

B.U.S.D. 2010-13 Goals and Strategies – Action Steps for next 18 months (through June 2012)

DISTRICT GOAL I. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
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Action Steps						
STRATEGY A. Pre-K: Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children’s academic, social, emotional and physical well-being.						
1. Action Step: Provide training to all preschool staff on the CDE’s Preschool Foundations and Creative Curriculum, which integrates learning and play and will be implemented this year	All staff are highly trained in effective pre-school teaching strategies and comprehensive curriculum that will be offered to all BUSD pre-K students	Director of Curric. and Inst., Principal, Pre-K	3			
2. Action Step: Research and select a professional development model that focuses on early literacy and/or Tools of the Mind that develops students’ ability to succeed in school	Improve the academic literacy and school readiness of pre-k students, especially English Learners	Director of Curric. and Inst., Principal, Pre-K	2			
STRATEGY B. ELA and Math Instruction: Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.						
1. Action Step: Implement the Teachers	All K-5 teachers are fully trained on the literacy	Director C & I;	3			

College Readers and Writers Workshop in all K-5 classrooms	model being implemented in BUSD	Prof. Dev. Coord.; K-5 Principals	
2. Action Step: Provide training and support for K-5 teachers in Everyday Mathematics through the Math Teacher Leaders and District Math Coach	All K-5 teachers are fully trained on Everyday Mathematics Curriculum being implemented in BUSD	Director C&I.; Prof. Dev. Coord.; K-5 Principals	3
3. Action Step: Provide professional development for all middle school teachers in the implementation of District English and Mathematics curriculum with the support of the Math and ELA Teacher Leaders, Math Coach and ELA Coach	Middle school teachers are fully trained on the adopted ELA and Mathematics curriculum being implemented in BUSD	Director C&I; Prof. Dev. Coord.; Middle School Principals	3
4. Action Step: Utilize a Professional Learning Community (PLC) model to analyze State and district assessments to identify gaps in curriculum, areas of strength, students in need of additional support	All teachers and administrators are able to discuss the results of state and district assessments as a part of an ongoing monitoring system of teaching and student learning	Dir. Curric. and Inst.; Prof. Dev. Coord.	2
5. Action Step: Define new guidelines for math placement for 9 th graders to set them up for long-term math success in high school	More 9 th graders will earn satisfactory grades in math in 2011-12 compared to 2009-10	Dir. Curric. and Inst.; BHS Principal	3
6. Action Step: Implement common high school math assessments in Algebra, Geometry and Interactive Math Program (IMP) to analyze program alignment and student achievement	All algebra, geometry and IMP teachers utilize common math assessments and collaborate about needed programmatic changes and student needs	Director of Evaluation and Assessment; BHS Principal	2
7. Action Step: Plan common 9 th grade writing assessments to be implemented next year	All 9 th grade English teachers utilize a common writing assessment to develop students' writing skills and strengthen their understanding of writing standards	Dir. Curric. and Inst.; BHS Principal	3
STRATEGY C. English Language Development: Provide direct instruction in English Language Development to ensure that			

