventions to support what happens in the classroom can be developed and regular math intervention cycles can be implemented and structured like the literacy interventions within the district. Another concern is the

6-8 Coach

Although not a new position, the teacher currently in this position set 7 well-articulated goals in the beginning of the year that resulted in a more systematized approach to using data to drive instruction, particularly for unduplicated students. The teacher designed intervention classes specifically to support these students and built on the capacity of 1st-year, 2nd-year, and Principal-identified math teachers through weekly or biweekly coaching.

BUDGETED

Expense: (DDF - 522)
Certificated salaries and employee benefits
teacher hourly curriculum development time

ESTIMATED ACTUAL

Expense: (DDF - 522)
Certificated salaries and employee benefits
teacher hourly curriculum development time

Expenditures

substitutes
conference
travel
Supplemental \$276,086
CCSS \$330,000
BSEP \$30,000

substitutes
conference
travel
Supplemental \$216,000
CCSS \$330,000
BSEP \$9,200

Action **8**

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action **9**

Actions/Services

PLANNED
 1.6S Provide Science, Technology, Engineering and Math hands on learning activities outside the school day in K-5, at the Superintendent's Super Science Saturdays in collaboration with the Lawrence Hall of Science.

ACTUAL
 1.6S Superintendent's Super Science Saturdays increased to serve 300 unduplicated students across all 11 elementary sites in grades 1-5. This began on Saturdays starting in March. 3 different sites host 3-4 schools depending upon site size. This year on-site workshops were provided by the Lawrence Hall of Science (LHS) and the Marine Science Institute. Field trips were made to LHS, the Exploratorium, and Hiller Aviation Museum (new this year).

 This is the 4th year of the program, but only the 2nd year where the program has been open to all qualifying students across the 11 elementary sites. The desired outcome of exposing unduplicated students to STEM-based workshops and field trips have been met. Surveying middle school students who were past participants in this program could be initiated to gauge the long-term impact of the program. By exploring the implementation of a middle school version of the program, the district would continue to foster interest in STEM-based career opportunities.

Expenditures

BUDGETED
 Expense: (DDF - 817)
 Contract for services
 certificated hourly
 classified hourly

 Supplemental \$70,000

ESTIMATED ACTUAL
 Expense: (DDF - 817)
 Contract for services
 certificated hourly
 classified hourly

 Supplemental \$70,000

Action **11**

Actions/Services

PLANNED
 1.7 Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. See Appendix.

ACTUAL
 1.7 Access to the CTE pathways has been an ongoing challenge for some of the small schools because of their structure and schedule design. For instance. The Public Health Pathway is only currently accessible by Academy of

(Formerly 1.11)

Medical and Public Service (AMPS) and the Arts pathway is only accessible by the Arts and Humanities Academy (AHA). Because Academic Choice (AC) is not a prescribed program with a strict course sequence and requirement, they have the widest access to all the pathways available.

Because the decision to enroll in a small school is made as an 8th grader, students are excluding themselves out of CTE pathways that may interest them based on little to no information. Currently, students are given a presentation at their middle school, though the main tool that the CTE program uses to inform students of the different pathways is to meet with the middle school academic counselors to talk about what is being offered.

The 9th grade redesign (also referred to as the "universal 9th" grade) slated to start in the 2018-19 school year will largely address the current challenges around access. Although this forces the small schools from a 9-12 model to a 10-12 model, the 9th graders will have a year to transition into high school where they will be provided regular information about their CTE pathway options through presentations in their classes, assemblies, the College and Career Readiness Fair, as well as the Skills Trade Fair.

A CTE Advisory Committee was formed this year, which includes 28 industry professionals, to advise further program development and to support in attracting and encouraging qualified and capable students into the different CTE pathways.

Expenditures

BUDGETED

Expense:
Certificated salaries and employee benefits
instructional materials and supplies
Base \$121,000
Carl D. Perkins Career and Technical Education \$46,000
CPT Grant \$54,000

ESTIMATED ACTUAL

Expense:
Certificated salaries and employee benefits
instructional materials and supplies
Base 90,799
Carl D. Perkins Career and Technical Education \$22,114
CPT Grant \$100,287

Action

12

Actions/Services

PLANNED

1.8S Provide English Language Arts / Literacy intervention through small group instruction and teacher coaching/lesson modeling with a Literacy Teacher Leader for each K-8 school.

K-5: .2 FTE funded by LCFF Supplemental, LCFF Base and BSEP

6-8: 1.0 for King Middle, .6 for Willard and Longfellow funded by CCSS
(Formerly 1.12S)

ACTUAL

K-5 Literacy Coaches

The elementary Literacy Coaches continue to provide intervention services with a focus on unduplicated students. The direct services at all sites include LLI and Reading Recovery, and SIL at the TWI schools.

Literacy teachers at the 11 TK-5 sites directly served 176 students in literacy (reading and/or writing) interventions from the beginning of the school year to the end of Trimester 2 (March). 136 (77%) of the students were unduplicated. 79% of their direct services were in school day LLI, 11% was school day Reading Recovery, 6% was in-class small group intervention, and 4% was after-school LLI. Our Black/AA and Latino students made up 62% of our students that were reading below grade-level, and 65% of the students that the Literacy Coaches directly served this year were Black/AA and Latino students.

The Literacy Coaches collaborated regularly with the RtI2 intervention teachers at their site this year to use the new elementary progress monitoring protocol for reading in Illuminate, our district data management system. This allowed for consistent data monitoring across sites and a more systematic approach to intervention implementation. Data showed that students were largely making accelerated growth when they participated in LLI or Reading Recovery.

6-8 Literacy Coaches

Expenditures

BUDGETED

Expense: (DDF - 019)
Certificated salaries and employee benefits
1000-1999: Certificated Personnel Salaries Supplemental \$266,057
1000-1999: Certificated Personnel Salaries CCSS \$260,000
1000-1999: Certificated Personnel Salaries BSEP \$340,000
Educator's Effectiveness Grant (Professional Development) 1000-1999:
Certificated Personnel Salaries \$140,000

ESTIMATED ACTUAL

Expense: (DDF - 019)
Certificated salaries and employee benefits
1000-1999: Certificated Personnel Salaries Supplemental \$248,100
1000-1999: Certificated Personnel Salaries CCSS \$260,000
1000-1999: Certificated Personnel Salaries BSEP \$357,944
Educator's Effectiveness Grant (Professional Development) 1000-1999:
Certificated Personnel Salaries \$33,548

Action

13

Actions/Services

PLANNED

1.9S Provide extended school day learning opportunities with small group ELA and Mathematics instruction for students in grades K-8. Teachers will be using research-based intervention practices that incorporate innovation, ELD strategies and access to instructional technology. (Formerly 1.13S)

ACTUAL

The Extended Day Academic Intervention implementation was slow to start, largely due to the application process and program criteria. Sites were allocated funds based on their unduplicated population and were asked to provide a program implementation plan that included how they were going to determine the students being served, what interventions were going to be offered that would also increase their access to instructional technology. Some sites did not have access to their funds until January because their applications needed to be revised several times as they either appeared to be supplanting this with an existing program, or there was no research-based innovation or access to instructional technology. This meant that interventions for some sites didn't start until well into Trimester 2 or almost the start of Semester 2.

Outside of one site that used Aleks and Front Row (computer-based online intervention programs) and another who planned to start a technology club, sites veered back to interventions like LLI that have been historically successful with our students. Although students have been getting research-based interventions and showing gains, the intention of the Extended Day Academic Intervention program was to provide unduplicated students with a different approach than what they would be receiving throughout the day that integrated technology. Some sites, especially those that are smaller, were also having trouble securing certificated staff to implement the program after school since it's extended their work day or already had other site/district-level commitments.

The flexibility of the sites to design the program specific to the needs of their targeted students was appreciated by some sites, where as others wanted stricter guidelines for program design and implementation. Plans to give more guideline suggestions have begun so that program implementation can start early into the first Trimester and Semester, and a progress-monitoring tool will be developed in Illuminate to

Expenditures

have consistent and regular data feedback of program implementation.

BUDGETED
Expense: (DDF 017)
Certificated teacher hourly
1000-1999: Certificated Personnel Salaries Supplemental \$142,083

ESTIMATED ACTUAL
Expense: (DDF 017)
Certificated teacher hourly
1000-1999: Certificated Personnel Salaries Supplemental \$89,000

Action **14**

Actions/Services

PLANNED
 1.10S Provide Common Core-aligned ELA curriculum for the K-5 Summer School program to prevent summer reading loss. (Formerly 1.14)

ACTUAL
 The K-5 Summer School program will continue to use TCRWP to prevent summer reading loss. The program director is collaborating with the lead Literacy Coach to newly incorporate small group interventions since the class sizes are roughly 20:1 Summer school also now incorporate math, using the ASOU curriculum to build on math foundations for the upcoming school year.

The invitation criteria continues to assure that the majority of the students served by the programs are unduplicated. The 500 students invited are limited to students that attend the BEARS program (80% unduplicated), Extended School Year (ESY) students with IEPs, and by site staff (teacher, counselor, principal, CoS team, etc.) recommendation.

Next steps would be to do progress monitoring of the students who attended to make sure that they are making measurable academic outcomes by attending and are receiving interventions throughout the school year if needed. Comparing students who were invited and attended vs. those who did not, would also provide data to gage effectiveness of the program.

Expenditures

BUDGETED
 Expense: (DDF 017)
 Certificated salaries and employees benefits,
 classified salaries and employee benefits
 instructional materials and supplies
 transportation
 Supplemental \$30,699
 Title I \$93,000

ESTIMATED ACTUAL
 Expense: (DDF 017)
 Certificated salaries and employees benefits,
 classified salaries and employee benefits
 instructional materials and supplies
 transportation
 Supplemental \$22,000
 Title I \$75,500

Action **15**

Actions/Services

PLANNED
 1.11S Provide AVID (Advancement via Individual Determination) courses to increase access to post-secondary education and careers. (Formerly 1.15S)

ACTUAL
 AVID served 171 students at the Middle Schools and 75 at the High School this year.

AVID continues to have a positive impact on students enrolled by providing increased access and skills for students

who have the potential to be the first generation college students in their families. The program design supports students to take ownership of their education and learn how to navigate the their school to seek help when needed know where to go for help. The study skills they are gaining are setting them up for better success in high school and ideally college. The field trips to various local colleges give them the opportunity to see what they are working towards by taking this class in lieu of a more traditional elective.

Middle School Students have reported that they feel that all of their peers would benefit from AVID classes to learn time management and study skills. Some also expressed frustration that the class was presented to some of their peers differently, as being only for "not smart" kids or "black and brown" kids and that the perception of being enrolled in the class affects them socially.

At the High School level, enrollment into AVID classes can be challenging depending upon your course load, which is often affected by which small school you attend. Scheduling conflicts make it so that students that want to continue AVID from Middle School are unable to, which the High School Redesign of having a universal 9th grade will be able to address to a degree.

Expenditures

BUDGETED

Expense: (DDF - 948)
 Certificated salaries and employee benefits
 hourly tutors
 Teacher stipends
 travel and conference
 contracts for services
 professional development
 Supplemental \$163,728

ESTIMATED ACTUAL

Expense: (DDF - 948)
 Certificated salaries and employee benefits
 hourly tutors
 Teacher stipends
 travel and conference
 contracts for services
 professional development
 Supplemental \$166,118

Action

16

Actions/Services

PLANNED

1.12S Provide Bridge programs to support students in a college-going culture at the transition to Grade 6 and/or during high school by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring. (Formerly 1.16S)

ACTUAL

6th Grade Bridge

Program implementation had varied success and challenges across sites. At the most successful site, the AVID teacher and former 7th/8th Bridge teacher was given the program, and this teacher has historically been successful in building strong support structures for students as well as rapport with families. At the other end of the spectrum was a site where the program was handed to a first-year teacher and they reported that there was low parent buy-in, therefore proportionately a low number of students enrolled. That site was working with the more successful site to create a stronger structure of their program to be able to support the students that were enrolled and attending. Because the program was designed to be after school, without parent buy-in, there were challenges around attendance and participation.

High School Bridge

The Bridge program at the high school has continued to provide unduplicated students with the support they need to be college and career ready. Each grade-level cohort has built a welcoming and supportive community amongst the students and the teacher. Students are required to check-in daily, even though conflicting commitments or needs (content specific tutoring session, AP class, internships, etc.) start to develop in the higher grade-levels. The content of the class evolves with the time of year and needs, whether it be homework, speakers, ACT tutoring, college visits, etc., allowing for the support to meet the specific needs of the grade-level and students. The challenge around this program is the inability to serve all the students that are interested. Because the program's success largely relies on the relationship of trust and community that is built by the teacher,

Expenditures

BUDGETED
Expense: (DDF - 951)
Certificated salaries and employee benefits
hourly mentors
instructional materials and supplies
 Supplemental \$220,009
Grant funding from City of Berkeley to be determined 1000-1999:
Certificated Personnel Salaries

ESTIMATED ACTUAL
Expense: (DDF - 951)
Certificated salaries and employee benefits
hourly mentors
instructional materials and supplies
 Supplemental \$177,987
Grant funding from City of Berkeley 1000-1999: Certificated Personnel
Salaries \$54,000

Action **17**

Actions/Services

PLANNED
 1.13 Provide summer school for high school students not on track to graduate. (Formerly 1.17)

ACTUAL
 BHS summer school continues to offer a critical opportunity for struggling students to make up credits. BHS and BTA counselors will have notified students with credit deficiencies in May. Once spring semester grades are posted, a new round of notifications and outreach occurs to targeted seniors

 Program for incoming 12th graders will include Chemistry, World History, Math 1, ELD, English (World Literature), and Math 2 (depending upon enrollment). Other course credits can be recovered through the online Cyber High program where students work at their own pace while being monitored and supported.

 The Senior Diploma Program offered for “graduating” BHS and BTA seniors functions similarly to Independent Studies. The Program includes a transcript evaluation process creates in individual course of study up to 15 credits. Students will meet weekly with instructors to go over assignments and move through the course to graduate in the summer Those who need more than 15 credits can continue to work towards their diploma at Berkeley Adult School in the fall.

Expenditures

BUDGETED
 Expense:
 Certificated salaries and employee benefits
 classified salaries and employee benefits
 instructional materials and supplies
 Base \$67,769.

ESTIMATED ACTUAL
 Expense:
 Certificated salaries and employee benefits
 classified salaries and employee benefits
 instructional materials and supplies
 Base \$67,700

Action **18**

Actions/Services

PLANNED
 1.14S Ramp Up

ACTUAL
 Summer 1-Week Intensive
 36 students across grades 1 - 3 were invited to participate in a 1-week literacy intensive this summer to on-ramp them back to school. Students were chosen based on an algorithm via our data management system that took into account their unduplicated status and that they were approaching grade-

level proficient in reading and / or writing. 24 students attended at least 1 day.

School Year Program

47 students (82% unduplicated) across grades 1-3 who were near proficient in reading and/or writing were invited, with only 12 students attending regularly (less than 3 absences out of 15 sessions).

Program implementation for Ramp Up during the school year was met with several challenges. It was difficult to recruit certificated staff for the monthly Saturday program, and even more so when it was changed to bi-weekly to better support the students. We invited students based on being nearly proficient in reading and/or writing and planned curriculum with the district literacy coach to pre-teach students in upcoming standards around literacy. The communication between the program and the site CoS teams and principals was minimal when the program started in October, which made it difficult to get momentum going with attendance support from the site. Principals knew very little about who was participating in the program or about the program structure or curricular content, expressing a disconnect and questions around the effectiveness of the program. Attendance started to wain throughout the school year with very little follow through to regain their attendance. Strong relationships between the program and the sites, and the program and the families of the participants were never developed, affected attendance and integrity of the program.

Although the ability to do guided reading and writing intervention with a smaller teacher to student ratio than during the school day was a huge advantage of this program, many of these students are also getting targeted literacy support (Reading Recovery, LLI, etc.) at their school sites, making it difficult to gage the overall effectiveness of participation in Ramp Up. The program also requires more structure and collaboration with site intervention, admin, and family engagement staff to be able to maximize the resources available for this program.

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the action and services was satisfactory, with the newer actions/services having more challenges around roll-out, consistent, and fidelity. This was especially true for Extended Day Academic Intervention K-8 wide, but RtI2, Literacy Coaches, and Bridge, specifically at the Middle Schools. The Middle School programming lacked the level of structure and oversight that the K-5 programs have long hand in place, making implementation inconsistent across sites with limited abilities to collect data to use in a meaningful way to drive instructional or programmatic changes.

Programs like K-5 Literacy, SSS, and Bridge/AVID at the high school are in much more advanced stages of implementation where systems and site/stakeholder buy-in is no longer an issue. Although there are areas of improvement around different types of data that can be collected to better inform instruction and program direction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services as related to the actual annual measurable outcomes will be reported in the summer as end-of-year data is available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.2: Allocated .8FTE for NGSS implementation, however, teacher ended up as a .6FTE
- 1.5S: Allocated 1.0FTE for MS Math Coach however, teacher ended up as a .6FTE
- 1.7: Funded differently than planned
- 1.8S: Allocated 1.0FTE for curriculum adoption and support, however, position vacated mid-year and not refilled
- 1.9S: Several sites started implementation later in the school year than anticipated
- 1.10S: Software curriculum cost less than anticipated

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1 will remain as is.

