



LOCAL CONTROL & ACCOUNTABILITY PLAN
LCAP: 2014-2017

ACTION SECTIONS AND SELECT APPENDICES

Section 3: Actions, Services, and Expenditures to serve

A: All Students with a focus on District Targeted Sub-Groups: African American and Latino

B: Specifically Low-income, English learner, and/or foster youth pupils and pupils redesignated as fluent English proficient.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.						
<p>Goal 1.1: Credentialed teachers</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 1 – Basic Services</i></p>	<p>A1.1 Continue to ensure all teachers are qualified and appropriately credentialed.</p>	<p>Districtwide: All K-12 Schools</p>	<p>Action/Service: Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to clear their credential</p> <p>Expense: Contract for services, workshop costs, certificated salaries.</p> <p>Source: \$160,000 (LCFF Base).</p>	<p>Action/Service: Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to clear their credential</p> <p>Expense: Contract for services, workshop costs, certificated salaries.</p> <p>Source: \$160,000 (LCFF Base).</p>	<p>Action/Service: Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to clear their credential</p> <p>Expense: Contract for services, workshop costs, certificated salaries.</p> <p>Source: \$160,000 (LCFF Base).</p>
<p>Goal 1.2: Implement new State Standards</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 2 – Implementation Of State Standards</i></p>	<p>A1.2 Provide professional development to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including the integration of technology.</p>	<p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS / NGSS</p> <p>Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel</p> <p>Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS)</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS / NGSS</p> <p>Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel</p> <p>Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS)</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support the implementation of CCSS / NGSS</p> <p>Expense: Certificated salaries, certificated hourly curriculum development, substitutes, conference and travel</p> <p>Source: \$531,000 in BSEP (Berkeley Schools Excellence Program) \$205,000 (CCSS)</p>