every English Learner gains at least one English Language proficiency level each year.			
1. Action Step: Ensure teachers at all sites are trained in English Language Development (ELD) strategies through professional development and support of the ELD coach	All K-12 teachers are CLAD certified and trained in strategies to support EL students at their CELDT level in order to ensure annual progress in English	Dir. Curric. & Inst., ELD Coach, K-12 Principals	2
2. Action Step: Ensure all EL students are receiving daily EL and that their progress is monitored through the grade level benchmark “blue cards”	EL students’ progress is monitored regularly	Dir. Curric. & Inst., ELD Coach, K-12 Principals	2
3. Action Step: Provide training for principals in Improving Student Achievement through Supervision for Quality Instruction of English Learners	All principals provide useful feedback to teachers to improve the performance of EL students	Asst. Supt., Ed. Services	2
4. Action Step: Improve outreach to Spanish speaking families to support them in choosing the best EL program for their children – TWI, Bilingual, or Mainstream Classes	Every Spanish speaking family makes an informed choice regarding EL program	Manager of Student Assignment	2
STRATEGY D. Evaluation and Assessment: Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with staff, the Board and the community.			
1. Action Step: Implement District Assessments in English/Language Arts and mathematics	All stakeholders have student performance data aligned to the district curriculum in addition to state mandated tests	Director of Eval and Assess.; Asst. Supt., Ed. Services	K-5 = 4 6-8 = 3 9-12 = 1
2. Action Step: Import all assessment scores into the Data Warehouse within 2 weeks of testing and produce and distribute District Summary reports within 3 weeks after each assessment is complete	All stakeholders have student performance data aligned to the district curriculum 2-4 times per year in addition to state mandated tests	Director of Evaluation and Assessment	K- 8 = 3 9-12 = 1

3. Action Step: Support follow up discussions led by C & I coaches regarding assessment scores	All stakeholders will review and discuss student performance data aligned to the district curriculum 2-4 times per year in addition to state mandated tests	Director of Evaluation and Assessment	K-8 = 2 9-12 = 1
4. Action Step: Develop partnership with UC Berkeley's Graduate School of Education to perform program evaluation of district initiatives	All stakeholders have the results of program evaluation to inform decision making	Director of Evaluation and Assessment	2
5. Action Step: Support principals in conducting a pilot evaluation of a program at their sites	All stakeholders have the results of program evaluation to inform decision making	Director of Evaluation and Assessment	4
6. Action Step: Focus on enhancing the capacity of two Pilot Schools in using assessment to guide instruction	Staff at Pilot Schools incorporate the use of assessment more frequently and effectively	Director of Evaluation and Assessment	2
7. Action Step: Organize a Research Symposium showcasing staff research as well as university research conducted in BUSD	All teacher, parent, and school leader learn about educational research that will inform decision making	Director of Evaluation and Assessment	4

DISTRICT GOAL II. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

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<p>STRATEGY A. Student Engagement: Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.</p>						
<p>1. Action Step: Using surveys and community outreach, research and develop new, culturally relevant opportunities for students to be engaged in their education</p>	More culturally relevant activities are offered for students to engage them in both classroom and afterschool activities	Director, C & I; Supervisor, Cult. and Ling. Resp. Systems; VAPA Prog. Supervisor; After School Mgrs; Principals	1			
<p>2. Action Step: Plan for secondary redesign – See Goal II, Strategy E</p>	Secondary School students have increased options for graduation, educational certificates and CTE participation	Director, Student Services	2			
<p>3. Action Step: Monitor the K-5 Physical Education program to ensure all students are receiving 100 minutes of PE instruction weekly</p>	Students are more able to focus in the classroom and have better health	Director, C & I; K-5 Principals	2			
<p>4. Action Step: Implement a new Advisory Program at BHS</p>	BHS students receive structured guidance and support regarding decisions that affect their education	BHS Principal	3			
<p>STRATEGY B. ULSS / RtI²: Implement a continuum of academic, behavioral, and/or other intervention strategies through the Universal</p>						