Changes to Metrics: TBD

Changes to Actions: TBD

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.

a) 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African American students and English Learners to use effective strategies that address students' multiple intelligences. (State Standards 2.b and School Climate 6.c). Metric: Professional Development Sign-Ins, Teacher Survey

b) 75% of teachers will indicate use of equity strategies in their classroom. (Pupil Engagement 5.a; School Climate 6.c; and Local Goals and Methods) Metric: Equity Rubric, Teaching and Learning

c) Increase the percentage of teachers who are African American and/or Latino by ensuring that 22% or more of newly hired teachers are AA or Latino. (Basic 1.a; School Climate 6.c; Local Measures Goals and Methods) Metric: QSS

ACTUAL

a) 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African American students and English Learners to use effective strategies that address students' multiple intelligences - (met)

b) (data available late May) 75% of teachers will indicate use of equity strategies in their classroom.

c) 34% of newly hired teachers were AA or Latino (+4% from 2015-16) - (met)

d) 21.7% of teachers are AA or Latino (+0% from 2015-16) - (met)

d) Support and retain AA or Latino teachers to exceed 15% of all teachers in district. Metric: QSS

e) English learners will demonstrate at least one year of progress annually toward English fluency and meet state targets on the English Proficiency Exam. (Pupil Achievement 4.d). Metric: The California English Language Development Test (CELDT) / English Learner Proficiency Assessment for California (ELPAC) using Annual Measurable Achievement Objective (AMAO 1) state targets. State Target for 2016-17 - 63.5%

f) Long-Term English Learners will exceed state targets through demonstrating proficiency on the state English proficiency test (Pupil Achievement 4.d) (LTEL AMAO2) Metric: CELDT / ELPAC using Annual Measurable Achievement Objective (AMAO 2) state targets. State Target for 2016-17 - 54.7%

g) 7% of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate (Pupil Achievement 4.e). Metric: Data-Quest Reclassification Rate.

e) (data available late May) English learners will demonstrate at least one year of progress annually toward English fluency and meet state targets on the English Proficiency Exam. (Pupil Achievement 4.d). Metric: The California English Language Development Test (CELDT) / English Learner Proficiency Assessment for California (ELPAC) using Annual Measurable Achievement Objective (AMAO 1) state targets. State Target for 2016-17 - 63.5%

f) (data available late May) Long-Term English Learners will exceed state targets through demonstrating proficiency on the state English proficiency test . State Target for 2016-17 - 54.7%

g) 13% of English Learners were reclassified using the Berkeley Unified School District Reclassification Rate (met)

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 2.1 Provide teacher and staff cultural competence professional development and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for teachers, administrators, and instructional assistants.

ACTUAL
 2.1 Provided teacher and staff cultural competence professional development and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for teachers, administrators, and instructional assistants.

Expenditures

BUDGETED
 Expense: Contract for services, professional development for teacher stipends, classified hourly and substitutes BSEP \$90,000

ESTIMATED ACTUAL
 Expense: Contract for services, professional development for teacher stipends, classified hourly and substitutes BSEP \$45,000

Action **2**

Actions/Services

PLANNED
 2.2 Provide support and training to staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work.

ACTUAL
 2.1 Provided support and training to staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work.

Expenditures

BUDGETED
 Expense: Teacher stipends BSEP \$34,000
 Educator's Effectiveness Grant (DDF 137) \$54,800

ESTIMATED ACTUAL
 Expense: Teacher stipends BSEP \$6,900
 Educator's Effectiveness Grant (DDF 137) \$0.00

Action **3**

Actions/Services

PLANNED
 2.3S Provide professional development on Professional Learning Communities (PLC) for site principals and teachers to increase focus on issues of Equity, Cultural Competence and student achievement.

ACTUAL
 2.3S The 2nd year of the PLC training sequence that happened this year allowed all of the sites (TK - 8, BHS) to become more comfortable with the process of using data to guide instruction. The training allowed site teams to bring the structure back to the sites to be implemented across grade-levels and content area collaborations. The protocol to use student work as the forefront of the inquiry process and have a common language to identify areas of strengths and challenge for students. This allowed sites needing a more systematic approach to determine actionable steps to support students. The last training included ways to use the PLC structure for non-academic data such as attendance and behavioral referrals to expand data-driven collaboration.

Principals have suggested that since they were able to send more staff to the training sequence this year, including teachers, they are now well-versed in the PLC protocol.

Expenditures

BUDGETED Expense: Contracted services, conference expense (DDF - 003) Supplemental \$40,000

Setting aside time that would be used for future trainings would be best utilized in building out the PLC structure at their sites during site collaboration times. Calendaring protected PLC time within Principal's Meetings and Site Level PD days would allow the work to continue with fidelity.
ESTIMATED ACTUAL Expense: Contracted services, conference expense (DDF - 003) Supplemental \$40,000

Action

4

Actions/Services

PLANNED

2.4S Provide a Consultant to recruit, retain, and provide recommendations and other supports for teachers of color.

ACTUAL

2.4S The consultant has continued to provide the district with support in the area of recruiting and retaining teachers of color.

Retention

Outside of teachers of color renewing their contracts to continue teaching at the school sites, the level of impact was harder to gauge from the principal perspective. Principals may not be aware of which of their staff may have developed a relationship with the consultant for support. The work around retention included triaging emergency cases as they occurred. This focused on a handful of teachers of color report not wanting to return to the district due to feeling unwelcome by colleagues and unsupported by principals.

The one pilot site where the consultant supported the principal in having monthly meetings with the newly hired teachers (all of whom were teachers of color) was extremely successful. Both the teachers and the principal reported that having a support structure was invaluable. At this time, most elementary sites are not hiring many new teachers and the consultant suggests the pilot model be implemented as a way to support new teachers and continuing teachers of color.

Recruitment

The consultant attended several teacher recruitment fairs and events around the Bay Area. Without attendance by district HR and other staff, it was difficult to turn recruitment fair presence into actual viable candidates for consideration for hire.

In researching recruitment and interview practices by site, the consultant found that interview questions, panel configuration, and lack of post-interview protocols to follow up with candidates negatively affected the recruitment of teachers of color. In order to better address this issue, the consultant scheduled meetings with all site principals to discuss shifting past practices to aligned with research-based practices that aid in recruiting teachers of color. Meetings commenced with

6 of the 11 Elementary principals, all 3 Middle School principals, and the High School administration, to discuss the areas of need each site has for support around recruiting teachers of color.

In order to institutionalized practices around recruitment and retention of teachers of color, the consultant recommended better direction on who to report findings to to assure the transition from recommendations to actual HR and site practices. The consultant had been unable to support most principals in actually recruiting more teachers of color because there was little support to build a stronger connection and structured relationship with the principals, who are still adhering to their own hiring protocols.

Expenditures

BUDGETED

Expense: Consultant contract, teacher hourly, materials and supplies (DDF - 524) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,000

ESTIMATED ACTUAL

Expense: Consultant contract, teacher hourly, materials and supplies (DDF - 524) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$54,400

Action **5**

Actions/Services

PLANNED
 2.5S Provide an Equity Instruction TSA in order to conduct equity-based audits to assist with cultural competency in the K-5 instructional program

ACTUAL
 2.5S The .5FTE Equity Instruction TSA largely performed qualitative research across the district to make recommendations around next steps. The TSA conducted 38 classroom visits, 6 library visits, and 5 site visits using the Equity Audit Tool. “Model classrooms” had higher levels of engagement and use of equity strategies within culturally relevant curriculum and diverse classroom libraries. Overall, evidence of equity was inconsistent and not uniform across classrooms and sites.

They also conducted 13 interviews (1 parent of a Student with Disabilities/SwD, 2 consultants, 1 site librarian, 2 out of 7 Elementary principals, MS principals, all with anywhere from 3 - 50 years of experience with BUSD either as employees, consultants, or as parents/grandparents). The interviews all pointed to a need for building stronger relationships with students and families, especially for African-American and Latino families, families with a home language besides English or Spanish, and families that were displaced by gentrification and travelled long distances. Although the data for suspensions was still disproportionate for students of color and SwDs, fewer students were being suspended and sent to the office due to PBIS initiatives.

The work the TSA performed yielded immensely useful qualitative data that will be reused to direct the work of the equity teacher leaders next year.

Expenditures

BUDGETED
 Expense: Certificated salary and 3000-3999 employee benefits 1000-1999: Certificated Personnel Salaries Supplemental \$55,800

ESTIMATED ACTUAL
 Expense: Certificated salary and 3000-3999 employee benefits 1000-1999: Certificated Personnel Salaries Supplemental \$55,980

Action **6**

Actions/Services

PLANNED
 2.6S Provide certificated teachers at each site based on the number of ELs to provide direct ELD instruction, case-management, assessment, and instructional coaching for teachers.

ACTUAL
 2.6S Provided certificated teachers at .4-1.0+ FTE to each of the 11 Elementary and 3 Middle School sites, as well as BTA and BHS based on the number of ELs. The EL teachers conducted all CELDT assessments outside of mid-year

		<p>enrollments, provided direct ELD instruction and case management. EL teachers reported that their FTE does not allow for any formal instructional coaching although there were some instances where classroom teachers sought advice informally on the needs of a particular student. Currently, Integrated ELD and Designated ELD are not happening in tandem. EL instruction occurred in isolation, without examining the cross-section of ELA and ELD standards at each proficiency level. Literacy coaches and EL teachers working more collaboratively would shift the approach to EL instruction.</p> <p>Currently, sites are sharing Systematic ELD kits which are broken out by grade and proficiency so articulating a multi-year plan to ex</p>
Expenditures	<p>BUDGETED Expense: Certificated salaries and benefits (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$914,647</p>	<p>ESTIMATED ACTUAL Expense: Certificated salaries and benefits (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$939,744</p>
Action	<h1 style="font-size: 2em; margin: 0;">7</h1>	
Actions/Services	<p>PLANNED 2.7S Provide a K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English fluency.</p>	<p>ACTUAL 2.7S Although the position was designated to be providing coaching and support K-12, the focus this year was largely for K-5. The ELD TSA supports the ELD teachers through informal observations and feedback. However, the majority of the work was around compliance, creating a pacing guide, and providing community outreach through DELAC and ELAC. The Monthly collaboration meetings (1.5 hours) with the ELD teachers served as an opportunity to disseminate information for compliance, administrative purposes, and share best practices.</p>
Expenditures	<p>BUDGETED Expense: Certificated salaries and benefits (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 Title I, Title II, Title III 1000-1999: Certificated Personnel Salaries \$60,000</p>	<p>ESTIMATED ACTUAL Expense: Certificated salaries and benefits (DDF - 529) 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 Title I, Title II, Title III 1000-1999: Certificated Personnel Salaries \$49,200</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students has been satisfactory. Outside of teachers and staff electing to attend the cultural competency seminars, the equity teacher leaders are consistently collaborating to providing meaningful PD at their respective sites to ensure that teachers are keeping equity at the forefront of their minds as they reflect on data to inform their instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Despite there being a disconnect between actually institutionalizing HR practices and the recommendations that the consultant is making around recruiting and retaining teachers of color, we are increasing the number of teachers of color and able to provide them with a level of support that hasn't existed previously as evidence by meeting and exceeding the AMOs around recruitment and retention.

The overall effectiveness of the actions/services as related to the other actual annual measurable outcomes will be reported in the summer as end-of-year data is available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 2.1: Actual expenditures only for the Cultural Competency Seminars - other PD was not implemented
- 2.2: BSEP - Stipends paid from general fund due to budget change, EEG - other PD was not implemented

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	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.
-------------------	--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>2020 Vision</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

*Note: Exact numerical targets may change or be added once 2017-18 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.

a) The percentage of K-5 students in the significant subgroups (SED, EL, AA, Latino and students with disabilities scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS Report Card) will increase by 5% annually (Other Local Measures). Metric: Elementary CCSS Report Card

b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness biannually via survey will increase by 5% overall and for self-identified subgroups (School Climate 6.c). Metric: California Healthy Kids Survey (CHKS)

ACTUAL

a) (data available late June) The percentage of K-5 students in the significant subgroups (SED, EL, AA, Latino and students with disabilities scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS Report Card) will increase by 5% annually

b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness biannually via CHKS:

- Grade 5: 72% (+6%) - met
- Grade 7: 61% (+2%) - not met
- Grade 9: 53% (+3%) - not met
- Grade 11: 48% (-7%) - not met

c) The number* of students who are chronically absent (more than 18 days) will be reduced by 7% overall to be 793 and 15% or more to be 212 for African American students (School Climate 5.b). (*Number will be adjusted based on enrollment.) Metric: Daily Attendance Report.

c) (data available late June) The number* of students who are chronically absent (more than 18 days) will be reduced by 7% overall to be 793 and 15% or more to be 212 for African American students (School Climate 5.b). (*Number will be adjusted based on enrollment.)

2015-16 % / Number

All: 8% / 853

EL: 8% / 79

SED: 12% / 459

AA: 14% / 249

Latino: 18% / 387

d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater (School Climate 5.a). Metric: Annual P2 Attendance Report to the Board

d) (data available in May) The School Attendance Rates will grow annually by 2% to be 98.6% or greater

e) The number* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students to be 122 (Pupil Engagement 6.a,b). Metric: Annual State Suspension Report

e) (data available in July) The number* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students to be 122

f) The number of middle and high school students who participate in restorative justice practices as an alternative to suspension will be tracked in the Student Information System (Pupil Engagement 6.a). Metric: Illuminate Restorative Justice Student Participation Report

f) The number of middle and high school students who participate in restorative justice practices as an alternative to suspension was tracked in the Student Information System (met)

g) The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, African American and/or Latino and report connectedness to schools and access to school resources will be at 75% or more (Parental Involvement 3.a). Metric: District LCAP Survey

g) The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, African American and/or Latino and report connectedness to schools and access to school resources will be at 75% or more.

School Connectedness

SwD: Unable to report due to demographic question phrasing

SED: 95.67 % (met)

EL: Unable to report due to demographic question phrasing

Black/AA: 93.46% (met)

h) The percentage of families with students that are Special Education, Socioeconomically Disadvantaged, English Learners, African American and/or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more (Parental Involvement 3.b and c). Metric: District LCAP Survey

i) The number of families representing one or more of the targeted subgroups (Unduplicated Socioeconomically Disadvantaged students, English Learners, Special Education, African American and/or Latino students) meeting with the family liaison (entitled “collaborative connections”) will increase to at least five. They will meet weekly. Of those five families, at least one focal family will target third grade literacy and another will focus on attendance. To monitor the type of collaborative connection that the family is having, all connections will be logged confidentially in the data management system (Parental Involvement 3.b and c). Metric: Collaborative Connection Log. The family liaison will log 100% of their meetings with families in Illuminate. The logs will track the date, time and reason for the meeting (attendance, behavioral, complaint, referral for services), identifying focal student and/or other.

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

Latino: 93.85% (met)

Access to School Resources

SwD: Unable to report due to demographic question phrasing

SED: 89.44% (met)

EL: Unable to report due to demographic question phrasing

Black/AA: 86.18%

Latino: 83.50% (met)

h) The percentage of families with students that are Special Education, Socioeconomically Disadvantaged, English Learners, African American and/or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more

SwD: Not collected

SED: Not collected

EL: 0.28% (+9.12%) - not met

Black/AA: 8.26% (+2.58%) - not met

Latino: 12.23% (+5.71%) - not met

i) The number of families representing one or more of the targeted subgroups (Unduplicated Socioeconomically Disadvantaged students, English Learners, Special Education, African American and/or Latino students) meeting with the family liaison (entitled “collaborative connections”) will increase to at least five. They will meet weekly. Of those five families, at least one focal family will target third grade literacy and another will focus on attendance. To monitor the type of collaborative connection that the family is having, all connections will be logged confidentially in the data management system (Parental Involvement 3.b and c). Metric: Collaborative Connection Log. The family liaison will log 100% of their meetings with families in Illuminate. The logs will track the date, time and reason for the meeting (attendance, behavioral, complaint, referral for services), identifying focal student and/or other.

j) Participation of targeted families* will increase by 5% annually in the following activities:

Governance Council (SGC); LCAP Parent Advisory Committee (PAC) (Parental Involvement 3.b and c). *Targeted families include those families who have children who are Unduplicated Socioeconomically Disadvantaged students, English Learners, Special Education, African American and/or Latino students). Metric: Participation Lists

ELAC

- Unduplicated
- SED
- EL
- SwD
- Black/AA
- Latino

SGC Elementary (not met)

- Unduplicated
- SED
- EL
- SwD
- Black/AA: 13.7% (-0.4%)
- Latino: 10.7% (+1.1%)

SGC Middle School (not met)

- Unduplicated
- SED
- EL
- SwD
- Black/AA: 12.2% (-4.5%)
- Latino: 4.9% (-7.6%)

SGC High School (met)

- Unduplicated
- SED
- EL
- SwD
- Black/AA: 37.8% (+7.7%)
- Latino: 6.7% (+5.0%)

PAC

- Unduplicated
- SED
- EL
- SwD
- Black/AA:
- Latino

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 3.1S Provide training and support for all K-6 certificated staff on the Toolbox social/emotional curriculum. Training will be organized by Coordinator of School-Based Services and designed to serve as a review for teachers focusing on the Toolbox skills of self-management, social and self-awareness, decision-making and building relationships, especially for Unduplicated Pupils.