<p>Goal 1.3: Grade Level Literacy</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 2 – Implementation Of State Standards</i></p> <p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>A1.3 Provide on-going professional development in Common Core English Language Arts standards and TCRWP curriculum (Reader’s and Writer’s Workshop).</p> <p>A1.4 Improve districtwide, best practices in three-tier model of literacy instruction and intervention with additional Rtl² (Response To Instruction and Intervention) teacher coaches to monitor and provide services to students.</p>	<p>Districtwide: All K-12 Schools and Pre-schools</p> <p>School wide: Pre-School All Elementary and Middle Schools</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support implementation of CCSS-ELA</p> <p>Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel</p> <p>Source: \$106,000 in BSEP \$61,000 (CCSS) \$44,000 (Title I, Title II)</p> <p>Actions/Services: Provide certificated staff for all K-5 schools to support the implementation of Rtl². Provide one part time district Rtl² certificated Teacher on Special Assignment</p> <p>Expense: Certificated salaries</p> <p>Source: \$507,100 (LCFF Base) \$507,100 (BSEP) \$387,200 (LCFF Supplemental) (DDF: 017)</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support implementation of CCSS-ELA</p> <p>Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel</p> <p>Source: \$56,000 in BSEP \$44,000 (Title I, Title II)</p> <p>Actions/Services: Provide certificated staff for all K-8 schools to support the implementation of Rtl². Provide one part time district Rtl² certificated Teacher on Special Assignment</p> <p>Expense: Certificated salaries</p> <p>Source: \$507,100 (LCFF Base); \$507,100 (BSEP) \$847,600 (LCFF Supplemental) (DDF: 017)</p>	<p>Actions/Services: Provide workshops, coaching, and planning time to teachers to support implementation of CCSS-ELA</p> <p>Expense: Certificated salaries, Teacher hourly curriculum development time, substitutes, conference and travel</p> <p>Source: \$56,000 in BSEP \$44,000 (Title I, Title II)</p> <p>Actions/Services: Provide certificated staff for all K-8 schools to support the implementation of Rtl². Provide one part time district Rtl² certificated Teacher on Special Assignment</p> <p>Expense: Certificated salaries</p> <p>Source: \$507,100 (LCFF Base); \$507,100 (BSEP) \$847,600 (LCFF Supplemental) (DDF: 017)</p>
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<p>Goal 1.3: Grade Level Literacy:</p> <p>Section B: Targeted Impact for Low Income, English Learners Foster Youth</p>	<p><i>Priority 2 – Implementa- tion Of State Standards</i></p> <p><i>Priority 4– Pupil Achievement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>B1.1: For Low Income Students: Provide targeted literacy intervention through small group and individual 1:1 instruction and teacher coaching/lesson modeling with one full time literacy coach for each K-5 school</p> <p>B1.2: For Low Income and English Learners: Extend the school day with small group ELA instruction for students in grades K-12 before and after school with classroom teachers using research-based intervention practices.</p> <p>B1.3: For Low Income Students: Prevent summer reading loss and use Common Core aligned ELA curriculum for the K-5 Summer School program.</p>	<p>Schoolwide: All Elementary Schools</p> <p>Districtwide: All K-12 Schools</p> <p>Schoolwide: All Elementary Schools</p>	<p>Actions/Services: Provide 1:1 and small group intervention classes and teacher coaching</p> <p>Expense: Certificated Salaries</p> <p>Source: \$218,000 (LCFF Supplemental), \$600,000 (BSEP) (DDF: 019)</p> <p>Actions/Services: Redesign K-5 summer school to align with CCSS and teach students the literacy skills they need to succeed in the following school year</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: \$93,000 (LCFF Base, Title I, EDC)</p>	<p>Actions/Services: Provide 1:1 and small group intervention classes and teacher coaching through a .75 Literacy Coach</p> <p>Expense: Certificated Salaries</p> <p>Source: \$218,000 (LCFF Supplemental), \$600,000 (BSEP) (DDF: 019)</p> <p>Actions/Services: Provide K-5 summer school aligned with CCSS to teach students the literacy skills they need to succeed in the following school year</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: \$93,000 (LCFF Base, Title I, EDC)</p>	<p>Actions/Services: Provide 1:1 and small group intervention classes and teacher coaching through a .75 Literacy Coach</p> <p>Expense: Certificated Salaries</p> <p>Source: \$218,000 (LCFF Supplemental), \$600,000 (BSEP) (DDF: 019)</p> <p>Actions/Services: Provide 1:1 and small group intervention classes before and after school</p> <p>Expense: Certificated hourly pay</p> <p>Source: \$215,000 (LCFF Supplemental) for teacher hourly after-school intervention (DDF: 011)</p> <p>Actions/Services: Provide K-5 summer school aligned with CCSS to teach students the literacy skills they need to succeed in the following school year</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies, transportation</p> <p>Source: \$93,000 (LCFF Base, Title I, EDC)</p>
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<p>Goal 1.4: Grade Level Math Proficiency</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 2 – Implementation Of State Standards</i></p> <p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>A1.5 Support math teachers in grades K-12 with the transition to new Common Core math standards and implementation of new international math pathway at the high schools through professional development time and math coaching.</p> <p>A1.6 Improve districtwide, best practices in three-tier model of math instruction and intervention with additional RtI² teacher coaches to monitor and provide services to students.</p>	<p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Provide district level coaches to lead workshops, facilitated planning, and coaching to support implementation of CCSS-Mathematics. 1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS</p> <p>Expense: Certificated salaries</p> <p>Source: \$92,200 (LCFF Supplemental) \$117,600 (CCSS) \$37,000 (BSEP Professional Development - PD) (DDF: 522)</p> <p>Actions/Services: Provide release time for teachers to participate in professional development and curriculum development time for CCSS-Mathematics implementation.</p> <p>Expense: Certificated teacher hourly pay, substitutes</p> <p>Source: \$24,800 (CCSS)</p> <p>Actions/Services, Expense and Source for Action Step A1.6 can be found in A1.4 (RtI² for Literacy)</p>	<p>Actions/Services: Provide district level coaches to lead workshops, facilitated planning, and coaching to support implementation of CCSS-Mathematics. 1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS</p> <p>Expense: Certificated salaries</p> <p>Source: \$204,000 (LCFF Supplemental) \$37,000 (BSEP PD) (DDF: 522)</p> <p>Actions/Services, Expense and Source for Action Step A1.6 can be found in A1.4</p>	<p>Actions/Services: Provide district level coaches to lead workshops, facilitated planning, and coaching to support implementation of CCSS-Mathematics. 1.0 FTE K-5; .6 FTE for 6-8; 1.0 for BHS</p> <p>Expense: Certificated salaries</p> <p>Source: \$204,000 (LCFF Supplemental) \$37,000 (BSEP PD) (DDF: 522)</p> <p>Actions/Services, Expense and Source for Action Step A1.6 can be found in A1.4</p>
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<p>Goal 1.4: Grade Level Math Proficiency</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 2 – Implementation Of State Standards</i></p>	<p>A1.7 Continue differentiation of instruction with class sizes of 24 students to 1 teacher (instead of 28 to 1) for 7th and 8th grade math classes to implement the new Common Core math curriculum.</p>	<p>Schoolwide: All Middle Schools</p>	<p>Actions/Services: Provide certificated staff to reduce class sizes in middle school math classes Expense: Certificated salaries Source: \$147,500 (LCFF Base)</p>	<p>Actions/Services: Provide certificated staff to reduce class sizes in middle school math classes Expense: Certificated salaries Source: \$147,500 (LCFF Base)</p>	
	<p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>A1.8 Provide teachers with the high-quality math intervention materials needed to support students struggling in math at middle and high school.</p>	<p>Schoolwide: All Middle and High Schools</p>	<p>No Cost for math intervention materials selection process</p>	<p>Actions/Services: Purchase math intervention materials Expense: Instructional Materials Source: \$120,000 (LCFF Base)</p>	
<p>Section B: Targeted for LCAP Subgroups</p>		<p>A1.9 Provide Science, Technology, Engineering and Math activities outside the school day in K-5, such as Supt. Super Science Saturdays.</p> <p>B1.4: For Low-Income students: Extend the school day with small group instruction to students in grades K-12 before and after school with classroom teachers using research-based intervention practices.</p>	<p>Schoolwide: All Elementary Schools</p> <p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Provide workshops for students in collaboration with Lawrence Hall of Science Expense: Contract for services, Certificated hourly Source: \$25,000 (LCFF Base)</p>	<p>Actions/Services: Provide workshops for students in collaboration with Lawrence Hall of Science Expense: Contract for services, Certificated hourly Source: \$40,000 (LCFF Base)</p>	<p>Actions/Services: Provide workshops for students in collaboration with Lawrence Hall of Science Expense: Contract for services, certificated hourly Source: \$50,000 (LCFF Base)</p> <p>Actions/Services: Provide before and after school intervention classes for low income and English Learner students Expense: Teacher hourly Source: See Action Step B1.2 (Literacy Summer School)</p>