Learning Support System (ULSS), as ULSS is the district's model of Response to Intervention and Instruction (RtI ²).			
1. Action Step: Establish District Leadership Team, ULSS/RtI ² Advisory Committee and ULSS/RtI ² Workgroups to develop the components of an effective RtI ² model	Membership in each group is determined and the components of an effective ULSS/RtI ² model are identified and defined	Directors of: Spec. Ed., C & I; Student Services; P.D. Coordinator	2
2. Action Step: Identify Tiers of Intervention to be implemented across District	Process and procedures for Tiers 1, 2, and 3 are written and distributed	ULSS/ RtI ² Leadership Team	1
3. Action Step: Establish an effective system for site ULSS/ RtI ² teams to document student referrals and academic and/or behavioral interventions	Student referrals and interventions are documented	ULSS/ RtI ² Leadership Team	1
4. Action Step: Establish an effective system for site ULSS/RtI ² teams to monitor student progress using a common data collection process	Progress monitoring tools, including a data collection process and guidelines for frequency and quality of progress monitoring, are selected	ULSS/ RtI ² Leadership Team	1
5. Action Step: Develop a ULSS/RtI ² Information and Procedural Manual, including Staff roles and responsibilities	ULSS/ RtI ² Manual is distributed and used	ULSS/ RtI ² Leadership Team	1
6. Action Step: Establish position of ULSS/RtI ² Coach	ULSS/RtI ² Coach is hired and leads professional development at sites	Director of Student Services	3
STRATEGY C. Positive Behavior Support: Develop and utilize a positive behavior system as well as prevention and intervention programs for specific behaviors that impede student success, such as alcohol and drug use and abuse, truancy, expressions of extreme anger, and repeated suspendable offenses.			
1. Action Step: Ensure all K-8 sites are implementing culturally responsive positive behavior interventions and support (PBIS)	Staff at all elementary and middle schools receive culturally responsive training in PBIS and implement culturally responsive PBIS practices	Director of Student Services; K-8 Principals	2
2. Action Step: Implement Project Alert at all Middle Schools	All middle school science teachers are trained in Project Alert and implement	Director of Student Services; Middle	2

	Project Alert lessons in 7 th & 8 th grade	School Principals	
3. Action Step: Expand alcohol, tobacco, and other drug (ATOD) use prevention and intervention programs and strategies	Apply for Tobacco Use Prevention Education (TUPE) funds and implement TUPE funded ATOD programs at middle and high schools if funding awarded; Send student teams from all BUSD middle and high schools to Teens Tackle Drugs and Alcohol conferences at UCB ; Implement Transformational Life Skills (TLS) program for identified at-risk students at Berkeley High School if funding available	Director of Student Services; Secondary Principals	BHS = 2 Other Secondary Schools = 3
4. Action Step: Implement SART and SARB procedures	Implement District procedures for truancy notification. Provide updated SARB handbook to administrators and counselors; follow through with SARB hearings and referrals to the district attorney where appropriate	Director of Student Services; Principals	2
5. Action Step: Implement multi-agency truancy and absenteeism reduction and prevention program (TARRP)	Student Services will collaborate with the Berkeley Police Department, Berkeley Mental Health, the YMCA, BHS' School Health Center, and other agencies in this non-punitive intervention. Expected attendance outcome: .5% improvement in student attendance in 2010-2011 as compared to 2009-2010	Director of Student Services; BHS Dean	1
6. Action Step: Implement alternatives to suspension/expulsion when feasible including Restorative Justice (see Strategy D. Disproportionality, #4)	Suspensions and expulsions decrease annually District-wide and expulsions for non-mandatory offenses eliminated whenever feasible	Director of Student Services	3
STRATEGY D. Disproportionality: Reduce the disproportionate racial representation of students suspended or expelled and students identified for Special Education services.			
1. Action Step: Utilize Office of Civil Rights	The number of African American and	Director of Student	0