ACTUAL
 3.1S Toolbox curriculum implementation continued to be inconsistent throughout the district as there was not a formal PD structure in place to support training new teachers. With the many PBIS initiatives falling under the Coordinator of School-Based Services, their bandwidth was limited to Toolbox overviews for site PBIS teams. Teachers with previous Toolbox training and post-pilot sites with a developed culture around Toolbox continued to make it a priority. Collaboration with the PD team to include Toolbox training as part of on-ramping new teachers and surveying teachers to find out who had training, needed a refresher, or could serve as a mentor were identified as crucial in supporting students with social-emotional needs.

Expenditures

BUDGETED
 Expense: Contracted services, support materials.

 4000-4999: Books And Supplies Base \$5,000

ESTIMATED ACTUAL
 Expense: Contracted services, support materials.

 4000-4999: Books And Supplies Base \$12,000

Action **2**

Actions/Services

PLANNED
 3.2S Provide Two Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions.

ACTUAL
 3.2S The addition of the second intervention counselor has been crucial to the transition of the focal 9th graders from the 15-16 school year. This has allowed 70% of t

Expenditures

BUDGETED
 Expense: Certificated salaries and benefits (DDF - 523)
 1000-1999: Certificated Personnel Salaries Supplemental \$214,893

ESTIMATED ACTUAL
 Expense: Certificated salaries and benefits (DDF - 523)
 1000-1999: Certificated Personnel Salaries Supplemental \$203,662

Action **4**

Actions/Services

PLANNED
 3.4S Provide a Restorative Practices (RP) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) through:

ACTUAL
 3.11S Contracts with SEEDS continued to support Washington and BTA with RP program implementation. Monthly reports from the Restorative Justice (RJ) Coordinator indicated that both students and staff were regularly supported through check-ins, consultations, Tier 1

- Elementary School: RP Program at Washington School providing professional development support to staff and teaching students restorative practices skills.
- BTA RP Program: providing restorative circles, professional development and student workshops

Community Building Circles, Tier 2 interventions, and other restorative meetings. The needs of each site drove what the program looked like on a day-to-day basis, allowing for the RJ Coordinator to provide support tailored to the schools. Both sites plan on continuing their developed RP programs from other budget sources next year.

Expenditures

BUDGETED

Expense: Contract for services,
(DDF - 525)
5800: Professional/Consulting Services And Operating Expenditures
Supplemental \$55,000

ESTIMATED ACTUAL

Expense: Contract for services,
(DDF - 525)
5800: Professional/Consulting Services And Operating Expenditures
Supplemental \$55,000

Action **5**

Actions/Services

PLANNED
 3.5 Provide Behavior Specialists at K-8 and a full-time Counselor for BHS students and Berkeley Mental Health counseling and ATOD Counseling Services for New Bridge at BTA and with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral interventions.

ACTUAL
 3.5 Provide Behavior Specialists at K-8 and a full-time Counselor for BHS students and Berkeley Mental Health counseling and ATOD Counseling Services for New Bridge at BTA and with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral interventions.

Expenditures

BUDGETED
 Expense: Certificated salaries and benefits (DDF - 532)
 1000-1999: Certificated Personnel Salaries
 Special Education \$546,000

ESTIMATED ACTUAL
 Expense: Certificated salaries and benefits (DDF - 532)
 1000-1999: Certificated Personnel Salaries
 Special Education \$431,858

Action **6**

Actions/Services

PLANNED
 3.6S Provide coordinated restorative practices for staff and students at the middle school and case management of a group of identified unduplicated students in Grades 7 and 8.

ACTUAL
 3.6S Provided coordinated restorative practices for staff and students at the middle school and case management of a group of identified unduplicated students in Grades 7 and 8.

Expenditures

BUDGETED
 Expense: Certificated Counselor Salaries and benefits (DDF - 525)
 1000-1999: Certificated Personnel Salaries Supplemental \$306,990

ESTIMATED ACTUAL
 Expense: Certificated Counselor Salaries and benefits (DDF - 525)
 1000-1999: Certificated Personnel Salaries Supplemental \$293,975

Action **7**

Actions/Services

PLANNED
 3.7S Provide increased behavioral health services to support students dealing with trauma and other social-emotional issues. Trauma-informed and Restorative practices will be delivered with a lens of cultural competency.

ACTUAL
 3.7S Provided increased behavioral health services to support students dealing with trauma and other social emotional issues. Trauma-informed and Restorative practices will be delivered with a lens of cultural competency.

Expenditures

BUDGETED
 Expense: Contracts for services, Counselor Salaries and benefits, (DDF - 995)
 Supplemental \$147,355

ESTIMATED ACTUAL
 Expense: Contracts for services, Counselor Salaries and benefits, (DDF - 995)
 Supplemental \$145,463

Action **8**

Actions/Services

PLANNED
 3.8S Provide coordination of school-based services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension. Additionally, ensure that the non- BUSD Services Providers align their services with our district practices.

ACTUAL
 3.8S Provide coordination of school-based services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), and Toolbox social-emotional domains that address the needs of students in danger of suspension. Additionally, ensure that the non- BUSD Services Providers align their services with our district practices.

Expenditures

BUDGETED
 Expense: Certificated salary and benefits (DDF - 532) 1000-1999:
 Certificated Personnel Salaries Supplemental \$127,912

ESTIMATED ACTUAL
 Expense: Certificated salary and benefits (DDF - 532) 1000-1999:
 Certificated Personnel Salaries Supplemental \$136,228

Action **9**

Actions/Services

PLANNED
 3.9S Provide the Bay Area Peace Keepers Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.

ACTUAL
 3.9S Provided the Bay Area Peace Keepers Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.

Expenditures

BUDGETED
 Expense: Contracts for services (DDF - 211)

 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

ESTIMATED ACTUAL
 Expense: Contracts for services (DDF - 211)

 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

Action **10**

Actions/Services

PLANNED
 3.10S Provide case management and intervention services such as Restorative Practices for students identified as at risk of suspension.

ACTUAL
 3.10S Provided case management and intervention services such as Restorative Practices for students identified as at risk of suspension.

Expenditures

BUDGETED
 Expense: Classified salaries and benefits, or consultant contract (DDF - 525)
 Supplemental \$101,000

ESTIMATED ACTUAL
 Expense: Classified salaries and benefits, or consultant contract (DDF - 525)
 Supplemental \$102,932

Action **11**

Actions/Services

PLANNED

ACTUAL

3.11S Provide coordinators for family engagement for all TK, K-5 schools and support BHS in partnering 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 Unduplicated Students.

3.11S The coordinators for family engagement continued to provide our elementary schools and high school with the connection that many families need to the school and its' resources.

Expenditures

BUDGETED

Expense: Classified salaries and benefits (DDF - 534)
 2000-2999: Classified Personnel Salaries Supplemental \$331,447
 2000-2999: Classified Personnel Salaries BSEP \$305,000

ESTIMATED ACTUAL

Expense: Classified salaries and benefits (DDF - 534)
 2000-2999: Classified Personnel Salaries Supplemental \$313,000
 2000-2999: Classified Personnel Salaries BSEP \$340,617

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Empty box for implementation description]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Empty box for effectiveness description]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1s: A need for more materials for implementation than planned
 3.5: Step and column of actual hires less than anticipated
 3.11s Step and column of actual hires less than anticipated

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to Metrics:
 Changes to Actions:

[Empty box for changes to metrics and actions]

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Focus Goal 4: Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the ongoing monitoring of student progress resulting from actions and services, and utilizing state and local indicators.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>2020 Vision</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

a) Based on the annual review of the expected measurable outcomes, the evaluation process will include a review of key indicators with each stakeholder group and the Board of Education following the timeline included in the Appendix. The Annual Update will serve as the Evaluation Tool and actions, services and indicator progress will be included as part of the review. If there are any indicators that indicate a need for immediate action, this will be included as an agenda item at the meeting immediately following the data finding.

b) All annual supplemental expenditures will be accounted for in the expenditure report included in the Annual Update. This review will include an update on expenditures from both the actions and services that include the letter S (supplemental) as well as the personnel variance and LCAP contingency embedded within the action and/or service.

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED 4.1S Provide ongoing monitoring of the LCAP Plan through the use of designated LCAP evaluation staff and additional support services that will include the qualitative and quantitative review of each action and/or service. Annual update and evaluation included.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED Expense: Certificated salary benefits, classified hourly and contracted services (2.5%) (DDF: 535) Supplemental \$127,161</p>	<p>ESTIMATED ACTUAL \$84,225</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 4.2S Set aside an Indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED Expense: Indirect Cost Reserve (DDF 000) Supplemental \$299,424</p>	<p>ESTIMATED ACTUAL \$280,271</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal
5**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal
7**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal
8**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal
9**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 10	
--------------------	--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

--

ACTUAL

--

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP Year Four 2016-17

Berkeley Unified School District engaged and convened a series of meetings for key LCAP stakeholder groups, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), and the Education Advisory Committee (EAC). The meetings provided the stakeholders with student achievement data, updates on LCAP funded Actions and Services, with the goal of creating opportunities for the participants to provide ongoing feedback on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, educators and students were also provided with numerous opportunities to learn about the Local Control Funding Formula (LCFF). On March 10, 2016, the PAC, EAC and DELAC participated in the Mid-Year LCAP Data Presentation and budget priority workshop, this was a vital element of our continuous cycle of improvement.

At its first meeting of 2016, the PAC elected co-chairs (a middle school parent and an elementary school parent) who worked collaboratively with the Director of Special Projects and Programs to provide input on the agendas for each meeting and to assume a leadership role in facilitating the PAC Meetings. The agendas for the year included time at the end of each meeting for the PAC to work together to create statements to the Board. If the group determined there was not a need to address the Board then no statement was prepared. The PAC worked with district staff to create a template for each action or service that was funded by LCAP Supplemental funding. These templates were designed to incorporate the goal of each action, the resource allocation, the qualitative and quantitative findings from 2015-16, the PAC's comments and the Superintendent's response.

Board Policy 0460 and Bylaws for PAC/DELAC/EAC

During Year One, a BUSD board member took the lead in drafting a board policy for the purpose of outlining the LCAP stakeholder engagement process and the timeline for plan development, feedback, review and board approval. This policy was vetted by the BUSD Policy Committee, the stakeholder groups and then formally approved by the Board of Directors on June 26, 2015. On June 26, 2016, the Board approved a modified version of BP 0460 that provided a clearer description of who the stakeholders should be and when new actions and services needed early approval for new positions that may be challenging to fill if they were not posted until final LCAP approval. Implementing the policy provided clarity for defining the role of the stakeholder groups, which in previous years, limited the collaborative efforts of the stakeholders and district staff. An additional benefit of the policy was that section six outlined the timeline for Development, Review and Input:

The policy states:

At a November Board meeting, the Superintendent or designee shall provide a timeline for development of, input on, review and comment by the advisory committees on, and adoption of the upcoming LCAP as well as the other dates and deadlines required by this subsection. Additional dates and deadlines may be included based on input from the advisory committees.

Preferably by January 31, but in no instance later than February 15, the Superintendent or designee shall hold a public forum in order to update the public on the current LCAP, to answer questions from the public regarding the current LCAP, and to describe the timeline for public review of the upcoming LCAP.

At a February Board meeting, the Superintendent or designee shall provide the Board with an update on the status of the development of the LCAP. This does not preclude the Superintendent or designee from providing the Board with additional updates on the status of the development of the LCAP at other Board meetings or at other times.

No later than at an April Board meeting, the Superintendent or designee shall provide the Board with draft recommendations for the LCAP. Prior to the Board meeting at which the Superintendent or designee provides the Board with the draft recommendations for the LCAP, the Superintendent or designee shall also provide the Listed Stakeholder Groups with the draft recommendations for the LCAP. At the same time, the Superintendent or designee shall provide the public with the same draft recommendations by posting it online on the District's LCAP webpage. Starting with the draft recommendations for the 2016-17 LCAP, the Superintendent or designee shall recommend not continuing at least one specific action or service from the prior year's LCAP. The Board may disregard this recommendation.

No later than at the first May Board meeting, the Superintendent or designee shall provide the Board with a draft LCAP as well as draft executive summary. The draft executive summary shall be translated into Spanish. Prior to the Board meeting at which the Superintendent or designee provides the Board with the draft LCAP, the Superintendent or designee shall also provide the Listed Stakeholder Groups (defined below) with the draft LCAP. At the same time, the Superintendent or designee shall provide the public with the same draft LCAP by posting it online on the District's LCAP webpage.

Review of State Priorities and Analysis of Related Data

As in Year Two, there was a review of the State Priorities and an Analysis of the Related Data Elements. This year while moving to the new e-template all priorities were analyzed as Annual Measureable Outcomes in the Annual Update Section of the LCAP. The staff worked collaboratively with the stakeholder groups to create a data reporting calendar for 2016-17 that provided periodic checkpoints regarding the effectiveness of each action and service in meeting the needs of the targeted students.

Parent Advisory Committee (PAC)

Meeting Date Item

10/20/2016 LCAP Orientation/Family Engagement - Quorum

11/17/2016 RTI, Implementation, Literacy

12/15/2016 CEIS, Math, Professional Learning Communities

01/19/2017 EL, Budget Update

03/16/2017 Mid Year LCAP Data, Summary of Stakeholder Feedback, Preliminary Ed Services Recommendations, Stakeholder Feed back on Recommendations

04/20/2017 Budget Forecast, LCAP Data, Data Dashboard & LCAP, Preliminary LCAP Action and Services Recommendation

California School Dashboard Discussion:

Suspension Indicator: Students with Disabilities - Red, African American - Red

EL Progress Indicator: Overall - Orange

Graduation Rate Indicator: English Learner Students - Red, White Students - Orange

English Language Arts Indicator: Students with Disabilities

Math Indicator: Students with Disabilities - Red, African American - Orange

05/11/2017 LCAP Draft Recommendations

05/30/2017 LCAP recommendations for additional funding per May revised State Budget

District English Learner Advisory Committee (DELAC)

Meeting Dates

10/24/2016 DELAC Goals & Data

11/28/2016 District Upcoming Events, LCAP Overview

01/24/2017 Debrief BSEP Meeting, Highlights from PAC, Overview of English Language Development Instruction

02/27/2017 LCAP update, review of topics to present to the Board

04/24/2017 California School Dashboard Discussion:

Suspension Indicator: Students with Disabilities - Red, African American - Red

EL Progress Indicator: Overall - Orange

Graduation Rate Indicator: English Learner Students - Red, White Students - Orange

English Language Arts Indicator: Students with Disabilities

Math Indicator: Students with Disabilities - Red, African American - Orange

05/08/2017 DELAC Feedback and Input on District Recommendations for LCAP

05/22/2017 LCAP District Recommendations

06/05/2017 LCAP recommendation for additional funding per May revised State Budget

Education Advisory Committee (EAC)

Meeting Date Item

11/14/ 2016 LCAP Goals & Data

12/12/2016 LCAP Implementation, Academic Support Mapping

01/08/2017 LCAP Funded English Learner Program, Educational Vital Signs Initiative

02/13/2017 LCAP Current Actions & Budget, Timeline for LCAP Development
 03/13/2017 LCAP Summary of Stakeholder Feedback, Preliminary Timeline for LCAP Development
 04/10/2017 California School Dashboard Discussion:
 Suspension Indicator: Students with Disabilities - Red, African American - Red
 EL Progress Indicator: Overall - Orange
 Graduation Rate Indicator: English Learner Students - Red, White Students - Orange
 English Language Arts Indicator: Students with Disabilities
 Math Indicator: Students with Disabilities - Red, African American - Orange
 05/08/2017 Proposed new actions for 2017-2018
 06/05/2017 Proposed actions to be funded with new LCAP supplemental funds

Board of Directors (BOD)

Meeting Date Item

08/24/2016 LCAP Goal 1 Evaluation
 09/07/2016 LCAP Goal 2 Evaluation
 09/21/2016 LCAP Goal 3 Evaluation
 10/19/2016 LCAP Implementation Update
 11/16/2016 LCAP S Funded Mid Year Data on Actions and Services - Study Session
 12/07/2016 LCAP early approval of new actions and approval to discontinue Superintendent's recommended actions per BP 0460
 01/11/2017 LCAP Draft and Executive Summary, and Public and Stakeholder comment period
 01/25/2016 LCAP Public Hearing
 02/08/2017 LCAP Final Plan and Approval, and Second read of revised LCAP Board Policy 0460
 02/22/2017 LCAP Monthly Update
 03/22/2017 LCAP Recommendations
 04/12/2017 LCAP Update
 04/26/2017 LCAP First Draft
 05/17/2017 LCAP New positions for early approval

Student Focus Group – Middle School

03/7/2017 Focus Group - King
 03/14/2017 Focus Group - Willard
 04/11/2017 Focus Group - Longfellow
 04/18/2017 Focus Group - Longfellow

Student Focus Group – High School

04/17 - Focus Group - BHS

Secondary Student Survey (AVID and Bridge Students)
 254- respondents

Superintendent's Cabinet

Meeting Date Item

08/09/2016 Cabinet Retreat - LCAP Overview
 10/04/2016 LCAP Staffing Update
 02/21/2017 LCAP Staff Recommendations
 04/25/2017 LCAP Draft One with Staff recommendations,
 California School Dashboard Discussion:
 Suspension Indicator: Students with Disabilities - Red, African American - Red
 EL Progress Indicator: Overall - Orange

Graduation Rate Indicator: English Learner Students - Red, White Students - Orange
 English Language Arts Indicator: Students with Disabilities
 Math Indicator: Students with Disabilities - Red, African American - Orange
 05/16/2017 LCAP - Finalize new position descriptions
 05/30/2017 LCAP recommendation for additional funding per May revised State budget
 06/06/2017 Update final recommendations with stakeholder input

Educational Services Directors Meeting Date Item

11/08/2016 Parent Engagement - LCAP
 11/22/2016 Response to Intervention - LCAP
 11/29/2016 EL Coaches - LCAP
 01/24/2017 Literacy Coaches - LCAP
 02/14/2017 Preliminary LCAP Services and Actions changes for 16-17
 02/28/2017 Mid-Year Retreat - LCAP Planning
 03/14/2017 BHS Interventions - LCAP
 03/28/2017 Draft 2016-17 Staff and Program recommendations LCAP
 04/18/2017 California School Dashboard Discussion:
 Suspension Indicator: Students with Disabilities - Red, African American - Red
 EL Progress Indicator: Overall - Orange
 Graduation Rate Indicator: English Learner Students - Red, White Students - Orange
 English Language Arts Indicator: Students with Disabilities
 Math Indicator: Students with Disabilities - Red, African American - Orange
 05/16/2017 Final LCAP recommendations

Superintendent's Budget Advisory Committee 02/28/2017 LCAP Budget Projections 05/02/2017 LCAP Budget Recommendations

Black and Latino Affinity Group

Session 1 – Dec. 3, 2016: (145 participants)

The history of our school system; the critical need for parent advocacy; HOW to advocate in this system we call “public education in the era of LCAP”...get and use the data to serve your child's needs! During this session, parents reviewed a timeline of education in the US, reviewing policies and laws that were obstacles to education for Black and Latino students. Parents were in a circle and read the timeline. This was very powerful and a reminder to parents that they need to stay engaged in their children's learning.