<p>Goal 1.5: College and Career Planning for highest risk students</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 2 – Implementation Of State Standards</i></p> <p><i>Priority 4– Pupil Achievement</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>A1.10: Oversee college and career planning for high-risk students, increase access to college prep courses, and provide appropriate academic support programs with Intervention Support and mentors for these students.</p> <p>A1.11: Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high-school through outreach efforts and California Pathways grant.</p>	<p>Schoolwide: Berkeley High School</p> <p>Berkeley Technology Academy</p> <p>Schoolwide: Berkeley High School</p> <p>Berkeley Technology Academy</p> <p>Berkeley Adult School</p>	<p>Actions/Services: Provide an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to monitor the progress of high-risk youth Expense: Certif. salary Source: \$95,000 (LCFF Supplemental) (DDF: 523) \$46,100 (BSEP), \$46,100 (LCFF Base)</p> <p>Actions/Services: Create additional sections and pathways for CTE courses. Expense: Certificated salaries, materials and supplies Source: \$121,000 (LCFF Base), \$46,000 (Perkins), \$36,900 (Lumina), \$180,000 (CPT)</p>	<p>Actions/Services: Provide an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to monitor the progress of high-risk youth Expense: Certificated salary Source: \$119,000 (LCFF Supplemental) (DDF: 523) \$46,100 (BSEP), \$46,100 (LCFF Base)</p> <p>Actions/Services: Create additional sections and pathways for CTE courses. Expense: Certificated salaries, materials and supplies Source: \$121,000 (LCFF Base), \$46,000 (Perkins), \$36,900 (Lumina), \$126,000 (CPT)</p>	<p>Actions/Services: Provide an intervention Coordinator/counselor at BHS and an Intervention TSA at BTA to monitor the progress of high-risk youth Expense: Certificated salary Source: \$200,000 (LCFF Supplemental) (DDF: 523) \$46,100 (BSEP), \$46, 100 (LCFF Base)</p> <p>Actions/Services: Create additional sections and pathways for CTE courses. Expense: Certificated salaries, materials and supplies Source: \$121,000 (LCFF Base), \$46,000 (Perkins), \$36,900 (Lumina), \$126,000 (CPT)</p>
<p>Goal 1.5: College and Career Planning for highest risk students</p> <p>Section B: Targeted for LCAP Subgroups</p>	<p><i>Priority 2 – Implementation of State Standards</i></p> <p><i>Priority 4– Achievement</i></p> <p><i>Priority 5 – Engagement</i></p> <p><i>Priority 7 – Course Access</i></p> <p><i>2020 Vision</i></p>	<p>B1.5: For Low Income Students: Expand AVID (Advancement via Individual Determination), to increase access to postsecondary education. AVID teachers and counselors will use the Transcript Evaluation Service (TES) Reports to monitor and communicate student progress towards “On-Track” College and Career Readiness.</p>	<p>Schoolwide: All Middle Schools and Berkeley High School</p>	<p>Actions/Service: Continue AVID in grades 7-10 and expand to grade 11 Expense: Certificated salaries, hourly curriculum development, stipends, travel conference, contracts for services Source: \$115,000 (LCFF Supplemental) (DDF: 948) No Additional Cost for TES</p>	<p>Actions/Service: Continue AVID in grades 7-11 and expand to grade 12 Expense: Certificated salaries, teacher hourly curriculum development, stipends, travel conference, contracts for services Source: \$155,000 (LCFF Supplemental) (DDF: 948) No Additional Cost for TES</p>	<p>Actions/Service: Continue AVID in grades 7-12 Expense: Certificated salaries, teacher hourly curriculum development, stipends, travel conference, contracts for services Source: \$155,000 (LCFF Supplemental) (DDF: 948) No Additional Cost for TES</p>

<p>Goal 1.6: Graduation Success</p> <p>Section B: Targeted for LCAP Subgroups</p>		<p>B1.6: For low income students: Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.</p> <p>B1.7: For Low Income, English Learners and Foster Youth: Provide summer school for high school students not on track to graduate</p>	<p>Schoolwide: All Middle Schools and Berkeley High School</p> <p>Schoolwide: Berkeley High School</p> <p>Berkeley Technology Academy</p>	<p>Actions/Service: Expand MS Bridge Program to include 7th as well as 6th grade students and continue the BHS Bridge program.</p> <p>Expense: Certificated salaries, Contracts for services</p> <p>Source: \$129,000 (LCFF Supplemental), \$60,000 (one-time LCFF Base), \$55,000 (City of Berkeley) \$73,800 (BSEP) (DDF: 951)</p> <p>Actions/Services: Provide a summer school credit recovery program for students not on track to graduate</p> <p>Expense: Certificated and classified salaries, materials and supplies</p> <p>Source: \$56,200 (LCFF Base)</p>	<p>Actions/Services: Expand MS Bridge to include 6th-8th grades and continue the BHS Bridge program</p> <p>Expense: Certificated salaries, Contracts for services</p> <p>Source: \$300,000 (LCFF Supplemental), \$73,800 (BSEP) (DDF: 951)</p> <p>Actions/Services: Provide a summer school credit recovery program for students not on track to graduate.</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies</p> <p>Source: \$56,200 (LCFF Base)</p>	<p>Actions/Services: Continue MS and BHS Bridge programs in 6th-12th grades</p> <p>Expense: Certificated salaries, Contracts for services</p> <p>Source: \$466,000: (LCFF Supplemental), \$73,800 (BSEP) (DDF: 951)</p> <p>Actions/Services: Provide a summer school credit recovery program for students not on track to graduate.</p> <p>Expense: Certificated salaries, classified salaries, materials and supplies</p> <p>Source: \$56,200 (LCFF Base)</p>
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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of students.						
Goal 2.1: Cultural & Linguistic Relevance Section A: All Students with a Focus on Subgroups	<i>Priority 1 – Basic Services</i> <i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	A2.1 Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of professional development workshops that focus on AA and EL. A2.2 Ensure implementation of culturally and linguistically relevant instructional practices identified in the Equity Rubric with a focus on AA students and ELs as facilitated by equity teacher leaders and principals. A2.3: Facilitate Professional Learning Communities (PLC) for preK-12 principals focused on cultural competence, strategies for English Learners, and the achievement of African American students.	Districtwide: All K-12 Schools and Pre-schools	Actions/Services: Provide <i>three</i> -seminars on Cultural Competence for 30+ teachers, administrators, and instructional assistants (IAs) at each one Expense: Contract for services, stipends & subs Source: \$45,000 (BSEP PD) Actions/Services: Identify an Equity Teacher Leader at each site to provide support and training to staff for implementation of cultural competency Expense: Teacher Stipends Source: \$34,000 (BSEP PD) Actions/Services: Facilitate PLCs for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites with site implementation Expense: None needed, District Staff will facilitate Principal PLC and they will facilitate at their site	Actions/Services: Provide <i>three</i> -seminars on Cultural Competence for 30+ teachers, administrators, and IAs at each one Expense: Contract for services, stipends & subs Source: \$45,000 (BSEP PD) Actions/Services: Identify an Equity Teacher Leader at each site to provide support and training to staff on issues of cultural competence Expense: Teacher Stipends Source: \$34,000 (BSEP PD) Actions/Services: Facilitate PLCs for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites with site implementation Expense: None needed, District Staff will facilitate Principal PLC and they will facilitate at their site	Actions/Services: Provide <i>three</i> -seminars on Cultural Competence for 30+ teachers, administrators, and IAs at each one Expense: Contract for services, stipends & subs Source: \$45,000 (BSEP PD) Actions/Services: Facilitate PLCs for site principals focused on issues of Equity and Cultural Competence. Principals will then lead PLCs at their sites with site implementation Expense: None needed, District Staff will facilitate Principal PLC and they will facilitate at their site