(OCR) technical support to address racial disproportionality in student discipline	Latino students who are expelled and the racial disproportionality in suspensions and expulsions decreases in 2010-11 and 2011-12 relative to 2009-10	Services; Principals	O.C.R. has not been available to work with BUSD
2. Action Step: Provide Student Discipline and Due Process Training for BUSD administrators	Inappropriate recommendations for expulsion and compliance issues regarding due process are eliminated	Director of Student Services	4
3. Action Step: Monitor quarterly suspension and expulsion data by site and District-wide	Review of data informs practices at sites to reduce racial disproportionality in student discipline	Director of Student Services; Principals	3
4. Action Step: Implement a Restorative Justice Program at all BUSD middle schools	Reduced suspension rates, improved school climate and campus safety, improved behavior and increased leadership capacity of identified at-risk students are noted at the middle schools	Director of Student Services; Middle School Principals	1
5. Action Step: Analyze Self-review findings including the 2010 ULSS Evaluation and school level analysis regarding RtI ² readiness	Complete analysis and use it to develop a plan to reduce disproportionality	Directors of: Spec. Ed., C & I, Student Services	2
6. Action Step: Develop Special Education Coordinating Early Intervening Services (SE-CEIS) Plan as required by CDE, including a plan to implement RtI ² (see Goal II, Strategy B: ULSS/RtI ²) to reduce the disproportionate number of African-American students identified for Special Education	CDE approves District SE-CEIS Plan (RtI ² Pathway selected) to reduce disproportionality	Director of Spec. Ed. assisted by Directors of C & I and Student Services and RtI ² Coach	4
7. Action Step: Identify up to 100 students (without IEP's) in grades 2 and 3, performing in the Below Basic subgroup, and assess them to determine exact skill(s) needs for intervention.	Staff reviews spring CST assessment data for students who received early intervening service to determine the effectiveness of intervention as measured by movement from Below Basic to Basic	Director of Special Education; RtI ² Coach	3
STRATEGY E. Educational Options for Secondary School Students: Develop engaging and innovative educational options for secondary students, including career technical education.			

<p>1. Action Step: Establish a Secondary Re-design Committee to research secondary educational options, particularly Career Technical Education (CTE)</p>	<p>Secondary Re-design committee visits model alternative programs and meets with B-Tech students and staff to discuss strengths and needs</p>	<p>Director of Student Services; Superintendent</p>	<p>4</p>
<p>2. Action Step: Develop and implement a plan with educational options and guidance for credit deficient students to enable them to graduate or obtain a high school equivalency diploma</p>	<p>Credit deficient high school students have increased options for graduation through the regular program, Adult School, Cyber High and City College as well as access to preparation courses for educational certificates (i.e. GED, CHSPE)</p>	<p>Director of Student Services; Principals of Adult School, B-Tech, and BHS; Superintendent</p>	<p>2</p>
<p>3. Action Step: Develop and implement a plan that will improve and expand CTE offerings for all students</p>	<p>The district provides an array of quality/ relevant CTE/career pathway options available to all BUSD secondary school students</p>	<p>Director of Student Services; Principal of Adult School; Superintendent</p>	<p>2</p>
<p>STRATEGY F. Extended Learning Opportunities: Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.</p>			
<p>1. Action Step: Ensure that all K-8 students who are below grade level are provided opportunities to participate in after school support services provided by site intervention funds, Berkeley LEARNS, BEARS, or City of Berkeley programs</p>	<p>All students who are below grade level participate in intervention opportunities to help them accelerate their learning and reach grade level standards as soon as possible</p>	<p>Director, Curric. and Inst.; K-8 Principals; RtI² Coach; After School Managers</p>	<p>3</p>
<p>2. Action Step: Support after and before school academic programs by increasing the number of highly trained mentors/tutors focused on literacy and funded by the City and UC</p>	<p>All mentors/tutors working with BUSD students are trained in research proven intervention strategies and develop academic outcomes for their tutees/mentees</p>	<p>Director, Curric. and Inst.; K-8 Principals; RtI² Coach; After School Managers</p>	<p>3</p>
<p>3. Action Step: Establish an Academic Liaison at all K-8 sites to coordinate and align the work of after school programs with the classroom instruction</p>	<p>Students receive extended instruction through the after school program that is aligned to the classroom and supports standards' based instruction</p>	<p>Director, Curric. and Inst.; K-8 Principals; After School Managers</p>	<p>3</p>