Session 2 -March 4, 2017 (135 participants)

The mindset, values, and skill-sets of “educational parenting”; how to navigate in schools and districts. This session also covered preparation for summer programs to avoid summer learning loss. Provided summer school and program resources, and blank calendar for each parent to plan summer learning for their children. Parents also discussed out of the box thinking...developing local community and school programs to keep kids learning over the summer. Overview of California School Dashboard and what it tells us about our students.

Session 3 – April 29, 2017: (108 participants)

Empower parents with the tools to support their children's academic success, and develop a plan to prevent Summer Learning Loss. (check - in on planning assignment)

Preparing for the next school year – it's NOT “too early”

Parents will review the district calendars and calendar important school and district events. They will also develop a plan to engage with their children's teachers, parent groups, principals, etc, to support the learning of their children. Berkeley findings on the California School Dashboard, with a discussion about:

Suspension Indicator: Students with Disabilities - Red, African American - Red

EL Progress Indicator: Overall - Orange

Graduation Rate Indicator: English Learner Students - Red, White Students - Orange
 English Language Arts Indicator: Students with Disabilities
 Math Indicator: Students with Disabilities - Red, African American - Orange

2016-17 Annual Update

In the past year the District continued the engagement process by meeting with the stakeholder groups as follows: The members of the Parent Advisory Committee (PAC) met a total of eight times; the District English Learner Advisory Committee (DELAC) met six times; the Education Advisory Committee (EAC) met seven times; and the Student Advisory Committee met twice. The Student Focus Groups were especially helpful in providing specific information regarding the impact of LCAP funded services and actions such as AVID, Bridge, Restorative Practices and the behavioral health partnerships. More meeting dates were scheduled for May and June of 2016 through the final approval process. These groups were provided with quantitative as well as qualitative data and heard from student speakers and district staff who were implementing the actions and services developed under the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

LCAP Year Three 2016-17

Over the course of the year several emerging themes resonated with the stakeholder groups:

- A need for the creation of a data reporting calendar - to provide ongoing data for the LCAP Supplemental Funded Services and Actions and provide a snapshot of program effectiveness
- Increased behavior – mental health services coordination and access for more students
- Deepen the implementation of restorative practices at more schools and incorporate these practices to reduce the racial disproportionality in school discipline
- Continue to increase opportunities to recruit teachers of color and provide support for teacher retention
- Response to Instruction and Intervention (RtI2) was implemented at all TK- 8 schools, which will continue to strengthen as the interventions are made accessible to students as needed

Building on the learned experiences from 2014-15, the focus of the PAC meetings was to review the LCAP Supplemental funded actions and services, ask relevant questions and monitor student progress. At each monthly meeting there was a presentation that provided the stakeholders with an overview of the LCAP funded programs such as AVID, Bridge, Family Engagement and ELD. This was very informative for the stakeholders and afforded them time to ask questions regarding implementation, outcomes and challenges. Having the LCAP Evaluator present at the meetings provided opportunities for stakeholders to learn how the actions and services were going to be evaluated for effectiveness. At several meetings the stakeholders seemed to be concerned that the data collection process would happen towards the end of the school year and there was a request to establish an ongoing system of data collection and reporting for 2016-17.

Another challenge was ensuring that a quorum was established at each meeting, which was required by the Board Policy and the Brown Act for the committee to make recommendations or formulate their questions and provide feedback.

School Site Level: All Site Plans were aligned to the three LCAP Goals – effective 6/1/2015.

Community Stakeholder Meeting:

We held a Mid-Year LCAP Data Meeting on March 10, 2016 that served as a way to inform, engage, and answer questions from the attendees: parents, students, teachers, principals, staff, community partners, and community organizations. The Superintendent provided an informative LCFF/LCAP presentation that highlight the newly LCAP funded Actions and Services implemented at the school sites in 2016-17. All materials for this meeting were provided in English and Spanish. There was targeted outreach to EL Families and Families of the Targeted Services to attend the meeting. This information was used to revise 2017-18 priorities in the LCAP.

PAC

Based on PAC Survey Results, there was a request to provide more student data to inform and support the input process. During the meetings parents received LCAP progress updates, budget updates, and more in-depth LCAP funded program information. The meetings were challenging at times due to a lack of clarity of the role of PAC in the LCAP Planning and Oversight processes. This led to the development of a new Board Policy – BP-0460 and Parent Advisory Bylaws. The meetings were conducted in English and Spanish translation was available as well as childcare.

EAC:

This year the Education Advisory Committee represented teachers, support staff and administrators in the review and development of the LCAP as it changed from 2014-15 to 2016-17. Co-led by the Assistant-Superintendent and Director of Programs and Special Projects, this committee chose to focus on further aligning the action steps to systematize the work. The EAC was especially interested in the work to align Response to Instruction and Intervention (RTI2), Positive Behavioral Intervention Systems (PBIS), Restorative Justice (RJ) and Restorative Practices (RP) and findings from the Mental Health sub-committee. (See Appendix for full evaluation). The EAC also consistently reviewed the action steps for the Recruitment and Retention of Teachers of Color.

DELAC:

The District English Learner Advisory Committee met monthly. LCAP Actions and Services were discussed at four of the meetings. The information was presented in English and Spanish. At these meetings families were provided with an overview of the LCAP Supplement Funding Budget, updates on actions and services such as AVID, ELD, RTI2, Literacy Coaches, Behavior Health, and RP. At the May Meeting, the proposed budget for 2016-17 was shared along with the changes in recommended actions and services. The committee members were given an opportunity to ask questions and give their feedback, which highlighted their support of ELD, AVID and High School Bridge.

Board of Directors:

RTI2 Update, EL Instructional Program Update, Student Data Update, LCAP Implementation Update, LCAP Study Session: focused on creating parameters for the development of the 2016-17 LCAP. The Board reviewed the LCAP and overall budget for 2016-17 and provided general directions for the staff to incorporate into the LCAP and 2016-17 Budget.

Student Advisory Group Middle School/ High School:

Students participated in a Focus Group conversation on LCAP funded Actions and Services. Input was elicited regarding the proposed LCAP Supplementally funded proposed actions, feedback on current actions and how well students were being supported academically.

Superintendent's Cabinet:

The Superintendent's Cabinet has served as the team leading the work in the Berkeley Unified School District. The LCAP Actions, Services, Budgets and Evaluation processes were reviewed as a team during the year prior to any board meeting to assure that the cabinet reviewed and discussed best practices for unduplicated students within the three targeted goals. The Superintendent and the local tax measure have looked to the LCAP goals and action steps to drive key initiatives in the district.

Education Services Directors:

The Education Services Directors' meeting served as a venue to discuss, inform and support the LCAP review process. The Director of Special Projects and Programs led the discussions with the Director of Evaluation providing data, evaluation and research support. During the meetings, Directors received LCAP progress updates, reviewed budget priorities, and discussed how to further systematize the LCAP funded program information. As a result, the Education Services Directors presented the LCAP Action Steps and Goals as a team to the board for recommendation and developed a focused multi-tiered intervention model to address all interventions provided to students under the umbrella of RTI2 and Mental Health /Trauma-Informed practices. This process involved a review of data, practices in the classroom and proposals addressing the ongoing need to develop systems for our sites and district in moving these practices forward.

The Stakeholder process was multifaceted and consisted of the meetings described above, as well as surveys for parents, administrators and teachers. The feedback cycle concluded with an online open comment period during which stakeholders and community members submitted comments via email. The Superintendent personally responded to the collected comments. Both the comments and responses will be posted on the BUSD LCAP Webpage.

2015-16 Annual Update

With the guidance of the stakeholders, the impact on the LCAP is as follows: The Stakeholder groups (PAC, DELAC, and EAC) requested more data presentations where every data point was broken out by unduplicated student groups in order to quantitatively see the impact of the LCAP on each group. Each priority point was measured by applicable metrics. Section 2 outlines the new changes to the LCAP as a result of stakeholder input, including but not limited to increased access to restorative practices, positive school culture and climates, academic language development, increased access to instructional materials, clear measures for parent engagement, increased numbers of ELD reclassification, increased levels of attendance by unduplicated students as well as decreased numbers of expulsions. The stakeholders also requested that district staff develop clear roles and responsibilities for all LCAP Funded Positions, and be explicitly communicated to site administrators to increase accountability. Additionally, there was a request to develop a system for meaningful program evaluation. The Parent Advisory Committee worked with district staff to create a user friendly template for the LCAP Supplemental Funded Actions and Services.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Our Unduplicated Students Need Great Teachers: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies. Data Sources: Student Surveys, Focus Groups, and Literary Source: Culturally Responsive Teaching: Theory, Research, and Practice, Gay, G

Our Unduplicated Students Need Literacy and Math Skills: Grade-level proficiency in literacy and math in order to access curriculum and instruction (How many are under grade-level?)
 Data Sources: Third Grade Data on Teachers College (Gap between Unduplicated Students and their peers). Literary Source: Cultural Diversity and Education: Foundations, Curriculum, and Teaching, Allyn and Bacon;

Our Unduplicated Students College and Career Goals: College and career counseling and high school courses meaningfully connected to life goals
 Data Sources: Transcript Evaluation Service (TES), National School Clearinghouse and Course Access. Literary Sources: The Urgency of Now, Schott Foundation for Public Education

Identified Needs based on Performance Gaps on California State Dashboard

SBA English/Language Arts (ELA): Students with Disabilities
 SBA Math: Students with Disabilities, Black/African-American Students
 Graduation Rates: English Learners, White Students

See Appendix J For full list of Research, Educational Theory and Appendix K for Baseline Data-Crosswalk for full resource of Research and Links to Data7

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>a) Annual Credential Report from California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>b) School Accountability Report Cards (SARC)</p> <p>c) SARC</p> <p>d) Professional Development Sign-in Sheets and Professional Development Survey</p> <p>e) Teacher School Climate Survey</p> <p>f) Local CCSS Reading Assessment (TCRWP)</p> <p>g) 3rd Grade SBA Performance Level in ELA</p> <p>h) 8th Grade SBA Performance Level in Math</p> <p>i) 11th Grade SBA in ELA and Math</p> <p>j) AP Tests</p> <p>k) Transcript Evaluation Service (TES)</p> <p>l) Graduation Cohort Report (State Targets)</p> <p>m) Dropout Cohort Report (State Targets)</p>	<p>*All Baseline Data is from 2015-16 unless indicated otherwise</p> <p>a) 100%</p> <p>b) 100%</p> <p>c) 100%</p> <p>d) 90%</p> <p>e) N/A</p> <p>f) All: 80%, EL: 38%, SED: 54%, AA: 48%, Latino: 61%, SwD: 31%</p> <p>g) All: 62%, EL: 26%, SED: 33%, AA: 22%, Latino: 42%, SwD: 20%</p> <p>h) All: 53%, EL: 10%, SED: 31%, AA: 14%, Latino: 36%, SwD: 7%</p> <p>i) ELA - All: 69%, EL: 12%, SED: 46%, AA: 42%, Latino: 50%, SwD: 24%</p> <p>Math - All: 50%, EL: 13%, SED: 4%, AA: 19%, Latino: 27%, SwD: 4%</p> <p>j) AP Passage Rate: 75% Exams Taken: 2,524 Students Taking AP Tests: 785</p> <p>k) AA: 35%, Latino: 64%, SED: 48%, EL: 26%, SwD: **</p> <p>l) 2016 Graduation Cohort (Class of 2015) All: 87%, EL: 69%, SED: 82%, SwD: 72%, AA: 80%, Latino: 86%, White: 90%</p> <p>m) 2016 Drop-Out Cohort (Class of 2015) All: 11%, EL: 20%, SED: 14%, SwD: 16%, AA: 14%, Latino: 10%, White: 10%</p> <p>**Denotes n of less than 11</p>	<p>*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in.</p> <p>a) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Basic Services)</p> <p>b) 100% of students in the school district have sufficient access to the standards-aligned instructional materials (Basic Services)</p> <p>c) 100% of school facilities are maintained in good repair (Basic Services)</p> <p>d) 100% of ELA, Math and Science Teachers will be trained in CCSS/NGSS which will be fully implemented in the classroom (State Standards 2.a).</p> <p>e) 75% of trained teachers will report site-level support in implementation of the state standards (State Standards 2.a).</p> <p>f) 80% or more of all 3rd Graders will be at Grade Level Reading Proficiency with specific subgroup targets of 7 percent more students than prior year achievement</p> <p>g) The percentage of 3rd Graders overall and in each significant subgroup meeting or exceeding standards for English Language Arts (ELA) on the Smarter Balanced Assessment (SBA) will never drop below the previous year.</p>	<p>*Note: Exact numerical targets may change or be added once 2017-18 End of Year Results come in.</p> <p>a) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>b) 100% of students in the school district have sufficient access to the standards-aligned instructional materials (Basic Services1.b).</p> <p>c) 100% of school facilities are maintained in good repair (Basic Services1.c).</p> <p>d) 100% of ELA, Math and Science Teachers will be trained in CCSS/NGSS which will be fully implemented in the classroom (State Standards 2.a).</p> <p>e) 75% of trained teachers will report site-level support in implementation of the state standards (State Standards 2.a).</p> <p>f) 80% or more of students will be at 3rd Grade Level Reading Proficiency with specific subgroup targets of 7 percent more students than prior year achievement, estimated at All: 80%+, EL: 38%, SED: 54%, AA: 48%, Latino: 61%, and SPED: 31% (Local Priority: Teachers College Reading and Writing Project).</p> <p>g) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in English Language Arts (ELA) /</p>	<p>*Note: Exact numerical targets may change or be added once 2018-19 End of Year Results come in.</p> <p>a) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Basic Services).</p> <p>b) 100% of students in the school district have sufficient access to the standards-aligned instructional materials (Basic Services1.b).</p> <p>c) 100% of school facilities are maintained in good repair (Basic Services1.c).</p> <p>d) 100% of ELA, Math and Science Teachers will be trained in CCSS/NGSS which will be fully implemented in the classroom (State Standards 2.a).</p> <p>e) 75% of trained teachers will report site-level support in implementation of the state standards (State Standards 2.a).</p> <p>f) 80% or more of students will be at 3rd Grade Level Reading Proficiency with specific subgroup targets of 7 percent more students than prior year achievement, estimated at All: 80%+, EL: 38%, SED: 54%, AA: 48%, Latino: 61%, and SPED: 31% (Local Priority: Teachers College Reading and Writing Project).</p> <p>g) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and</p>
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h) The percentage of 8th Graders overall and in each significant subgroup meeting or exceeding standards for English Language Arts (ELA) on the Smarter Balanced Assessment (SBA) will never drop below the previous year.

i) The percentage of 11th Graders overall and in each significant subgroup demonstrating college preparedness through the Early Assessment Program (EAP - meeting or exceeding standards for SBA ELA and/or Math) will never drop below the previous year

j) The overall percentage of Advanced Placement (AP) examinations passed will increase annually by 5%. The overall percentage of students who have taken at least one Advanced Placement (AP) examination will increase annually by 5% of the students enrolled in 10th - 12th grade.

k) 5% more students in each significant subgroup will have successfully completed courses that satisfy UC or CSU entrance requirements or programs of study that align with State Board-approved Career Technical Educational standards and framework (Pupil Achievement 4.c; Pupil Outcomes 8; Course Access 7.a,b,c).

l) At least 90% or more of all students and by significant subgroups in the 2018 Cohort (Class 2017) will graduate.