<p>Goal 2.1: Cultural & Linguistic Relevance Section B: Targeted for LCAP Subgroups</p>	<p><i>Priority 1 – Basic Services</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>	<p>B2.1: For English Learners: Provide daily direct instruction in English Language Development (ELD) to all English Learners by ensuring all sites have ELD teachers to provide coaching for classroom teachers and instruction / support to students.</p> <p>B2.2: For ELs: Ensure best practices for teaching ELD by hiring a full-time ELD TSA to provide training, coaching and support to ELD teachers as well as TWI, Bilingual and mainstream teachers of ELs to ensure students make progress towards English fluency.</p>	<p>Districtwide: All K-12 Schools</p> <p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Hire certif. teachers at each site (K-12) based on # of ELs to provide direct instruction to ELs, oversight, and coaching for teachers</p> <p>Expense: Salaries</p> <p>Source: \$894,300 (LCFF Supplemental) (DDF: 529)</p> <p>Actions/Services: Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers</p> <p>Expense: Certif. Salaries</p> <p>Source: \$92,200 (Title I, II and III)</p>	<p>Actions/Services: Hire certif. teachers at each site (K-12) based on # of ELs to provide direct instruction to ELs, oversight, and coaching for teachers</p> <p>Expense: Salaries</p> <p>Source: \$930,600 (LCFF Supplemental) (DDF: 529)</p> <p>Actions/Services: Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers</p> <p>Expense: Certif. Salaries</p> <p>Source: \$92,200 (Title I, II and III)</p>	<p>Actions/Services: Hire certif. teachers at each site (K-12) based on # of ELs to provide direct instruction to ELs, oversight, and coaching for teachers</p> <p>Expense: Salaries</p> <p>Source: \$930,600 (LCFF Supplemental) (DDF: 529)</p> <p>Actions/Services: Hire K-12 ELD TSA to provide coaching and support to ELD teachers as well as TWI and Bilingual teachers</p> <p>Expense: Certif. Salaries</p> <p>Source: \$92,200 (Title I, II and III)</p>
<p>Goal 2.2: Teachers of Color Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 1 – Basic Services</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>	<p>A2.4: Increase capacity to leverage partnerships with local credentialing programs to attract student teachers and teachers who are African-American and/or Latino, and support and retain these teachers with a dedicated part-time specialist.</p> <p>A2.5: Recruit classified personnel of color to participate in district partnership to become credentialed teachers.</p>	<p>Districtwide: All K-12 Schools and Pre-schools</p> <p>Districtwide: All K-12 Schools and Pre-schools</p>	<p>Actions/Services: Hire consultant to recruit, lead affinity groups and provide other supports for African American and Latino teachers</p> <p>Expense: Contract with consultant</p> <p>Source: \$36,900 (LCFF Supplemental) (DDF: 524)</p> <p>Actions/Services: Admin will identify and recruit potential candidates.</p> <p>Expense: no additional</p>	<p>Actions/Services: Hire a teacher/ specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers</p> <p>Expense: Certif. Salary</p> <p>Source: \$36,900 (LCFF Supplemental) (DDF: 524)</p> <p>Actions/Services: Admin will identify and recruit potential candidates.</p> <p>Expense: no additional</p>	<p>Actions/Services: Hire a teacher/ specialist to recruit, lead affinity groups and provide other supports for African American and Latino teachers</p> <p>Expense: Certif. Salary</p> <p>Source: \$55,300 (LCFF Supplemental) (DDF: 524)</p> <p>Actions/Services: Admin will identify and recruit potential candidates.</p> <p>Expense: no additional cost</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes and ready to learn.						
Goal 3.1: Social-Emotional Skills, and Mental Health Section A: All Students with a Focus on Subgroups Section B: Targeted for LCAP Subgroups	<i>Priority 5 – Pupil Engagement</i> <i>Priority 6 – School Climate</i>	A3.1 Provide culturally responsive professional development in the new Toolbox curriculum designed to teach skills such as, self-management, social and self-awareness, decision-making and building relationships. Implementation of skills will be supported by District PBIS / Toolbox Behavior Specialist.	School wide: All Elementary and Middle Schools (gr. 6)	Actions/Services: Train all K-6 certificated and classified site staff on the implementation of Toolbox social/emotional curriculum Expense: Certificated teacher stipends, hourly, classified hourly Source: \$40,000 (BSEP PD)	See Actions / Services Expense and Source in Action Step B3.2 for ongoing Toolbox Support	See Actions / Services Expense and Source in Action Step B3.2 for ongoing Toolbox Support
		B3.1: For Low-Income and Foster Youth: Provide increased mental health services to support students dealing with trauma and other emotional issues.	Districtwide: All K-12 Schools and Pre-schools	Actions/Services: Provide increased mental health services to students Expense: Contracts for services Source: \$55,000 for K-5 (City of Berkeley), \$93,000 (LCFF Supplemental)		