<p>STRATEGY G. Transitions: Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary as well as the transitions from Special Education and English Learner status to the mainstream.</p>			
<p>1. Action Step: Develop and implement a strategy for sharing pre-school assessment for incoming kindergartners from BUSD and Head Start Pre-Schools</p>	<p>Kindergarten teachers will have a clear understanding of the school readiness of their students early in the year</p>	<p>Director of Curriculum & Instruction</p>	<p>3</p>
<p>2. Action Step: Develop and implement formal protocols for sharing IEP case management information of students transitioning from pre-k to K, from elementary to middle and middle to high school</p>	<p>Create a unified process for sharing information between schools/levels</p>	<p>Director of Special Education and Special Education Program Supervisors</p>	<p>3</p>
<p>3. Action Step: Develop and implement protocols for sharing ELD progress of all English learners following the administration of CELDT</p>	<p>All teachers will receive their current EL students' CELDT scores</p>	<p>Director of Curriculum & Instruction</p>	<p>2</p>
<p>4. Action Step: Develop and implement protocols at Berkeley High to ensure that entering 9th graders are set up to succeed</p>	<p>Protocols at BHS that ensure a safety net for all entering 9th graders include special programs for identified students</p>	<p>BHS Principal</p>	<p>2</p>

DISTRICT GOAL III. Family / Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

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<p>STRATEGY A. Family Engagement Framework: Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children’s success in school.</p>						
<p>1. Action Step: Develop and implement a plan to strengthen and increase parent engagement capacity and culturally and linguistically responsive systems at three pilot schools</p>	Parents, Staff and administrators at three pilot sites complete family engagement, culturally and linguistically responsive systems survey to assess strengths and gaps and inform development of Family Engagement Framework and Cultural and Linguistic Responsive Systems	Manager of Family & Community Partnerships and Supervisor of Culturally and Linguistically Resp. Systems	1			
<p>2. Action Step: Design a model for Family Engagement Framework based on <i>California State Action Plan for School, Family, and community Partnerships</i>, a resource developed by the California State Action Team for Partnerships, with input from 2020 Vision Partners and the community</p>	A Family Engagement Framework model that addresses parent education, two-way communication strategies, volunteerism, and parent resources at the sites is identified and implemented	Manager of Family & Community Partnerships and Supervisor of Culturally and Linguistically Resp. Systems	1			
<p>3. Action Step: Include in the Framework a focus on parent education by providing a district wide parent conference, on-going family workshops, and parent forums, all of which help families navigate our educational system and strengthen parents’ engagement in their children’s education</p>	Workshops (such as LUNA and INSPIRE), forums on topics such as bilingualism or bullying, and a district wide parent conference are attended by more than three hundred (300) parents who evaluate these programs to guide the district’s future planning	Manager of Family & Community Partnerships	3			
<p>4. Action Step: Include in the Framework a</p>	Clear district guidelines and procedures	Manager of Family	1			

focus on two-way communication strategies, volunteerism, and parent resources at the sites	support parents in communicating with staff, volunteering at schools, and accessing resources available at sites	& Community Partnerships	
STRATEGY B. Family Leadership & Advocacy Training: Strengthen parents' capacity to be effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.			
1. Action Step: Provide monthly trainings for parents to develop and strengthen their leadership skills and capacity to collaborate with administrators and school site staff on issues that impact student achievement and well-being	Parent Leadership Action Network (PLAN) monthly trainings are attended by eighty (80) K-12 parents; parents utilize the Office of Family and Community Partnerships as a source of information and support	Manager of Family & Community Partnerships	Trainings scheduled but not well attended 2
2. Action Step: Support site administrators to integrate emerging parent leaders into the schools' existing parent engagement programs, governance structures, and development of parent involvement policies	Participation of parents of color in leadership roles at school sites, e.g., SGC/SSC, increases as compared to previous year, and participation in DELAC and DAC committees increases	Manager of Family & Community Partnerships and Supervisor of Cult. and Ling. Resp. Systems	1
STRATEGY C. Family Advisory Council: Support the City and the Berkeley Alliance in establishing a representative Family Advisory Council to ensure parent input in the development and evaluation of the 2020 Vision projects.			
1. Action Step: Participate in planning meetings with parents, community partners and City representatives to advance development of FAC	FAC structure, membership criteria, roles, responsibilities, recruitment and application process are identified	City of Berkeley & Manager of Family & Community Partnerships	3
2. Action Step: Assist in recruiting for FAC membership via community orientation meetings for potential members describing	FAC Members are selected	City of Berkeley & Manager of Family & Community	2