Literacy Standards in Grade 3 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 53%, EL: 24%, SED: 24%, AA: 14%, Latino: 37%, SPED: 17%

h) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in Mathematics / Math Standards in Grade 8 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 55%, EL: 18%, SED: 34%, AA: 21%, Latino: 39%, SPED: 11%

i) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to the Early Assessment Program (a score of 3 or higher on the SBA), will never drop below the baseline percentage of students meeting or exceeding standards set.
 ELA - All: 61%, EL: 5%, SED: 32%, AA: 25%, Latino: 54%, SPED: 16%
 Math - All: 43%, EL: 13%, SED: 16%, AA: 11%, Latino: 26%, SPED: 3%

j) The overall percentage of students who have taken at least one advanced placement (AP) examination will increase annually by 5% of the students enrolled in 10th - 12th grade. The overall percentage of advanced placement (AP) examinations passed with a

students with disabilities) in English Language Arts (ELA) / Literacy Standards in Grade 3 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 53%, EL: 24%, SED: 24%, AA: 14%, Latino: 37%, SPED: 17%

h) The percentage of students overall and in each significant subgroup (EL, SED, African-American, Latino students, and students with disabilities) in Mathematics / Math Standards in Grade 8 as determined by the Smarter Balanced Assessment (SBA) will never drop below the 2014-15 baseline percentage of students meeting or exceeding standards - All: 55%, EL: 18%, SED: 34%, AA: 21%, Latino: 39%, SPED: 11%

i) The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to the Early Assessment Program (a score of 3 or higher on the SBA), will never drop below the baseline percentage of students meeting or exceeding standards set.
 ELA - All: 61%, EL: 5%, SED: 32%, AA: 25%, Latino: 54%, SPED: 16%
 Math - All: 43%, EL: 13%, SED: 16%, AA: 11%, Latino: 26%, SPED: 3%

j) The overall percentage of students who have taken at least one advanced placement (AP) examination will increase annually by 5% of the students enrolled in 10th - 12th grade. The overall percentage of

		<p>m) At least 10% or less of all students and those in significant subgroups in the 2018 Cohort (Class 2017) will drop out (Pupil Engagement 5.d). Less than 10 Middle School students will drop out annually (Pupil Engagement 5.c).</p>	<p>score of 3 or higher will increase annually by 5%. 2014-15 Number of students who have taken at least one AP exam: 802, Overall percentage of AP exams passed with a score of 3 or higher: 80% (Pupil Achievement 4.f.).</p> <p>k) 5% more students in each significant subgroup (EL, SED, African-American, Latino students) will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with State Board-approved Career Technical Educational standards and framework (Pupil Achievement 4.c; Pupil Outcomes 8; Course Access 7.a,b,c). 2014-15 % of students meeting UC/CSU Entrance Requirements EL: 37.2%, AA: 35.6%, Latino: 54.8%, SED: 40.5%</p> <p>l) At least 90% or more of all students and by significant subgroups in the 2019 Cohort (Class 2018) will graduate.</p> <p>m) At least 10% or less of all students and those in significant subgroups in the 2019 Cohort (Class 2018) will drop out (Pupil Engagement 5.d). Less than 10 Middle School students will drop out annually (Pupil Engagement 5.c).</p>	<p>advanced placement (AP) examinations passed with a score of 3 or higher will increase annually by 5%. 2014-15 Number of students who have taken at least one AP exam: 802, Overall percentage of AP exams passed with a score of 3 or higher: 80% (Pupil Achievement 4.f.).</p> <p>k) 5% more students in each significant subgroup (EL, SED, African-American, Latino students) will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with State Board-approved Career Technical Educational standards and framework (Pupil Achievement 4.c; Pupil Outcomes 8; Course Access 7.a,b,c). 2014-15 % of students meeting UC/CSU Entrance Requirements EL: 37.2%, AA: 35.6%, Latino: 54.8%, SED: 40.5%</p> <p>l) At least 90% or more of all students and by significant subgroups in the 2019 Cohort (Class 2018) will graduate.</p> <p>m) At least 10% or less of all students and those in significant subgroups in the 2019 Cohort (Class 2018) will drop out (Pupil Engagement 5.d). Less than 10 Middle School students will drop out annually (Pupil Engagement 5.c).</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.1 Provide a culturally responsive Teacher Induction Program for all new first and second year teachers to ensure that they meet the necessary requirements to become appropriately credentialed

2018-19

New Modified Unchanged

1.1 Provide a culturally responsive Teacher Induction Program for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed

2019-20

New Modified Unchanged

1.1 Provide a culturally responsive Teacher Induction Program for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed

BUDGETED EXPENDITURES

2017-18

Amount	\$278,000
Source	Educator's Effectiveness Grant
Budget Reference	Expense: \$120K BTSA Contract for services (5800), \$37K Certificated salary

2018-19

Amount	\$278,000
Source	Base
Budget Reference	Expense: \$120K BTSA Contract for services (5800), \$38K Certificated salary

2019-20

Amount	\$278,000
Source	Base
Budget Reference	Expense: \$120K BTSA Contract for services (5800), \$38.5K Certificated

(1000-1999) and employee benefits (3000-3999), \$113K BTSA teacher hourly and mentoring stipend (1000-1999) and employee benefits (3000-3999), \$2K Travel and conference (5200), \$6K BTSA supplies and materials (4000-4999) (DDF - 014)

(1000-1999) and employee benefits (3000-3999), \$112K BTSA teacher hourly and mentoring stipend (1000-1999) and employee benefits (3000-3999), \$2K Travel and conference (5200), \$6K BTSA supplies and materials (4000-4999) (DDF - 014)

salary (1000-1999) and employee benefits (3000-3999), \$111.5K BTSA teacher hourly and mentoring stipend (1000-1999) and employee benefits (3000-3999), \$2K Travel and conference (5200), \$6K BTSA supplies and materials (4000-4999) (DDF - 014)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2 Provide Teacher and administrator professional development to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology

2018-19

New Modified Unchanged

1.2 Provide Teacher and administrator professional development to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology

2019-20

New Modified Unchanged

1.2 Provide Teacher and administrator professional development to support the Common Core (CCSS) and Next Generation Science Standards (NGSS) implementation including the integration of educational technology

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$584,590	Amount	\$204,838	Amount	199,000
Source	CCSS	Source	Base	Source	
Budget Reference	Expense: \$377.6K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$165K certificated hourly/ curriculum development (1000-1999) and employee benefits (3000-3999), \$42K Classified salaries (2000-2999) and employee benefits (3000-3999) (DDF - 137)	Budget Reference	Expense: Certificated salaries (1000-1999) and employee benefits (3000-3999), certificated hourly, curriculum development, substitutes, conference and travel (DDF - 912: 2017-18 Budget Priority One-Time Expenditure for 2018-19)	Budget Reference	Expense: Certificated salaries (1000-1999) and employee benefits (3000-3999), certificated hourly, curriculum development, substitutes, conference and travel (Funding source TBD)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.3 Provide on-going teacher and Administrator professional development (workshops, coaching,

1.3 Provide on-going Teacher and Administrator professional development (workshops, coaching,

1.3 Provide on-going Teacher and Administrator professional development (workshops, coaching,

collaborative planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). Teachers will work to incorporate, systematic ELD and Constructing Meaning for identified EL Students for both designated and integrated ELD. In addition, the ALD Class designed for Long-Term ELs at the Middle School will use the AVID Excel.

collaborative planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). Teachers will work to incorporate, systematic ELD and English 3-D Constructing Meaning for identified EL Students for both designated and integrated ELD. In addition, the ALD Class designed for Long-Term ELs at the Middle School will use the AVID Excel.

collaborative planning time) in Common Core English Language Arts standards and TCRWP curriculum (Reader's and Writer's Workshop). Teachers will work to incorporate, systematic ELD and English 3-D Constructing Meaning for identified EL Students for both designated and integrated ELD. In addition, the ALD Class designed for Long-Term ELs at the Middle School will use the AVID Excel.

BUDGETED EXPENDITURES

2017-18

Amount	\$140,000
Source	CCSS
Budget Reference	Expense: Certificated salaries (1000-1999) and employee benefits (3000-3999), teacher hourly, curriculum development time, substitutes, conference and travel (DDF - 137)

2018-19

Amount	\$58,000
Source	Base
Budget Reference	Expense: Certificated salaries (1000-1999) and employee benefits (3000-3999), teacher hourly, curriculum development time, substitutes, conference and travel (DDF - 912: 2017-18 Budget Priority One-Time Expenditure for 2018-19)

2019-20

Amount	\$58,000
Source	
Budget Reference	Expense: Certificated salaries (1000-1999) and employee benefits (3000-3999), teacher hourly, curriculum development time, substitutes, conference and travel (Funding source TBD)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4S (Response to Intervention and Instruction (RtI2). Provide each TK - 8 schools (proportional to # of Unduplicated Students) with an Intervention Teacher who teaches using intervention programs such as Leveled Literacy Intervention (LLI), A Story of Units and A Story of Ratios Intervention Binder and Do the Math.

2018-19

New Modified Unchanged

1.4S Response to Intervention and Instruction (RtI2). Provide each TK - 8 schools (proportional to # of Unduplicated Students) with an Intervention Teacher who teaches using intervention programs such as Leveled Literacy Intervention (LLI), A Story of Units and A Story of Ratios Intervention Binder and Do the Math.

2019-20

New Modified Unchanged

1.4S Response to Intervention and Instruction (RtI2). Provide each TK - 8 schools (proportional to # of Unduplicated Students) with an Intervention Teacher who teaches using intervention programs such as Leveled Literacy Intervention (LLI), A Story of Units and A Story of Ratios Intervention Binder and Do the Math.

BUDGETED EXPENDITURES

2017-18

Amount	\$507,100
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and 3000 - 3999: Employee Benefits (DDF - 017)
Amount	\$886,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries (1000-1999) and 3000 - 3999: Employee Benefits (DDF - 017)
Amount	\$514,200*
Source	BSEP

2018-19

Amount	\$507,100
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and 3000 - 3999: Employee Benefits (DDF - 017)
Amount	\$899,290
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries (1000-1999) and 3000 - 3999: Employee Benefits (DDF - 017)
Amount	\$524,200*
Source	BSEP

2019-20

Amount	\$507,100
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and 3000 - 3999: Employee Benefits (DDF - 017)
Amount	\$912,780
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries (1000-1999) and 3000 - 3999: Employee Benefits (DDF - 017)
Amount	\$534,000*
Source	BSEP

Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries (1000-1999) and 3000 - 3999: Employee Benefits (DDF - 017)	Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries (1000-1999) and 3000 - 3999: Employee Benefits (DDF - 017)	Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries (1000-1999) and 3000 - 3999: Employee Benefits (DDF - 017)
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5S Provide support to math teachers in grades TK, K-12 schools with high quality, differentiated common core aligned instruction which includes International Integrated Math Pathway at the high schools.

District-level coaches will lead workshops, facilitate planning, and provide coaching. Training will include identifying and supporting Unduplicated Students based on their needs within the Elementary, Middle and High-School Math Pathways.

2018-19

New Modified Unchanged

1.5S Provide support to math teachers in grades TK, K-12 schools with high quality, differentiated common core aligned instruction which includes International Integrated Math Pathway at the high schools.

District-level coaches will lead workshops, facilitate planning, and provide coaching. Training will include identifying and supporting Unduplicated Students based on their needs within the Elementary, Middle and High-School Math Pathways.

2019-20

New Modified Unchanged

1.5S Provide support to math teachers in grades TK, K-12 schools with high quality, differentiated common core aligned instruction which includes International Integrated Math Pathway at the high schools.

District-level coaches will lead workshops, facilitate planning, and provide coaching. Training will include identifying and supporting Unduplicated Students based on their needs within the Elementary, Middle and High-School Math Pathways.

1.0 FTE K-5; .6 FTE 6-8; plus stipends for Math Teacher Leaders

1.0 FTE K-5; .6 FTE 6-8; plus stipends for Math Teacher Leaders

1.0 FTE K-5; .6 FTE 6-8; plus stipends for Math Teacher Leaders

BUDGETED EXPENDITURES

2017-18

Amount	\$220,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$220.5K Certificated salaries (1000-1999) and employee benefits (3000-3999) (DDF - 522)
Amount	\$125,000
Source	CCSS
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$100K Certificated salaries (1000-1999) and employee benefits (3000 - 3999), \$5K contract (5800), \$20K Teacher Hourly (1000-999, and 3000-3999) (DDF - 137)
Amount	\$30,000
Source	BSEP
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$30K Certificated salaries (1000-1999) and employee benefits (3000-3999) (DDF - 000)
Amount	\$100,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$100K Secondary MS Math Support Classes Expense: Certificated

2018-19

Amount	\$260,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$260K Certificated salaries (1000-1999) and employee benefits (3000-3999) (DDF - 522)
Amount	\$26,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$5K contract (5800), \$21K Math Professional Development - Teacher Hourly (1000-999, and 3000-3999) (DDF - 137)
Amount	\$30,000
Source	BSEP
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$30K Certificated salaries (1000-1999) and employee benefits (3000-3999) (DDF - 000)
Amount	\$100,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$100K Secondary Math MS Support Classes Expense: Certificated

2019-20

Amount	\$262,600
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$262.6 Certificated salaries (1000-1999) and employee benefits (3000-3999) (DDF - 522)
Amount	\$26,000
Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$5K contract (5800), \$21K Math Professional Development - Teacher Hourly (1000-999, and 3000-3999) (DDF - 137) (Funding TBD)
Amount	\$30,000
Source	BSEP
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$30K Certificated salaries (1000-1999) and employee benefits (3000-3999) (DDF - 000)
Amount	\$100,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$100K Secondary Math MS Support Classes Expense: Certificated

	salaries (1000-1999) and employee benefits (3000 - 3999) (DDF - 522)		salaries (1000-1999) and employee benefits (3000 - 3999) (DDF - 522)		salaries (1000-1999) and employee benefits (3000 - 3999) (DDF - 522)
Amount	\$20,000	Amount	\$21,000	Amount	\$21,840
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$20K Secondary BHS Math Support Classes Expense: Certificated salaries (1000-1999) and employee benefits (3000 - 3999) (DDF - 522)	Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$20K Secondary BHS Math Support Classes Expense: Certificated salaries (1000-1999) and employee benefits (3000 - 3999) (DDF - 522)	Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$20K Secondary BHS Math Support Classes Expense: Certificated salaries (1000-1999) and employee benefits (3000 - 3999) (DDF - 522)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.6S Provide Science, Technology, Engineering and Math hands on learning activities outside the school day in K-5, at the Superintendent's Super Science Saturdays in collaboration with the Lawrence Hall of Science. Expand the Super Science program for 7th graders during the school year.

2018-19

New Modified Unchanged

1.6S Provide Science, Technology, Engineering and Math hands on learning activities outside the school day in K-5, at the Superintendent's Super Science Saturdays in collaboration with the Lawrence Hall of Science. Expand the Super Science program for 7th graders during the school year.

2019-20

New Modified Unchanged

1.6S Provide Science, Technology, Engineering and Math hands on learning activities outside the school day in K-5, at the Superintendent's Super Science Saturdays in collaboration with the Lawrence Hall of Science. Expand the Super Science program for 7th graders during the school year.

BUDGETED EXPENDITURES

2017-18

Amount	\$70,000
Source	Supplemental

2018-19

Amount	\$70,000
Source	Supplemental

2019-20

Amount	\$70,000
Source	Supplemental

Budget Reference
Expense: \$64K Contract for services (5800), \$4K Field Trips (5711), \$2K classified hourly (2000-2999) and employee benefits(3000-3999) (DDF - 817)

Budget Reference
Expense: \$64K Contract for services (5800), \$4K Field Trips (5711), \$2K classified hourly (2000-2999) and employee benefits(3000-3999) (DDF - 817)

Budget Reference
Expense: \$64K Contract for services (5800), \$4K Field Trips (5711), \$2K classified hourly (2000-2999) and employee benefits(3000-3999) (DDF - 817)

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.7 Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. The CTE program will include the six ways needed to be College and Career Ready. See Appendix.

2018-19

New Modified Unchanged

1.7 Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. The CTE program will include the six ways needed to be College and Career Ready. See Appendix.

2019-20

New Modified Unchanged

1.7 Provide increased access to course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts and California Pathways grant. The CTE program will include the six ways needed to be College and Career Ready. See Appendix.

BUDGETED EXPENDITURES

2017-18

Amount	\$121,000
Source	Base
Budget Reference	Expense: \$70K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$31K Contracts for services (5800), \$20K materials and supplies (4000-4999)

2018-19

Amount	\$121,000
Source	Base
Budget Reference	Expense: \$70K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$31K Contracts for services (5800), \$20K materials and supplies (4000-4999)

2019-20

Amount	\$121,000
Source	Base
Budget Reference	Expense: \$70K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$31K Contracts for services (5800), \$20K materials and supplies (4000-4999)

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.8S Provide English Language Arts / Literacy intervention through small group instruction and teacher

1.8S Provide English Language Arts / Literacy intervention through small group instruction and teacher

1.8S Provide English Language Arts / Literacy intervention through small group instruction and teacher

coaching/lesson modeling with a Literacy Teacher Leader for each K-8 school.

TK-5: .2 FTE funded by LCFF Supplemental with .6 FTE funded out of BSEP and .2 funded by Sites.
CCSS 6-8: 1.0 for King Middle, .6 for Willard and Longfellow

coaching/lesson modeling with a Literacy Teacher Leader for each K-8 school.

TK-5: .2 FTE funded by LCFF Supplemental with .6 FTE funded out of BSEP and .2 funded by Sites.
CCSS 6-8: 1.0 for King Middle, .6 for Willard and Longfellow

coaching/lesson modeling with a Literacy Teacher Leader for each K-8 school.