<p>Goal 3.2: Consistent Attendance</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 5 – Pupil Engagement</i></p> <p><i>Priority 4 – Pupil Achievement</i></p> <p><i>Priority 6 – School Climate</i></p> <p><i>2020 Vision</i></p>	<p>A3.2: Ensure regular, individual contact with high-risk students by increasing staffing that will oversee all academic and social interventions, implement a new system to connect students to the appropriate resources and then track and monitor the impact of these programs.</p> <p>A3.3: Conduct outreach and attendance intervention with families around the importance of attendance and being on time.</p>	<p>School wide: Berkeley High School</p> <p>Berkeley Technology Academy</p>	<p>Actions/Services: Provide Intervention Coordinator at BHS and Intervention TSA at BTA</p> <p>See Action Step A1.10 for Expense and Source for High-School Intervention</p> <p>Actions/Services: Provide Coordinators for Family Engagement</p> <p>Expense: Classified Salaries</p> <p>Source: See Action B3.5</p>	<p>Actions/Services: Provide Intervention Coordinator at BHS and Intervention TSA at BTA</p> <p>See Action Step A1.10 for Expense and Source for High-School Intervention</p> <p>Actions/Services: Provide Coordinators for Family Engagement</p> <p>Expense: Classified Salaries</p> <p>Source: See Action B3.5</p>	<p>Actions/Services: Provide Intervention Coordinator at BHS and Intervention TSA at BTA</p> <p>See Action Step A1.10 for Expense and Source for High-School Intervention</p> <p>Actions/Services: Provide Coordinators for Family Engagement</p> <p>Expense: Classified Salaries</p> <p>Source: See Action B3.5</p>
<p>Goal 3.3: Positive Supports, Effective Discipline</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 6 – School Climate</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>2020 Vision</i></p>	<p>A3.4 Expand the set of peacemaking practices that build relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices, counseling for alcohol, tobacco or drug – ATOD – use and training for consistent monitoring of office referrals, suspensions and alternatives to suspensions.</p>	<p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Contract with outside agencies (such as SEEDS and New Bridge) to provide pd for teachers and staff on Restorative Justice; and counseling services on ATOD</p> <p>Expense: Contract for Services</p> <p>Source: \$20,000 Grant Funds and \$10,000 (LCFF Supplemental) (DDF: 525); \$70,000 (LCFF Base)</p>	<p>Actions/Services: Contract with outside agencies (such as SEEDS and New Bridge) to provide pd for teachers and staff on Restorative Justice; and counseling services on ATOD</p> <p>Expense: Contract for Services</p> <p>Source: \$20,000 Grant Funds and \$10,000 (LCFF Supplemental) (DDF: 525); \$70,000 (LCFF Base)</p>	<p>Actions/Services: Contract with outside agencies (such as SEEDS and New Bridge) to provide pd for teachers and staff on Restorative Justice; and counseling services on ATOD</p> <p>Expense: Contract for Services</p> <p>Source: \$20,000 Grant Funds and \$60,000 (LCFF Supplemental) (DDF: 525); \$70,000 (LCFF Base)</p>