role and responsibilities and FAC application process		Partnerships	
3. Action Step: Collaborate with 2020 Partners to seek funding for staffing and additional resources necessary to support the operations of the FAC	A plan to support the functions and operations of the FAC is developed in collaboration with Vision 2020 Partners	City of Berkeley & Manager of Family & Community Partnerships	1
STRATEGY D. Communication: Engage and inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.			
1. Action Step: Authorize a committee to develop a comprehensive communications plan for the district that addresses issues of community engagement, translation, outreach, and the use of various media	A comprehensive plan for district communication will be presented to the BSEP P & O Committee and the Board	Superintendent	4

DISTRICT GOAL IV. Cultural & Linguistic Relevance: Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

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<p>STRATEGY A. Culture and Climate of District and Schools: Ensure that all schools and departments welcome and support all our students and their families by prioritizing a focus on equity at each site, ensuring customer friendly service, and providing language access, all supported by district policy.</p>						
<p>1. Action Step: Hire a supervisor of Culturally and Linguistically Responsive Systems</p>	Dedicated staff works with schools and departments to ensure their cultural competence and provide support for staff of color	Director of Curriculum and Instruction	4			
<p>2. Action Step: Implement the WE CARE model of Customer Services at all levels of BUSD</p>	All school sites and district departments are welcoming to parents and families	Deputy Supt.; Asst. Supt., Human Resources	1			
<p>3. Action Step: Expand the number of multi/bilingual staff to support families who speak another language</p>	There is an increase in staff able to communicate with non-English speaking families to ensure they are supported and feel welcome	Asst. Supt., Human Resources; Principals; Managers	1			
<p>4. Action Step: Establish a system to ensure critical documents are available in Spanish</p>	Spanish speaking families and guardians have access to critical information in their native language	Public Information Office	2			
<p>5. Action Step: Develop a matrix/rubric that identifies levels of cultural competency existent in highly competent schools</p>	There is a shared understanding about what a truly culturally competent school/department exhibits along the continuum of cultural competence	Supervisor of Culturally and Linguistically Resp. Systems	2			
<p>6. Action Step: Work with departments and school sites to audit their cultural proficiency</p>	Departments and sites have a better understanding of their cultural	Supervisor of Culturally and	0			

and understanding	competence and where they can improve their understanding to better serve families and students	Linguistically Responsive Systems	
STRATEGY B. Recruit and Retain Teachers and Administrators of Color: Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.			
1. Action Step: Provide support for BUSD Pathways participants who are a part of the ACOE pathways project	District classified staff members interested in becoming teachers are supported and mentored	Director, Personnel Services	2
2. Action Step: Identify a list of current classified employees interested in teaching careers and provide guidance to help them become teachers	Classified staff members are supported and encouraged to explore teacher certification and become BUSD teachers	Director, Personnel Services	1
3. Action Step: Develop recruitment materials to distribute to college/university teacher preparation programs and classified employees; build relationships with programs outside of the bay area, and visit programs to recruit potential teacher candidates representing the diversity of the student population of the District	There is an increase in the number of applicants reflecting the racial, ethnic, and gender diversity of the District	Director, Personnel Services	1
4. Action Step: Hold information sessions on credentialing requirements and application processes bi-annually for district-identified prospects	A pool of local candidates for teacher education pathway projects is established	Assistant Superintendent, H.R.; Director, Personnel Services	0
5. Action Step: Develop hiring protocols for school sites with interview questions aimed at supporting school sites to focus on the Vision 2020 foundation principles	There is consistency in hiring processes based on the District vision	Director, Personnel Services	1
6. Action Step: Develop networking and support systems for current and newly recruited	There is a community of peers to provide support for new hires to increase	Director, Personnel	1