TK-5: .2 FTE funded by LCFF Supplemental with .6 FTE funded out of BSEP and .2 funded by Sites.
CCSS 6-8: 1.0 for King Middle, .6 for Willard and Longfellow

BUDGETED EXPENDITURES

2017-18

Amount	\$252,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$252K Certificated salaries and employee benefits 3000 - 3999 (DDF - 019)
Amount	\$220,000
Source	CCSS
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$220K Certificated salaries and employee benefits 3000 - 3999 (DDF 137)
Amount	\$340,000
Source	BSEP
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$340K Certificated salaries and employee benefits 3000 - 3999 (DDF 019)

2018-19

Amount	\$255,780
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$255.8K Certificated salaries and employee benefits 3000 - 3999 (DDF - 019)
Amount	\$220,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$220K Certificated salaries and employee benefits 3000 - 3999 (DDF 912: 2017-18 Budget Priority One-Time Expenditure for 2018-19)
Amount	\$340,000
Source	BSEP
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$340K Certificated salaries and employee benefits 3000 - 3999 (DDF 019)

2019-20

Amount	\$259,620
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$259.6K Certificated salaries and employee benefits 3000 - 3999 (DDF - 019)
Amount	\$220,000
Source	
Budget Reference	Expense: \$220K Certificated salaries and employee benefits 3000 - 3999 (Funding TBD)
Amount	\$340,000
Source	BSEP
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: \$340K Certificated salaries and employee benefits 3000 - 3999 (DDF 019)

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.9S Provide extended school day learning opportunities with small group ELA and Mathematics instruction for students in grades K-8. Teachers will be using research-based intervention practices that incorporate innovation, ELD strategies and access to instructional technology.

2018-19

New Modified Unchanged

1.9S Provide extended school day learning opportunities with small group ELA and Mathematics instruction for students in grades K-8. Teachers will be using research-based intervention practices that incorporate innovation, ELD strategies and access to instructional technology.

2019-20

New Modified Unchanged

1.9S Provide extended school day learning opportunities with small group ELA and Mathematics instruction for students in grades K-8. Teachers will be using research-based intervention practices that incorporate innovation, ELD strategies and access to instructional technology.

BUDGETED EXPENDITURES

2017-18

Amount \$120,000
Source Supplemental

2018-19

Amount \$120,000
Source Supplemental

2019-20

Amount \$120,000
Source Supplemental

Budget Reference
Expense: \$120K Certificated hourly 1000 -1999 and employee benefits 3000 - 3999 (DDF - 017)

Budget Reference
Expense: \$120K Certificated hourly 1000 -1999 and employee benefits 3000 - 3999 (DDF - 017)

Budget Reference
Expense: \$120K Certificated hourly 1000 -1999 and employee benefits 3000 - 3999 (DDF - 017)

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: K-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.10 Provide CCSS ELA and Math curriculum for the K-8 Summer School program to prevent summer reading loss and to accelerate achievement in Mathematics for students performing below grade level in Math.

2018-19

New Modified Unchanged

1.10 Provide Common Core-aligned ELA and Math curriculum for the K-8 Summer School program to prevent summer reading loss and to accelerate achievement in Mathematics for students performing below grade level in Math.

2019-20

New Modified Unchanged

1.10 Provide Common Core-aligned ELA and Math curriculum for the K-8 Summer School program to prevent summer reading loss and to accelerate achievement in Mathematics for students performing below grade level in Math.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$93,000	Amount	\$93,000	Amount	\$93,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Expense: \$90K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$3K materials and supplies (4000-4999) for Title I students (DDF 000)	Budget Reference	Expense: \$90K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$3K materials and supplies (4000-4999) for Title I students (DDF 000)	Budget Reference	Expense: \$90K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$3K materials and supplies (4000-4999) for Title I students (DDF 000)

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans: 6-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.11S Provide AVID (Advancement via Individual Determination) elective courses Grades 7-12 to increase access to post-secondary education and careers and build a 6th grade school-wide program by providing professional development for all 6th grade teachers on school-wide AVID strategies with a focus on African-

2018-19

New Modified Unchanged

1.11S Provide AVID (Advancement via Individual Determination) elective courses Grades 7-12 to increase access to post-secondary education and careers and build a 6th grade school-wide program by providing professional development for all 6th grade teachers on school-wide AVID strategies

2019-20

New Modified Unchanged

1.11S Provide AVID (Advancement via Individual Determination) elective courses Grades 7-12 to increase access to post-secondary education and careers and build a 6th grade school-wide program by providing professional development for all 6th grade teachers on school-wide AVID strategies

Americans/Latinos (which make up 68% of unduplicated students), and first generation college students.

BUDGETED EXPENDITURES

2017-18

Amount	\$212,000
Source	Supplemental
Budget Reference	Expense: \$20K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$34K Classified hourly tutors (2000-2999) and employee benefits (3000-3999), \$36K AVID teacher hourly and employee benefits (3000-3999), \$52K travel and conference (5200), \$53K Contracts for AVID services (5800), \$9K AVID field trips (5711), \$8K AVID supplies (4000-4999) (DDF - 948)

2018-19

Amount	\$215,180
Source	Supplemental
Budget Reference	Expense: \$20.2K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$35K Classified hourly tutors (2000-2999) and employee benefits (3000-3999), \$36K AVID teacher hourly and employee benefits (3000-3999), \$52K travel and conference (5200), \$53K Contracts for AVID services (5800), \$10K AVID field trips (5711), \$9K AVID supplies (4000-4999) (DDF - 948)

2019-20

Amount	\$218,410
Source	Supplemental
Budget Reference	Expense: \$20.4K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$36K Classified hourly tutors (2000-2999) and employee benefits (3000-3999), \$37K AVID teacher hourly and employee benefits (3000-3999), \$52K travel and conference (5200), \$53K Contracts for AVID services (5800), \$10K AVID field trips (5711), \$9K AVID supplies (4000-4999) (DDF - 948)

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities African-American, Latino and first generation college students with a focus on unduplicated students identified using multiple measures

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Berkeley High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.12S Provide Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.

2018-19

New Modified Unchanged

1.12S Provide Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.

2019-20

New Modified Unchanged

1.12S Provide Bridge program to support students in a college-going culture at the transition by providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.

BUDGETED EXPENDITURES

2017-18

Amount	\$150,000
Source	Supplemental
Budget Reference	Expense: \$135K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$9K Bridge Summer School Certificated salaries (1000-1999) and employee benefits (3000-3999), \$1K Bridge Field Trip (5711), \$1K Bridget supplies (4000-4999) (DDF - 951)

2018-19

Amount	\$152,250
Source	Supplemental
Budget Reference	Expense: \$140K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$10K Bridge Summer School Certificated salaries (1000-1999) and employee benefits (3000-3999), \$1.25K Bridge Field Trip (5711), \$1K Bridget supplies (4000-4999) (DDF - 951)

2019-20

Amount	\$154,530
Source	Supplemental
Budget Reference	Expense: \$142K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$10K Bridge Summer School Certificated salaries (1000-1999) and employee benefits (3000-3999), \$1.53K Bridge Field Trip (5711), \$1K Bridget supplies (4000-4999) (DDF - 951)

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Students not on track to graduate as identified by credits, grades.

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: BHS, BTA Specific Grade spans: Incoming 12th Graders, Graduating Seniors

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.13 Provide summer school for incoming 12th graders and graduating seniors not on track to graduate

2018-19

New Modified Unchanged

1.13 Provide summer school for incoming 12th graders and graduating seniors not on track to graduate

2019-20

New Modified Unchanged

1.13 Provide summer school for incoming 12th graders and graduating seniors not on track to graduate

BUDGETED EXPENDITURES

2017-18

Amount	\$89,000
Source	Base
Budget Reference	Expense: \$73K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$10K Classified salaries (2000-2999), employee benefits (3000-3999), \$6K summer school materials and supplies (4000-4999) (DDF 000)

2018-19

Amount	\$89,000
Source	Base
Budget Reference	Expense: \$73.8K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$10.2K Classified salaries (2000-2999), employee benefits (3000-3999), \$5K summer school materials and supplies (4000-4999) (DDF 000)

2019-20

Amount	\$89,000
Source	Base
Budget Reference	Expense: \$73.8K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$10.2K Classified salaries (2000-2999), employee benefits (3000-3999), \$5K summer school materials and supplies (4000-4999) (DDF 000)

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:		<input checked="" type="checkbox"/> Specific Grade spans: <u>Grades 1 - 3</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.14S Ramp Up will provide students with reading and writing workshops that will front-load then will skills prior to in class instruction.

2018-19

New Modified Unchanged

1.14S Ramp Up will provide students with reading and writing workshops that will front-load then will skills prior to in class instruction.

2019-20

New Modified Unchanged

1.14S Ramp Up will provide students with reading and writing workshops that will front-load then will skills prior to in class instruction.

BUDGETED EXPENDITURES

2017-18

Amount	\$30,000
Source	Supplemental
Budget Reference	Expense: \$27K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$2.5K Classified salaries (2000-2999) and employee benefits (3000-3999), \$0.5 materials and supplies for unduplicated students (DDF 019)

2018-19

Amount	\$30,000
Source	Supplemental
Budget Reference	Expense: \$27K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$2.5K Classified salaries (2000-2999) and employee benefits (3000-3999), \$0.5 materials and supplies for unduplicated students (DDF 019)

2019-20

Amount	\$30,000
Source	Supplemental
Budget Reference	Expense: \$27K Certificated salaries (1000-1999) and employee benefits (3000-3999), \$2.5K Classified salaries (2000-2999) and employee benefits (3000-3999), \$0.5 materials and supplies for unduplicated students (DDF 019)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Our Unduplicated Students Need Great Teachers: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies.
 Data Sources: Student Surveys, Focus Groups, and Literary Source: Recruiting and Retaining Effective Teachers for Urban Schools: Developing a Strategic Plan for Action, Claycomb and Hawley

Our Students Need English Fluency: Fluency in English in order to access grade level curriculum and instruction
 Data Sources: California English Language Development Test (CELDT), Annual Measurable Achievement Objectives (AMAO) and Literary Source: Cultural and Linguistic Diversity in Education, Cummins

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
a) Professional Development Sign-Ins	*All Baseline Data is from 2015-16 unless indicated otherwise	*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.	*Note: Exact numerical targets may change or be added once 2015-16 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.	*Note: Exact numerical targets may change or be added once 2015-16 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.
b) Professional Development Survey	a) 90%			
c) QSS	b) 75%			
d) QSS	c) 22%			
e) English Learner Proficiency Assessments (ELPAC)	d) 90%	a) 95% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African American students and	a) 100% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African American students and	a) 100% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African American students and
g) Data-Quest Reclassification Rate	e) 2017-18 will be baseline for ELPAC f) 7%			

English Learners to use effective strategies that address students' multiple intelligences. (State Standards 2.b and School Climate 6.c).

b) 80% of teachers will indicate use of equity strategies in their classroom. (Pupil Engagement 5.a; School Climate 6.c; and Local Goals and Methods)

c) Increase the percentage of teachers who are African American and/or Latino by ensuring that 22% or more of newly hired teachers are AA or Latino. (Basic 1.a; School Climate 6.c; Local Measures Goals and Methods)

d) 90% of new African American and Latino teachers will be retained.

e) English Learners will demonstrate at least one year of progress annually toward English fluency and meet state targets

g) 7% of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate (Pupil Achievement 4.e).

English Learners to use effective strategies that address students' multiple intelligences. (State Standards 2.b and School Climate 6.c).

b) 85% of teachers will indicate use of equity strategies in their classroom. (Pupil Engagement 5.a; School Climate 6.c; and Local Goals and Methods)

c) Increase the percentage of teachers who are African American and/or Latino by ensuring that 22% or more of newly hired teachers are AA or Latino. (Basic 1.a; School Climate 6.c; Local Measures Goals and Methods)

d) 90% of new African American and Latino teachers will be retained.

e) English learners will demonstrate at least one year of progress annually toward English fluency and meet state targets on the new English Proficiency Exam. (Pupil Achievement 4.d). Metric: English Learner Proficiency Assessments (ELPAC) using Annual Measurable Achievement Objective (AMAO 1) state targets.

f) Long-Term English Learners will exceed state targets through demonstrating proficiency on the new state English proficiency test (Pupil Achievement 4.d) (LTEL AMAO2) Metric: English Learner Proficiency Assessments (ELPAC) using Annual Measurable Achievement Objective (AMAO 2) state targets.

English Learners to use effective strategies that address students' multiple intelligences. (State Standards 2.b and School Climate 6.c).

b) 85% of teachers will indicate use of equity strategies in their classroom. (Pupil Engagement 5.a; School Climate 6.c; and Local Goals and Methods)

c) Increase the percentage of teachers who are African American and/or Latino by ensuring that 22% or more of newly hired teachers are AA or Latino. (Basic 1.a; School Climate 6.c; Local Measures Goals and Methods)

d) 90% of new African American and Latino teachers will be retained.

e) English learners will demonstrate at least one year of progress annually toward English fluency and meet state targets on the new English Proficiency Exam. (Pupil Achievement 4.d). Metric: English Learner Proficiency Assessments (ELPAC) using Annual Measurable Achievement Objective (AMAO 1) state targets.

f) Long-Term English Learners will exceed state targets through demonstrating proficiency on the new state English proficiency test (Pupil Achievement 4.d) (LTEL AMAO2) Metric: English Learner Proficiency Assessments (ELPAC) using Annual Measurable Achievement Objective (AMAO 2) state targets.

			g) 7% of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate (Pupil Achievement 4.e).	g) 7% of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate (Pupil Achievement 4.e).
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 Provide teacher and staff cultural competence professional development and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for teachers, administrators, and instructional assistants.

2018-19

New Modified Unchanged

2.1 Provide teacher and staff cultural competence professional development and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for teachers, administrators, and instructional assistants.

2019-20

New Modified Unchanged

2.1 Provide teacher and staff cultural competence professional development and use of culturally and linguistically relevant instructional practices with support of three-seminars on Cultural Competence for teachers, administrators, and instructional assistants.

BUDGETED EXPENDITURES

2017-18

Amount	\$90,000
Source	BSEP
Budget Reference	Expense: Contract for services, professional development for teacher stipends, classified hourly and substitutes
Amount	\$54,800
Budget Reference	Educator's Effectiveness Grant - Expense: Contract for services, professional development for teacher stipends, and subs

2018-19

Amount	\$90,000
Source	BSEP
Budget Reference	Expense: Contract for services, professional development for teacher stipends, classified hourly and substitutes
Amount	\$30,000
Budget Reference	Educator's Effectiveness Grant - Expense: Contract for services, professional development for teacher stipends, and subs

2019-20

Amount	\$90,000
Source	BSEP
Budget Reference	Expense: Contract for services, professional development for teacher stipends, classified hourly and substitutes
Amount	34,000
Budget Reference	Educator's Effectiveness Grant - Expense: Contract for services, professional development for teacher stipends, and subs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.2 Provide support and training to staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work.

2018-19

New Modified Unchanged

2.2 Provide support and training to staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work.

2019-20

New Modified Unchanged

2.2 Provide support and training to staff on issues of cultural competence and identify an Equity Teacher Leader at each site to lead the work.

BUDGETED EXPENDITURES

2017-18

Amount \$34,000
 Source BSEP
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Expense: Teacher Leader stipends and fringe benefits (3000-3999) (DDF 000)

2018-19

Amount \$34,000
 Source BSEP
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Expense: Teacher Leader stipends and fringe benefits (3000-3999) (DDF 000)

2019-20

Amount \$34,000
 Source BSEP
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Expense: Teacher Leader stipends and fringe benefits (3000-3999) (DDF 000)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3S Provide ongoing professional development on Professional Learning Communities (PLC) for TK -8 site principals and their teams to increase focus on issues of Equity, Cultural Competence and student achievement.

2018-19

New Modified Unchanged

2.3S Provide professional development on Professional Learning Communities (PLC) for site principals and their teams to increase focus on issues of Equity, Cultural Competence and student achievement.

2019-20

New Modified Unchanged

2.3S Provide professional development on Professional Learning Communities (PLC) for site principals and their teams to increase focus on issues of Equity, Cultural Competence and student achievement.

BUDGETED EXPENDITURES

2017-18

Amount	\$40,000
Source	Supplemental
Budget Reference	Expense: PLC Contracted services, teacher substitutes and professional development conference expense (DDF - 003)

2018-19

Amount	\$40,000
Source	Supplemental
Budget Reference	Expense: PLC Contracted services, teacher substitutes and professional development conference expense (DDF - 003)

2019-20

Amount	\$40,000
Source	Supplemental
Budget Reference	Expense: PLC Contracted services, teacher substitutes and professional development conference expense (DDF - 003)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4S Provide a Consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color.

2018-19

New Modified Unchanged

2.4S Provide a Consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color.

2019-20

New Modified Unchanged

2.4S Provide a Consultant to recruit, retain, and provide recommendations and other supports to increase the number of teachers of color.

BUDGETED EXPENDITURES

2017-18

Amount \$60,000
Source Supplemental
Budget Reference Expense: Consultant Contract, teacher hourly, recruitment materials and supplies (DDF - 524)

2018-19

Amount \$60,000
Source Supplemental
Budget Reference Expense: Consultant contract, teacher hourly, recruitment materials and supplies (DDF - 524)

2019-20

Amount \$60,000
Source Supplemental
Budget Reference Expense: Consultant contract, teacher hourly, recruitment materials and supplies (DDF - 524)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5S Provide a classified employee teacher credential pathway.