<p>Goal 3.3: Positive Supports, Effective Discipline</p> <p>Section A: All Students with a Focus on Subgroups</p>	<p><i>Priority 6 – School Climate</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>2020 Vision</i></p>	<p>A3.4 Expand the set of peacemaking practices that build relational trust and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices, counseling for alcohol, tobacco or drug – ATOD – use and training for consistent monitoring of office referrals, suspensions and alternatives to suspensions.</p> <p>A3.4and provide alternatives to punitive discipline through behavioral intervention, implementation of restorative practices, counseling for alcohol, tobacco or drug – ATOD – use and training for consistent monitoring of office referrals, suspensions and alternatives to suspensions.</p>	<p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention</p> <p>Expense: Certificated Salaries</p> <p>Source: \$520,000 (LCFF Base - Special Ed. Budget)</p> <p>Actions/Services: Train Site Incident Managers to track and monitor all office referrals, suspensions and alternatives to suspensions in the student information system (SIS)</p> <p>No Expense: Training will occur during scheduled meetings</p> <p>Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit</p> <p>No Expense: Departments of Student Services will monitor data</p>	<p>Actions/Services: Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention</p> <p>Expense: Certificated Salaries</p> <p>Source: \$520,000 (LCFF Base - Special Ed. Budget)</p> <p>Actions/Services: Train Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the SIS</p> <p>No Expense: Training will occur during scheduled meetings</p> <p>Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit</p> <p>No Expense: Departments of Student Services will monitor data</p>	<p>Actions/Services: Provides Behavior Specialists and Full-time Counselor for BHS students with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention</p> <p>Expense: Certificated Salaries</p> <p>Source: \$520,000 (LCFF Base - Special Ed. Budget)</p> <p>Actions/Services: Train Site Incident Managers and review with others, how to track and monitor all office referrals, suspensions and alternatives to suspensions in the SIS</p> <p>No Expense: Training will occur during scheduled meetings</p> <p>Actions/Services: Monitor Site Incident Management data entry through a quarterly system audit</p> <p>No Expense: Departments of Student Services will monitor data</p>
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<p>Goal 3.3: Positive Supports, Effective Discipline</p> <p>Section B: Targeted for LCAP Subgroups</p>	<p><i>Priority 6 – School Climate</i></p> <p><i>Priority 5 – Pupil Engagement</i></p> <p><i>2020 Vision</i></p>	<p>B3.2: For Low Income Students and Foster Youth: Develop culturally relevant positive behavioral intervention supports (PBIS) and Toolbox social-emotional domains that address the needs of students in danger of suspension with the guidance of a Behavioral Specialist.</p> <p>B3.3: For Low Income Students and Foster Youth: Continue the Alive and Free Program to teach high-risk youth the skills to avoid violence and remain unharmed and free from suspension and incarceration.</p> <p>B3.4: For Low Income Students and Foster Youth: Provide case-management and intervention services such as Youth Court, Lifelines, Restorative Justice and other restorative practices for students identified as at-risk of suspension.</p>	<p>Districtwide: All K-12 Schools and Pre-schools</p> <p>Schoolwide: Berkeley Technology Academy</p> <p>Targeted students at BHS</p> <p>Schoolwide: Berkeley High School</p>	<p>Actions/Services: Provide PBIS coach/behavior specialist</p> <p>Expense: Certificated salaries</p> <p>Source: \$38,500 (LCFF Supplemental) \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)</p> <p>Actions/Services: Implement Alive and Free and Lifelines Programs and provide professional development for staff</p> <p>Expense: Contracts for services, Substitutes</p> <p>Source: \$39,000 (LCFF Supplemental) (DDF: 211)</p> <p>Actions/Services: Ensure case management and intervention services for low income and Foster youth</p> <p>Expense: No additional cost: services provided on campus intervention staff and Dean of Students</p>	<p>Actions/Services: Provide PBIS coach/behavior specialist</p> <p>Expense: Certificated salaries</p> <p>Source: \$38,500 (LCFF Supplemental) \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)</p> <p>Actions/Services: Implement Alive and Free and Lifelines Programs and provide professional development for staff</p> <p>Expense: Contracts for services, Substitutes</p> <p>Source: \$39,000 (LCFF Supplemental) (DDF: 211)</p> <p>Actions/Services: Ensure case management and intervention services for low income and Foster youth</p> <p>Expense: No additional cost: services provided on campus intervention staff and Dean of Students</p>	<p>Actions/Services: Provide PBIS coach/behavior specialist</p> <p>Expense: Certificated salaries</p> <p>Source: \$38,500 (LCFF Supplemental) \$18,400 (Title II), \$38,700 (Special Education) (DDF: 532)</p> <p>Actions/Services: Implement Alive and Free and Lifelines Programs and provide professional development for staff</p> <p>Expense: Contracts for services, Substitutes</p> <p>Source: \$39,000 (LCFF Supplemental) (DDF: 211)</p> <p>Actions/Services: Ensure case management and intervention services for low income and Foster youth</p> <p>Expense: No additional cost: services provided on campus intervention staff and Dean of Students</p>
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<p>Goal 3.4: Family Partnership</p> <p>Section B: Targeted for LCAP Subgroups</p>	<p><i>Priority 3 – Parent Engagement</i></p> <p><i>Priority 6 – School Climate</i></p>	<p>B3.5: For Low Income Students, Foster Youth and English Learners: Partner with parents and guardians to support their childrens’ education through collaborative connections, referrals, and parent education; address particular communication and support needs for families of English Learners.</p>	<p>Districtwide: All K-12 Schools</p>	<p>Actions/Services: Provide coordinators for family engagement for all K-5 schools and support for BHS</p> <p>Expense: Classified Salaries</p> <p>Source: \$215,000 (LCFF Supplemental), \$411,000 (BSEP funding) (DDF: 534)</p>	<p>Actions/Services: Provide coordinators for family engagement at all K-8 schools and BHS</p> <p>Expense: Classified Salaries</p> <p>Source: \$383,000 (LCFF Supplemental), \$369,000 in (BSEP funding) (DDF: 534)</p>	<p>Actions/Services: Provide coordinators for family engagement at all K-8 schools, BTA, and BHS</p> <p>Expense: Classified Salaries</p> <p>Source: \$521,000 (LCFF Supplemental), \$379,000 in (BSEP funding) (DDF: 534)</p>
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<p>Evaluation of LCAP Programs: Ensure all LCAP Goals are meeting the needs of the identified sub-groups through on-going, consistent evaluation and reporting.</p>	<p><i>Priority 1 – Basic Services</i></p>	<p>A3.5: Actively monitor progress in achieving the LCAP goals with the dedication of a Teacher on Special Assignment (TSA) position in the Research and Evaluation Office.</p>	<p>Districtwide: All K-12 Schools and Pre-schools</p>	<p>Actions/Services: Hire a part-time (.4) TSA to monitor progress on achieving LCAP goals.</p> <p>Expense: Certificated salary</p> <p>Source: \$36,900 (LCFF Supplemental) (DDF: 535)</p>	<p>Actions/Services: Provide a (.6) TSA to monitor progress on achieving LCAP goals.</p> <p>Expense: Certificated salary</p> <p>Source: \$55,300 (LCFF Supplemental) (DDF: 535)</p>	<p>Actions/Services: Provide a (1.0) TSA to monitor progress on achieving LCAP goals.</p> <p>Expense: Certificated salary</p> <p>Source: \$92,200 (LCFF Supplemental) (DDF: 535)</p>
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Allocations for Section 3A	Funding Source	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
	LCFF Supplemental	\$658,200	\$1,272,800	\$1,459,100
	LCFF Supplemental Reserve for Variance	\$38,012	\$56,525	\$82,938
	LCFF Base	\$1,596,700	\$1,731,700	\$1,474,200
	BSEP	\$1,346,200	\$1,256,200	\$1,256,200
	Other Funding	\$735,300	\$477,900	\$405,900
Grand Totals (Section A)		\$4,374,412	\$4,795,125	\$4,678,338