teachers of color to increase job satisfaction and employee retention by creating a community of mentoring and collegial support through BTSA, UBA, BFT and ACSA	retention	Services	
7. Action Step: Hold at least 3 focus groups of administrators, teachers and classified employees of color to determine district strengths and weaknesses and provide support to ensure their success	Staff of color feel better supported in their work and maintain employment in BUSD	Director, Personnel Services and Supervisor of Cult. & Ling. Resp. Systems	2
STRATEGY C. Professional Development: Create a culturally and linguistically responsive climate throughout the district through focused professional development			
1. Action Step: Provide professional development for a minimum of 6 schools and departments to develop cultural proficiency and competence in order to support families, students, and staff	Staff at targeted sites develops a deeper understanding of how culturally responsive systems impact student achievement	Supervisor of Culturally and Linguistically Responsive Systems	3
2. Action Step: Continue onsite coaching for schools that began Culturally Responsive Teaching and Learning (CRTL) previously	Staff at targeted sites expands the use of specific educational strategies to support students of color	Asst. Supt., Educational Services	2
3. Action Step: Infuse cultural competence and climate content into PBIS (formerly known as BEST) training provided to all K-8 schools (See Goal II, Strategy C, #1)	Staff at all K-8 schools implement culturally responsive PBIS practices	Supervisor of Culturally and Linguistically Responsive Systems	2
4. Action Step: Support 3 schools' participation in the National Equity Project's 2012 initiative aimed at increasing the achievement of students of color through professional development	Staff at targeted sites develops a deeper understanding of how culturally responsive systems impact student achievement	Asst. Supt., Educational Services	3

DISTRICT GOAL V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

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<p>STRATEGY A. Efficient Use of Resources: Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.</p>						
<p>1. Action Step: Develop a technology task force to identify system changes that will provide more efficient services</p>	A task force identifies and monitors technology projects	Director of Technology	3			
<p>2. Action Step: Develop a priority list of technology projects that will improve and streamline District-wide systems and result in a savings</p>	The District has a priority list of technology projects that includes timeline for completion and required resources	Director of Technology	1			
<p>3. Action Step: Use service standards and WECARE scorecard model to improve services and operations</p>	Ratings from users indicate improved services and more efficient systems	Deputy Supt., Bus. Serv.; Asst. Supt., Human Res.	1			
<p>STRATEGY B. Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.</p>						
<p>1. Action Step: Provide more transparent information on parcel tax revenue and reserves</p>	The parcel tax and bond committees receive regular updates on reserve balance and revenue projections	Deputy Supt., Bus. Services	3			
<p>2. Action Step: Schedule time with parcel tax and bond committees to discuss the District</p>	Committee members have a greater understanding of the District's vision and	Superintendent	2			

priorities to address the achievement gap and how resources can support that effort	goals for decision making		
STRATEGY C. Partnerships: Maximize public and private resources to support greater student success by strengthening partnerships with the City, the Berkeley Alliance, the Berkeley Public Education Foundation, U.C. Berkeley, and other stakeholders.			
1. Action Step: Identify programs within the BUSD plan to close the achievement gap that require additional resources	There is a financial plan for resourcing the program that require additional resources	Deputy Supt., Bus. Serv.	1
2. Action Step: Develop marketing strategies and tools to communicate our initiatives to garner support from West and Berkeley Public Education Foundation	Staff obtains additional resources to implement strategies of the 2020 Vision	Superintendent ; Deputy Supt., Bus. Serv.	2

Rating

- 4=Fully Implemented
- 3=Substantially Implemented
- 2=Partially Implemented
- 1=Minimally Implemented
- 0 =Not Yet Attempted