2018-19

New Modified Unchanged

2.5S Provide a classified employee teacher credential pathway.

2019-20

New Modified Unchanged

2.5S Provide a classified employee teacher credential pathway.

BUDGETED EXPENDITURES

2017-18

Amount	\$40,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expense: Contract services for classified employee teacher credential pathway (DDF 524)

2018-19

Amount	\$40,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expense: Contract services for classified employee teacher credential pathway (DDF 524)

2019-20

Amount	\$40,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expense: Contract services for classified employee teacher credential pathway (DDF 524)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.6S Provide a certificated teachers at each site based on the number of ELs to provide direct ELD instruction, case-management, assessment, and instructional coaching for teachers.

2018-19

New Modified Unchanged

2.6S Provide a certificated teachers at each site based on the number of ELs to provide direct ELD instruction, case-management, assessment, and instructional coaching for teachers.

2019-20

New Modified Unchanged

2.6S Provide a certificated teachers at each site based on the number of ELs to provide direct ELD instruction, case-management, assessment, and instructional coaching for teachers.

BUDGETED EXPENDITURES

2017-18

Amount \$962,026

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries
Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 529)

2018-19

Amount \$976,200

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries
Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 529)

2019-20

Amount \$990,800

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries
Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 529)

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2.7S Provide a TK-8 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English fluency. Will provide professional development on integrated eld instruction.

2018-19

- New Modified Unchanged

2.7S Provide a TK-8 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English fluency. Will provide professional development on integrated eld instruction.

2019-20

- New Modified Unchanged

2.7S Provide a TK-8 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers to ensure students make progress towards English fluency. Will provide professional development on integrated eld instruction.

BUDGETED EXPENDITURES

2017-18

Amount	\$50,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 529)
Amount	\$60,000
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$51,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 529)
Amount	\$60,000
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$51,800
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 529)
Amount	\$60,000
Budget Reference	1000-1999: Certificated Personnel Salaries

Expense: Certificated salaries and employee benefits 3000 - 3999 Title I, Title II, Title III

Expense: Certificated salaries and employee benefits 3000 - 3999 Title I, Title II, Title III

Expense: Certificated salaries and employee benefits 3000 - 3999 Title I, Title II, Title III

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL 2020 Vision

Identified Need

Our Students Need Social-Emotional Skills and Behavioral Health: Social and emotional tools for students to be ready to learn. Data Sources: California Healthy Kids Survey Data (CHKS), Positive Behavioral Intervention Systems (PBIS) and Literary Source: Responding to the Mental Health Needs of Students – AK Skakski

Our Students Need Full Engagement with School: To be on time and attend school every day; positive support and effective discipline that keeps them in the classroom learning. Data Sources: Monthly Attendance Rate, Suspension Data and Literary Source: The achievement gap and the discipline gap: Two sides of the same coin? Gregory, A., Skiba, R., & Noguera, P.

Our Students Need Schools and Families to Partner: Families feeling welcome and connected to support the educational success of their students. Data Sources: Family Connectedness Logs, Family Survey and Literary Source: Beyond the Bake Sale: The Essential Guide to Family-School Partnerships, Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
a) Elementary Report Card b) California Healthy Kids Survey (CHKS) c) Daily Attendance Report d) Annual P2 Attendance Report e) Annual State Suspension Report	*All Baseline Data is from 2015-16 unless indicated otherwise a) All: 3.5 Black/AA: 2.7, Latino: 3.1, EL: 3.2, SED: 3.0, Unduplicated: 3.0 b) Grade 5: 72% Grade 7: 61%	*Note: Exact numerical targets may change or be added once 2016-17 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.	*Note: Exact numerical targets may change or be added once 2017-18 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.	*Note: Exact numerical targets may change or be added once 2018-19 End of Year Results come in. The 27 State Metrics and 10 local metrics (see Appendix J) are woven throughout the document with the State Metric reflected under the appropriate goal.

<p>f) Illuminate Restorative Justice Counselor Log</p> <p>g) Family Engagement and School Climate Survey</p> <p>h) Family Engagement and School Climate Survey</p> <p>i) Illuminate Office of Family Engagement and Equity (OFEE) Log</p> <p>j) Participation Lists</p> <p>j) Metric: Participation Lists</p>	<p>Grade 9: 53% Grade 11: 48%</p> <p>c) Daily Attendance Report All: n =919 (9%) Black/AA: n=295 (16%) Unduplicated: n=614 (13%)</p> <p>d) Annual P2 Attendance Report</p> <p>e) Annual State Suspension Report</p> <p>f) TBD (2016-17 is baseline year)</p> <p>g) Family Engagement and School Climate Survey</p> <p>h) Family Engagement and School Climate Survey</p> <p>i) Illuminate Office of Family Engagement and Equity (OFEE) Log</p> <p>j) Participation Lists</p>	<p>a) The percentage of K-5 students in the significant subgroups scoring at a 3 or higher in the Social-Emotional Domains will increase by 5% annually (Other Local Measures)</p> <p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness via student school climate survey will increase by 5% overall and for self-identified subgroups (School Climate 6.c).</p> <p>c) 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 (School Climate 5.b). (*Number will be adjusted based on enrollment.)</p> <p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater (School Climate 5.a).</p> <p>e) The number* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students (Pupil Engagement 6.a,b).</p> <p>f) The number of middle and high school students who participate in restorative justice practices as an alternative to suspension will be tracked in the Student Information System (Pupil Engagement 6.a).</p> <p>g) The percentage of families who indicate that they are English Learners, Socioeconomically</p>	<p>a) The percentage of K-5 students in the significant subgroups (SED, EL, AA, Latino and students with disabilities scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS Report Card) will increase by 5% annually (Other Local Measures).</p> <p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness biannually via survey will increase by 5% overall and for self-identified subgroups (School Climate 6.c).</p> <p>c) 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 (School Climate 5.b). (*Number will be adjusted based on enrollment.)</p> <p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater (School Climate 5.a).</p> <p>e) The number* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students (Pupil Engagement 6.a,b).</p> <p>f) The number of middle and high school students who participate in restorative justice practices as an alternative to suspension will be tracked in the Student Information System (Pupil Engagement 6.a).</p>	<p>a) The percentage of K-5 students in the significant subgroups (SED, EL, AA, Latino and students with disabilities scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS Report Card) will increase by 5% annually (Other Local Measures).</p> <p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness biannually via survey will increase by 5% overall and for self-identified subgroups (School Climate 6.c).</p> <p>c) 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 (School Climate 5.b). (*Number will be adjusted based on enrollment.)</p> <p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater (School Climate 5.a).</p> <p>e) The number* of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students (Pupil Engagement 6.a,b).</p> <p>f) The number of middle and high school students who participate in restorative justice practices as an alternative to suspension will be tracked in the Student Information System (Pupil Engagement 6.a).</p>
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Disadvantaged, African American and/or Latino and report connectedness to schools and access to school resources will be at 75% or more (Parental Involvement 3.a).

h) The percentage of families with students that are Socioeconomically Disadvantaged, English Learners, African American and/or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more (Parental Involvement 3.b and c).

i) The percentage of logged connections with the family liaison will increase by 1% proportionally to the number of focal families in each of the targeted subgroups (Unduplicated Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American and/or Latino students) (Parental Involvement 3.b and c).

j) Participation of targeted families* will increase by 5% annually in the following activities: English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Committee (PAC) (Parental Involvement 3.b and c).
*Targeted families include those families who have children who are Unduplicated Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American and/or Latino students.

g) The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, African American and/or Latino and report connectedness to schools and access to school resources will be at 75% or more (Parental Involvement 3.a).

h) The percentage of families with students that are Special Education, Socioeconomically Disadvantaged, English Learners, African American and/or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more (Parental Involvement 3.b and c).

i) The percentage of logged connections with the family liaison will increase by 1% proportionally to the number of focal families in each of the targeted subgroups (Unduplicated Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American and/or Latino students) (Parental Involvement 3.b and c).

j) Participation of targeted families* will increase by 5% annually in the following activities: English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Committee (PAC) (Parental Involvement 3.b and c).
*Targeted families include those families who have children who are Unduplicated

g) The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, African American and/or Latino and report connectedness to schools and access to school resources will be at 75% or more (Parental Involvement 3.a).

h) The percentage of families with students that are Special Education, Socioeconomically Disadvantaged, English Learners, African American and/or Latino, participating in the Survey, will increase by 10% annually so that overall participation will be at 75% or more (Parental Involvement 3.b and c).

i) The percentage of logged connections with the family liaison will increase by 1% proportionally to the number of focal families in each of the targeted subgroups (Unduplicated Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American and/or Latino students) (Parental Involvement 3.b and c).

j) Participation of targeted families* will increase by 5% annually in the following activities: English Learner Advisory Council (ELAC), School Governance Council (SGC); LCAP Parent Advisory Committee (PAC) (Parental Involvement 3.b and c).
*Targeted families include those families who have children who are Unduplicated

			Socioeconomically Disadvantaged students, English Learners, Special Education, African American and/or Latino students.	Socioeconomically Disadvantaged students, English Learners, Special Education, African American and/or Latino students.
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input checked="" type="checkbox"/> Specific Grade spans: <u>TK -8</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 Provide training for all TK-8 certificated staff on the implementation of Toolbox social/emotional curriculum

2018-19

New Modified Unchanged

3.1 Provide training for all TK-8 certificated staff on the implementation of Toolbox social/emotional curriculum

2019-20

New Modified Unchanged

3.1 Provide training for all TK-8 certificated staff on the implementation of Toolbox social/emotional curriculum

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Base	Source	Base	Source	Base
Budget Reference	Expense: Contracted services, support materials	Budget Reference	Expense: Contracted services, support materials	Budget Reference	Expense: Contracted services, support materials

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Prioritized Behavioral Intervention Group targeting unduplicated students with pattern of progressive incidences and/or suspensions.

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Berkeley High School Specific Grade spans: Grades 9 - 11

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.2S Provide 3 Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions

2018-19

New Modified Unchanged

3.2S Provide 3 Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions

2019-20

New Modified Unchanged

3.2S Provide 3 Intervention Counselors at BHS to ensure regular, individual contact with high-risk students to oversee all academic and social interventions

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$290,000	Amount	\$294,350	Amount	\$298,765
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 523)	Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 523)	Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 523)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: Grades TK-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3S Provide professional development for Middle School RJ Counselors and TK - 8 Positive School Climate Teacher leaders on restorative practices

2018-19

New Modified Unchanged

3.3S Provide professional development for Middle School RJ Counselors and TK - 8 Positive School Climate Teacher leaders on restorative practices

2019-20

New Modified Unchanged

3.3S Provide professional development for Middle School RJ Counselors and TK - 8 Positive School Climate Teacher leaders on restorative practices

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Berkeley Technology Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.4S Restorative Practices (RP) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) for BTA providing restorative circles, professional development and student workshops

2018-19

New Modified Unchanged

3.4S Restorative Practices (RP) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) for BTA providing restorative circles, professional development and student workshops

2019-20

New Modified Unchanged

3.4S Restorative Practices (RP) program (alternatives to punitive discipline through behavioral intervention, implementation of restorative practices) for BTA providing restorative circles, professional development and student workshops

BUDGETED EXPENDITURES

2017-18

Amount \$25,000

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Expense: Contract for Services (DDF - 525)

2018-19

Amount \$20,000

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Expense: Contract for Services (DDF - 525)

2019-20

Amount \$20,000

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Expense: Contract for Services (DDF - 525)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: TK - 12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.5 Provides Behavior Specialists at TK-8 and a full-time Counselor for BHS students and counseling from Berkeley Mental Health and ATOD Counseling Services for New Bridge at BTA, with IEPs to build relational trust

2018-19

New Modified Unchanged

3.5 Provides Behavior Specialists at TK-8 and a full-time Counselor for BHS students and counseling from Berkeley Mental Health and ATOD Counseling Services for New Bridge at BTA, with IEPs to build relational trust

2019-20

New Modified Unchanged

3.5 Provides Behavior Specialists at TK-8 and a full-time Counselor for BHS students and counseling from Berkeley Mental Health and ATOD Counseling Services for New Bridge at BTA, with IEPs to build relational trust

and provide alternatives to punitive discipline through behavioral intervention.

and provide alternatives to punitive discipline through behavioral intervention.

and provide alternatives to punitive discipline through behavioral intervention.

BUDGETED EXPENDITURES

2017-18

Amount	\$500,000
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999

2018-19

Amount	\$510,000
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999

2019-20

Amount	\$520,000
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Longfellow, King, and Willard Middle Schools Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

3.6S Provide one Restorative Justice (RJ) Counselor at each of the three Middle Schools to coordinate restorative practices for staff and students and provide case management of a group of identified unduplicated students

3.6S Provide one Restorative Justice (RJ) Counselor at each of the three Middle Schools to coordinate restorative practices for staff and students and provide case management of a group of identified unduplicated students

3.6S Provide one Restorative Justice (RJ) Counselor at each of the three Middle Schools to coordinate restorative practices for staff and students and provide case management of a group of identified unduplicated students

BUDGETED EXPENDITURES

2017-18

Amount	\$307,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated Counselor salaries and employee benefits 3000 - 3999 (DDF - 525)

2018-19

Amount	\$311,605
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated Counselor salaries and employee benefits 3000 - 3999 (DDF - 525)

2019-20

Amount	\$316,280
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated Counselor salaries and employee benefits 3000 - 3999 (DDF - 525)

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>All 11 Elementary Schools and Berkeley Technology Academy</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

3.7S Provide TK - 5 and BTA increased behavioral health services to support students dealing with trauma and other emotional issues through a lens of cultural competency

3.7S Provide TK - 5 and BTA increased behavioral health services to support students dealing with trauma and other emotional issues through a lens of cultural competency

3.7S Provide TK - 5 and BTA increased behavioral health services to support students dealing with trauma and other emotional issues through a lens of cultural competency

BUDGETED EXPENDITURES

2017-18

Amount	\$144,000
Source	Supplemental
Budget Reference	Expense: Contracts for services and certificated counselor salaries and employee benefits 3000 - 3999 (DDF - 995)

2018-19

Amount	\$144,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Contracts for services and certificated counselor salaries and employee benefits 3000 - 3999 (DDF - 995)

2019-20

Amount	\$144,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Contracts for services and certificated counselor salaries and employee benefits 3000 - 3999 (DDF - 995)

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.8S Provide a Coordinator of School-Based Services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), Toolbox social-emotional domains that address the needs of students in danger of suspension and ensure that contracted mental health providers are providing services that are aligned with our district practices

2018-19

New Modified Unchanged

3.8S Provide a Coordinator of School-Based Services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), Toolbox social-emotional domains that address the needs of students in danger of suspension and ensure that contracted mental health providers are providing services that are aligned with our district practices

2019-20

New Modified Unchanged

3.8S Provide a Coordinator of School-Based Services to develop, train and support sites in the consistent implementation of culturally relevant Restorative Practices, Positive Behavioral Intervention Supports (PBIS), Toolbox social-emotional domains that address the needs of students in danger of suspension and ensure that contracted mental health providers are providing services that are aligned with our district practices

BUDGETED EXPENDITURES

2017-18

Amount	\$130,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 532)

2018-19

Amount	\$131,300
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 532)

2019-20

Amount	\$132,610
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF - 532)

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans: Grades 4 - 12

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

3.9S Provide Bay Area Peace Keepers Program to students who have been selected to participate as an alternative to expulsion will also be mandated to attend. teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.

2018-19

New Modified Unchanged

3.9S Implement Bay Area Peace Keepers Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration. Students who have been selected as participating in this programs an alternative to expulsion will also be mandated to attend.