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

GRAND TOTALS (SECTION A and SECTION B)	Funding Source	LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
	LCFF Supplemental	\$2,400,000	\$3,536,900	\$4,292,200
	LCFF Supplemental Reserve for Variance	\$143,509	\$170,971	\$275,544
	LCFF Base	\$1,762,900	\$1,837,900	\$1,580,400
	BSEP	\$2,431,000	\$2,299,000	\$2,309,000
	Other Funding	\$1,037,600	\$725,200	\$653,200
Grand Totals ALL		\$3,400,597	\$7,775,009	\$8,569,971

This is OLD but gives you an idea of how the Funding is Calculated

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

Appendix A: District Acronyms

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

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

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

BHS: Berkeley High School

BTA: Berkeley Technology Academy (continuation school)

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

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

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

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

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

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

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

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

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

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

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

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

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

SARB: School Attendance Review Board

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

STEM: Science, Technology, Engineering, and Mathematics

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

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

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

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

TSA: Teacher on Special Assignment

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

Appendix B: LCFF and LCAP: Some Key Terms

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

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

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

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

BUSD: Berkeley Unified School District

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

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

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

CTE: Career Technical Education

COE: County Office of Education

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use.

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

EL: English Learner

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

FTE: Full Time Equivalent Teacher

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

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

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

PAC: Parent Advisory Committee (for LCFF/LCAP)

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

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

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

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

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

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
College and Career Ready at Graduation			
<p>MATH SKILLS: Proficiency in Mathematics to prepare for high school and beyond</p>	<p>Goal 1.4: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal.</p>	<p>Intervention (Rtl²) teachers funded K-8 to provide direct services to students; Additional funding varies by school site</p>	<p>Year 1: Teacher coaches for Rtl² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: Rtl² coach funding increased at elementary; pre-school and middle school coaches added</p>
	<p>The percentage of Eighth Graders scoring at grade level in math on the state standards test will increase by 5% or more for all students and by 7% or more for identified sub-groups beginning with the 2015 test administration.</p>	<p>K-8 teachers trained in Common Core math curriculum; Super Science Saturday (STEM: Science, Technology, Engineering, Math) (100 students)</p>	<p>Year 2-3: K-8 teacher hourly for after school interventions; secondary school intervention materials; Expand Super Science Saturday</p>
		<p>K-5 Math coach, part-time 6-8 math coach, math teachers leaders at schools; Part-time TSA for math at BHS</p>	<p>Year 1: High school math teachers trained; Year 2: Common Core aligned math pathway for BHS</p>
<p>COLLEGE AND CAREER GOALS: College and career counseling and high school courses meaningfully connected to life goal</p>	<p>Goal 1.5: 100% of targeted 9th grade students will identify a college/career plan, be enrolled in appropriate college and/or career prep courses.</p> <p>The percentage of 9th-12th graders in targeted subgroups completing A-G courses with a C or better will increase by 5% annually.</p> <p>Goal 1.6: By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified students subgroups will increase by at least 2% annually until they reach 90% or more.</p>	<p>High School Bridge program; Middle School Bridge; RISE, Y-Scholars, AVID (gr. 7-10) and summer school</p>	<p>Year 1: Middle School Bridge expanding; expansion of AVID to 11th grade; increased services from BHS Intervention Coordinator/Counselor; Year 2: High School Bridge funding replaces current city funds; mentoring</p>

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

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

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

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

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

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

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

<p>By 2016-17, the percent of long-term English Learners demonstrating proficiency on the state English proficiency test will increase by 3% annually. (AMAO2)</p>	<p>(CELDT) measures of annual progress (AMAO 1) and proficiency (AMAO 2)</p>	<p>63.2% of Long-Term English Learners have reached the proficient level on the CELDT (AMAO 2)</p>
<p>LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.</p>		
<p>Goal:</p>	<p>Metric:</p>	<p>Baseline Data for 2012-2013</p>
<p>Goal 3.1: Social-Emotional Skills and Mental Health Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as, self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems and mental health services.</p>	<p>New CCSS K-5 Report card (RC) section: Toolbox social and emotional domains California Healthy Kids Survey (CHKS)</p>	<p>New Metric: Student results will be measured on the new CCSS report card. At standard will be measured with a Score of 3 or better on the card Social-Emotional Domains. New Metric: 5th, 7th, 9th and 11th graders reporting School Connectedness on the June CHKS</p>
<p>Goal 3.2: Consistent Attendance The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment)</p>	<p>Daily Attendance Report</p>	<p>The number and percentage of students who were chronically absent (more than 18 days) at the end of the 2012-13 school year: All: 12.5% N= 1175 EL: 12.6% N=123 SED: 15.4% N= 514 AA: 22.1% N= 430 Latino: 12.9% N= 272</p>
<p>Goal 3.3: Positive Supports, Effective Discipline The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment) The number* of K-12 Students who receive one or more office referrals will be reduced by at least 5% overall and by at least 15% for African-American students through participation in restorative justice, ToolBox, and other restorative practices thus eliminating disproportionality of African-American students referred to the office. (*number will be adjusted based on enrollment)</p>	<p>Annual State Suspension Report Annual report on Office Referrals</p>	<p>There were 165 African-American students who were suspended from Middle and High School at the end of the 2012-13 school year: Baseline Metric: Office staff will be trained in 2014-2015</p>

<p>Goal 3.4: Family Partnership Beginning with 2014-15, the percentage of students and families who are English Learners, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more.</p> <p>The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.</p>	<p>CHKS School Connectedness Survey</p> <p>Family Engagement Coordinators' intervention logs</p> <p>Family Connectedness Survey</p>	<p>New Metrics: District Family and CHKS Student reporting on School Connectedness</p> <p>There were 126 families at 6 schools who had information logged into the Family Connection Log.</p>
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**Berkeley Unified School District
Equity Strategy Framework**