2019-20

New Modified Unchanged

3.9S Implement Bay Area Peace Keepers Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration. Students who have been selected as participating in this programs an alternative to expulsion will also be mandated to attend.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$30,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Expense: Contracts for services (DDF - 211)

2018-19

Amount	\$30,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expense: Contracts for services, (DDF - 211)

2019-20

Amount	\$30,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expense: Contracts for services, (DDF - 211)

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Berkeley High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.10S Provide a Restorative Justice (RJ) Coordinator to provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension

2018-19

New Modified Unchanged

3.10S Provide a Restorative Justice (RJ) Coordinator to provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension

2019-20

New Modified Unchanged

3.10S Provide a Restorative Justice (RJ) Coordinator to provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension

BUDGETED EXPENDITURES

2017-18

Amount \$70,000

Source Supplemental

Budget Reference Expense: Classified salaries benefits or consultant contract (DDF - 525)

2018-19

Amount \$70,000

Source Supplemental

Budget Reference Expense: Classified salaries or consultant contract (DDF - 525)

2019-20

Amount \$70,000

Source Supplemental

Budget Reference Expense: Classified salaries or consultant contract (DDF - 525)

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: All 11 Elementary Sites, Berkeley High School Specific Grade spans: TK - 5 and 9 -12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.11S Provide coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children’s’ education through collaborative connections and referrals to school and community resources

2018-19

New Modified Unchanged

3.11S Provide coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children’s’ education through collaborative connections and referrals to school and community resources

2019-20

New Modified Unchanged

3.11S Provide coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children’s’ education through collaborative connections and referrals to school and community resources

BUDGETED EXPENDITURES

2017-18

Amount	\$315,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Expense: Classified salaries and employee benefits 3000 - 3999 (DDF - 534)
Source	BSEP

2018-19

Amount	\$319,720
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Expense: Classified salaries and employee benefits 3000 - 3999 (DDF - 534)
Source	BSEP

2019-20

Amount	\$324,515
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Expense: Classified salaries and employee benefits 3000 - 3999 (DDF - 534)
Source	

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans: Grades TK - 8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.12S Provide Positive School Climate Teacher Leaders at each Elementary and Middle School site to coordinate Positive Behavior Intervention and Support (PBIS), Toolbox Social-Emotional Curriculum and Restorative Practices

2018-19

New Modified Unchanged

3.12S Provide Positive School Climate Teacher Leaders at each Elementary and Middle School site to coordinate Positive Behavior Intervention and Support (PBIS), Toolbox Social-Emotional Curriculum and Restorative Practices

2019-20

New Modified Unchanged

3.12S Provide Positive School Climate Teacher Leaders at each Elementary and Middle School site to coordinate Positive Behavior Intervention and Support (PBIS), Toolbox Social-Emotional Curriculum and Restorative Practices

BUDGETED EXPENDITURES

2017-18

Amount	\$35,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF 995)

2018-19

Amount	\$35,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF 995)

2019-20

Amount	\$35,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Expense: Certificated salaries and employee benefits 3000 - 3999 (DDF 995)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Focus Goal 4: Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the ongoing monitoring of student progress resulting from actions and services, and utilizing state and local indicators.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL 2020 Vision

Identified Need

Our Plan Needs a system of accountability and evaluation to ensure that the actions and services set forth in the plan have an impact on the learning environment and school climate, as a whole, as well as a disproportionately positive impact on the target students including English Learners, Foster-Youth, Socio-Economically Disadvantaged students and Student with Disabilities and those students who are African-American and/or Latino.

Our Plan Needs to use the evaluation to inform revisions or adjustments to the actions and services in the plan each year.

Our Plan Needs an accounting of all Supplemental expenditures including a plan for personnel variance or services needed to support the LCAP process.
 Research: Change Forces, M. Fullan; Reforming Districts, McLaughlin, Talbert, Stanford.edu; Performing and reforming leaders, J Blackmore, J Sachs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		a) Based on the annual review of the expected measurable outcomes, the evaluation process will include a review of key indicators with each stakeholder group and the Board of Education following the timeline included in the Appendix. The Annual Update will serve as the Evaluation Tool and actions, services and	a) Based on the annual review of the expected measurable outcomes, the evaluation process will include a review of key indicators with each stakeholder group and the Board of Education following the timeline included in the Appendix. The Annual Update will serve as the Evaluation Tool and actions, services and	a) Based on the annual review of the expected measurable outcomes, the evaluation process will include a review of key indicators with each stakeholder group and the Board of Education following the timeline included in the Appendix. The Annual Update will serve as the Evaluation Tool and actions, services and

		<p>indicator progress will be included as part of the review. If there are any indicators needing immediate action, this will be included as an agenda item at the meeting immediately following the data finding.</p> <p>b) All annual supplemental expenditures will be accounted for in the expenditure report included in the Annual Update. This review will include an update on expenditures from both the actions and services that include the letter S (supplemental), as well as the personnel variance and LCAP contingency embedded within the action and/or service.</p>	<p>indicator progress will be included as part of the review. If there are any indicators that indicate a need for immediate action, this will be included as an agenda item at the meeting immediately following the data finding.</p> <p>b) All annual supplemental expenditures will be accounted for in the expenditure report included in the Annual Update. This review will include an update on expenditures from both the actions and services that include the letter S (supplemental) as well as the personnel variance and LCAP contingency embedded within the action and/or service.</p>	<p>indicator progress will be included as part of the review. If there are any indicators that indicate a need for immediate action, this will be included as an agenda item at the meeting immediately following the data finding.</p> <p>b) All annual supplemental expenditures will be accounted for in the expenditure report included in the Annual Update. This review will include an update on expenditures from both the actions and services that include the letter S (supplemental) as well as the personnel variance and LCAP contingency embedded within the action and/or service.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.1S Provide on-going monitoring of the LCAP Plan through the use of a full-time LCAP Evaluator and additional support services that will include the qualitative and quantitative review of each action and/or service. Annual update and evaluation included.

2018-19

New Modified Unchanged

4.1S Provide on-going monitoring of the LCAP Plan through the use of a full-time LCAP Evaluator and additional support services that will include the qualitative and quantitative review of each action and/or service. Annual update and evaluation included.

2019-20

New Modified Unchanged

4.1S Provide on-going monitoring of the LCAP Plan through the use of a full-time LCAP Evaluator and additional support services that will include the qualitative and quantitative review of each action and/or service. Annual update and evaluation included.

BUDGETED EXPENDITURES

2017-18

Amount \$128,454
Source Supplemental
Budget Reference Expense: Certificated salary and employee benefits, classified hourly and contracted services (2.5%) (DDF - 535)

2018-19

Amount \$133,905
Source Supplemental
Budget Reference Expense: Certificated salary and employee benefits, classified hourly and contracted services (2.5%) (DDF - 535)

2019-20

Amount \$139,328
Source Supplemental
Budget Reference Expense: Certificated salary and employee benefits, classified hourly and contracted services (2.5%) (DDF - 535)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.2S Set aside an Indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing.

2018-19

New Modified Unchanged

4.2S Set aside an Indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing.

2019-20

New Modified Unchanged

4.2S Set aside an Indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing.

BUDGETED EXPENDITURES

2017-18

Amount	\$289,010
Source	Supplemental
Budget Reference	Expense: Indirect Cost Reserve (DDF 000)

2018-19

Amount	\$354,147
Source	Supplemental
Budget Reference	Expense: Indirect Cost Reserve (DDF 000)

2019-20

Amount	\$370,430
Source	Supplemental
Budget Reference	Expense: Indirect Cost Reserve (DDF 000)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 5

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 6

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 7

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 8

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 9

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 10

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$4,970,617.

Percentage to Increase or Improve Services: 6.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

All funds are being expended on a district-wide basis while also principally targeting unduplicated pupils as described in the table found in section 3B and in Appendix D:

- ELD instruction at every schoolsite
- Systematized Intervention programs and coordinators to ensure all students' needs are addressed for Response to Intervention and Instruction (RTI2), Positive Behavioral Intervention Systems (PBIS), Restorative Practices and other Alternate Means of Correction (Alternatives to Suspension), Trauma Informed Practices, Family Engagement and other supports so that systems and structures are consistent throughout the district while also prioritizing unduplicated students needing these interventions.
- Bridge programs in High School for targeted unduplicated students
- AVID program for secondary students to develop organizational and academic skills to ensure career and college readiness. AVID requires that students from low-income households are prioritized as part of the qualification process.
- Implementation of social-emotional curriculum via Toolbox in K-7 classrooms and Restorative Practices and PBIS programs district wide to decrease disproportionality of suspension rates amongst unduplicated students and African-American students
- Professional Development to continue to build capacity for all staff in culturally responsive practices and target interventions
- Funding Literacy Teacher Leaders at K-5 sites
- Expanding and supporting these services both at the site and through an umbrella of district support using a Coordination of Services model
- Extended Day Academic Innovation programs at K-5 to provide targeted students with innovative approaches to learning

The Berkeley Unified School District team reviewed Educational Theory around the reasoning to systematize services, research supports, systematic implementation, data-systems for accountability, and monitoring of supports throughout the year. Our stakeholders and evaluation data demonstrated the need for systematized levels of intervention and support. Educators and psychologists were concerned about providing these interventions at the point of contact and case-management. Fortunately, effective interventions and practices have been documented for addressing these needs. However, sustained and expanded uses of these interventions and practices have not been consistent or widespread. One promising approach to the systemic and sustained implementation of these practices was school-wide interventions targeted to the students that needed them through a layered intervention model. The effort emphasized an integration of measurable outcomes, data-based decision making, evidence-based practices, and overt support systems for implementers. This student-based, comprehensive systems approach was suggested as a means of achieving durable implementation of effective school-based interventions. Although the individual approach was conceptually sound and comprised of supportable behavioral practices, further systems-level demonstrations and validations of efficacy, effectiveness, and expansion were recommended. Research and Educational Theory are listed in detail in Appendix H, specific to this systematized approach include: "A Promising Approach for Expanding and Sustaining Systematize Positive Intervention Support", *School Psychology Review*, 2006, Volume 35, No. 2,

pp. 245–259; “Cultural Considerations for Layered Intervention Models”, Reading Research Quarterly Volume 41, Issue 1, Article first published online: 9 NOV 2011

With supplemental and concentrated funding in the amount of \$4,970.617, Low Income students, Foster Youth, and English Learners received increased services by the Minimal Proportionality Percentage of 6.81% through increases to RtI2, decreased FTE for Bridge programs at the Middle Schools while increasing targeted counseling support using Restorative Practices, allocation for Family Engagement support to Middle Schools and increased mental health partnerships K-12 with a focus on trauma-informed practices and restorative programs, the AVID program at secondary school sites and district-wide social and emotional curriculum via Toolbox, and increasing BHS Intervention Counseling to 3.0 FTE total. The funding will also provide for the development of a framework for the multi-tiered system of supports that will be reviewed as the structure for the design of all Educational Services meetings. This will assure that all interventions are connected through a district-wide monitoring of best practices in identifying the most appropriate students for the most effective service by using a metric that prioritizes unduplicated students who are most in need of the program. This also assures that the provider and case managers have a copy of the list of identified students to be served by the RTI2 teacher, Literacy Leader, Math Coach, Family Liaison, Mentor or other key individual so no student is missed. By assuring that the PBIS programs and Restorative Justice practices are laser focused to decrease disproportionate rates of suspension among targeted students and that Family Engagement liaisons will provide targeted outreach to the families of unduplicated students, we can assure that the services principally serve the unduplicated students.

These services will be increased and improved upon through systematic implementation of services, on-going evaluation and data-monitoring, an umbrella of supported and layered interventions, and a consistent model of implementation as listed in the table on the following page. This table identifies each action supported by Supplemental funds, the percentage of the item funded by these dollars and the specific description of how these services support unduplicated students.

The justification for the school-wide implementation of these practices is the importance of making an impact on the learning environment and school climate as a whole. This 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 (RtI2) model, the intervention counselors at BHS and the RtI2 teacher / coaches for K-8 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 Consultant 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 increased funding to \$127,160 for a evaluation staff to analyze the programs supported with LCFF Supplemental funds as well as the unduplicated students served within the programs. The evaluation process will be directly aligned with evaluation systems set up by the Director of Research and Evaluation as well as the Director of Special Projects and Programs to provide on-going monitoring of the LCAP programs and metrics and progress toward achieving LCAP goals. The Department will follow a Cycle of Inquiry process to review the impact of these programs using quantitative and qualitative data from site, district and state measures.

All expenditures in Section 2 are aligned with the goals and address the needs of our district's English Learners, Low Income students and Foster Youth. Our students will have all necessary interventions when needed. These will include before and after school programs, content support, classroom integration and materials, programs to support career and college readiness, as well as Early Assessment Program (EAP) and Advanced Placement (AP) exam preparation.

Both new and existing funds will ensure that our staff receives the Professional Development necessary to fully implement our vision as well as ensure student success.

Based on the Minimal Proportionality (Appendix I) percentage below, services for Low-Income students and English Learners are estimated to increase or improve by 6.81% in 2016/17 above the base. Low-income students, English Learners and Foster Youth will receive services including ELD teachers at every school, Literacy Teacher Leaders to provide one on one and small group instruction, mental health supports, the Middle School counseling program, Bay Area Peacekeepers, 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 and coordination of those services
- Continue the AVID program to support middle and high school students on the path to college
- Fund Literacy Teacher Leaders at every elementary school and Middle School

Actions that will increase services for students:

- Provide trained English Language Development (ELD) teachers at every school site who will provide direct services to students and coach teachers on Integrated ELD strategies.
- * Implement AVID EXCEL at the middle school to address the academic needs of Long-Term English Learners
- Provide and support RtI2 teacher leaders at all elementary schools and middle schools
- Plan and monitor college and career paths for high school students needing academic support with an additional (third) BHS Intervention Counselor
- Continue the AVID and BHS Bridge program to support middle and high school students on the path to college
- Provide deeper implementation and coordination of a district-wide social-emotional curriculum, Toolbox, PBIS and RP for Grades TK-8 school sites to decrease disproportionality of suspension rates amongst unduplicated pupils.
- Middle School Counselors that will provide case-management and restorative practices support
- Extended Day Academic Intervention and Innovation TK-8

The Actions proposed to be discontinued in 2017-18, based on evaluation are the Sixth Grade Bridge Program, the Equity TSA Position and the Restorative Practices Pilot at Washington Elementary School.

See Table 3B Proportionality by Action for a further breakdown of the actions. Attached.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 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) 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	10,082,257.00	9,336,168.00	8,262,480.00	7,845,665.00	7,932,408.00	24,040,553.00
	603,300.00	789,602.00	114,800.00	90,000.00	597,000.00	801,800.00
Base	726,224.00	639,956.00	722,100.00	1,508,938.00	1,000,100.00	3,231,138.00
BSEP	1,663,480.00	1,628,062.00	494,000.00	494,000.00	494,000.00	1,482,000.00
Carl D. Perkins Career and Technical Education	46,000.00	22,114.00	0.00	0.00	0.00	0.00
CCSS	1,374,000.00	1,364,000.00	1,069,590.00	0.00	0.00	1,069,590.00
CPT Grant	54,000.00	100,287.00	0.00	0.00	0.00	0.00
Educator's Effectiveness Grant	0.00	0.00	278,000.00	0.00	0.00	278,000.00
LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Lumina Grant	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	546,000.00	431,858.00	500,000.00	510,000.00	520,000.00	1,530,000.00
Supplemental	4,976,253.00	4,284,789.00	4,990,990.00	5,149,727.00	5,228,308.00	15,369,025.00
Title I	93,000.00	75,500.00	93,000.00	93,000.00	93,000.00	279,000.00
Title III	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	10,082,257.00	9,336,168.00	8,262,480.00	7,845,665.00	7,932,408.00	24,040,553.00
	4,424,811.00	3,945,656.00	2,768,854.00	2,214,320.00	2,459,698.00	7,442,872.00
1000-1999: Certificated Personnel Salaries	4,880,999.00	4,595,495.00	5,068,626.00	5,206,625.00	5,043,195.00	15,318,446.00
2000-2999: Classified Personnel Salaries	636,447.00	653,617.00	315,000.00	319,720.00	324,515.00	959,235.00
4000-4999: Books And Supplies	5,000.00	12,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	30,000.00	0.00	0.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	135,000.00	129,400.00	80,000.00	105,000.00	105,000.00	290,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	10,082,257.00	9,336,168.00	8,262,480.00	7,845,665.00	7,932,408.00	24,040,553.00
		403,300.00	652,854.00	54,800.00	30,000.00	511,000.00	595,800.00
	Base	188,769.00	158,499.00	215,000.00	755,838.00	493,000.00	1,463,838.00
	BSEP	504,280.00	460,044.00	90,000.00	90,000.00	90,000.00	270,000.00
	Carl D. Perkins Career and Technical Education	46,000.00	22,114.00	0.00	0.00	0.00	0.00
	CCSS	1,114,000.00	1,104,000.00	724,590.00	0.00	0.00	724,590.00
	CPT Grant	54,000.00	100,287.00	0.00	0.00	0.00	0.00
	Educator's Effectiveness Grant	0.00	0.00	278,000.00	0.00	0.00	278,000.00
	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
	Lumina Grant	0.00	0.00	0.00	0.00	0.00	0.00
	Special Education	546,000.00	431,858.00	0.00	0.00	0.00	0.00
	Supplemental	1,475,462.00	940,500.00	1,313,464.00	1,245,482.00	1,272,698.00	3,831,644.00
	Title I	93,000.00	75,500.00	93,000.00	93,000.00	93,000.00	279,000.00
	Title III	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		200,000.00	136,748.00	60,000.00	60,000.00	86,000.00	206,000.00
1000-1999: Certificated Personnel Salaries	Base	532,455.00	469,457.00	507,100.00	753,100.00	507,100.00	1,767,300.00
1000-1999: Certificated Personnel Salaries	BSEP	854,200.00	827,401.00	404,000.00	404,000.00	404,000.00	1,212,000.00
1000-1999: Certificated Personnel Salaries	CCSS	260,000.00	260,000.00	345,000.00	0.00	0.00	345,000.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	500,000.00	510,000.00	520,000.00	1,530,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,034,344.00	2,901,889.00	3,252,526.00	3,479,525.00	3,526,095.00	10,258,146.00
2000-2999: Classified Personnel Salaries	BSEP	305,000.00	340,617.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	331,447.00	313,000.00	315,000.00	319,720.00	324,515.00	959,235.00
4000-4999: Books And Supplies	Base	5,000.00	12,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	30,000.00	0.00	0.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	135,000.00	129,400.00	80,000.00	105,000.00	105,000.00	290,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	4,588,190.00	4,090,438.00	4,110,880.00	12,789,508.00
Goal 2	1,390,826.00	1,381,200.00	1,400,600.00	4,172,626.00
Goal 3	1,866,000.00	1,885,975.00	1,911,170.00	5,663,145.00
Goal 4	417,464.00	488,052.00	509,758.00	1,415,274.00

* Totals based on expenditure amounts in goal and annual update sections.