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

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

Our Equity Mission:

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

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

Our Equity Objectives:

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

The Core Beliefs That Guide Our Equity Work:

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

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

Section 1: Equity/Anti-Racism School Governance

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

Quality Indicator	◆ Not Evident◆	◆ Developing◆	◆ Competent◆	◆ Exemplary◆
I. The school examines institutional beliefs and effects systemic change in practices and structures that perpetuate inequities based on race/ethnicity, culture, language, class, and perceived ability.	<ul style="list-style-type: none"> ◆Disproportionality is present with respect to school discipline practices and/or placement in programs. ◆The school has not reviewed its practices, procedures, and/or disaggregated data with regards to school discipline and/or placement in programs. 	<ul style="list-style-type: none"> ◆The school reviews its practice, procedures, and/or disaggregated data such as: discipline, placement of students in programs such as honors, AP/IB, and special education placements. ◆While the school reviews data there is little to no evidence of strategies to reduce disproportionality. 	<ul style="list-style-type: none"> ◆The school uses data to develop and implement strategies to reduce disproportionality in discipline practices and procedures. ◆The school uses achievement and placement data to initiate changes in instruction to eliminate unfair practices. 	<ul style="list-style-type: none"> ◆The school has implemented research-based practices to reduce all program disproportionality. ◆Student enrollment and participation in school-wide optional programs, higher level classes and enriched educational experiences is equitable based on student population proportions.
II. The membership of the schools governance structures reflects the diversity of its community and their decisions reflect the diverse needs of the student body.	<ul style="list-style-type: none"> ◆The Leadership Team is not diverse and the SGC does not significantly reflect the diversity of the school and their decisions do not reflect the needs of the entire student body. 	<ul style="list-style-type: none"> ◆The Leadership Team is not diverse and the SGC does not reflect significant diversity but the decisions of those groups are informed by an understanding of the needs of all sub-groups of students at the school. 	<ul style="list-style-type: none"> ◆The Leadership Team is diverse and the diversity on the SGC is approaching a balanced proportion of the diversity of the student body and their decisions reflect the needs of the entire student body. 	<ul style="list-style-type: none"> ◆The Leadership Team and SGC is proportionate to the diversity of the student body and the decisions that are made by those bodies equitably reflect the needs of the entire student body.
III. The school addresses issues of disproportionality in achievement, programs, course placement, special education, and discipline in an effective manner through a continuous evaluation and improvement process.	<ul style="list-style-type: none"> ◆There is little evidence of examination of data, strategic planning, or the implementation of initiatives to reduce disproportionality where it exists. 	<ul style="list-style-type: none"> ◆The school routinely examines data and is engaged in developing a strategic plan to reduce disproportionality where it exists. 	<ul style="list-style-type: none"> ◆The school has fully developed a strategic plan and has implemented most of the initiatives in the plan to reduce disproportionality where it exists. 	<ul style="list-style-type: none"> ◆The school has fully implemented its strategic plan to reduce disproportionality. ◆The school is engaged in a continuous process of evaluating the results of its initiatives and is in the process of evaluating the results of its plan and making adjustments to align with the identified needs.
IV. The school provides opportunities for professional development for faculty and support staff on how to meet the needs of all students, particularly those who are of culturally and linguistically diverse backgrounds who have been underserved and thereby less successful.	<ul style="list-style-type: none"> ◆The school has provided little to no professional development opportunities for faculty and support staff on issues of ethnic, cultural and linguistic diversity. 	<ul style="list-style-type: none"> ◆The school does not have a professional development plan designed to address issues of ethnic, cultural, and linguistic diversity, but has identified and implemented some professional development activities to address needs. 	<ul style="list-style-type: none"> ◆The school has developed a professional development plan that addresses the needs of students from culturally and linguistically diverse backgrounds and has implemented most of the plan 	<ul style="list-style-type: none"> ◆The school has fully implemented its professional development plan and has evaluated its effectiveness. ◆The school is in the process of improving its professional development opportunities based on the effectiveness of the implementation and outcome of the plan.

Section 2: Family and Community Partnership and Engagement

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

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

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

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

Section 3: Student-Centered Learning and Teaching

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

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

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

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

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

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

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

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

Rating scale Key:

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

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

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

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

Glossary:

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

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

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

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

Cultural Proficiency

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

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

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

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

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

Resources, Books and Articles:

Banks, James. (2006) *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed., Boston: Allyn and Bacon.

Blumer, I. & Tatum, B. (1999). *Creating a community of allies: How one school system attempted to create an active anti-racist environment*. International Journal of Leadership In Education, (2) 3.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

Delpit, L. (2002). *The skin that we speak*. New York: The New Press.

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College Press.

Gregory, A., Skiba, R., & Noguera, P. (2010). *The achievement gap and the discipline gap: Two sides of the same coin?* Educational Researcher, 39.

Howard, D. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Kozleski, E., & Zion, S., (2006) **Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process**, www.nccrest.org

Ladson-Billings, G. (1995). *But that's just good teaching! The case for culturally relevant pedagogy*. Theory into Practice, 34(3), 159-165.

Ladson-Billings, G. (1994). *The Dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.

Noguera, P. A. (2003). *How racial identity affects school performance*. Harvard Education Letter. Retrieved December 2010, from <http://www.edletter.org/past/issues/2003-ma/noguera.shtml>

Routledge. (1999). *Teacher's Guide for in the Shadow of Race: Growing Up As a Multiethnic, Multicultural, and "Multiracial" American*, retrieve September 12, 2010

Skiba, R. J., Simmons, A. D., Ritter, S., Gibb, A., Rausch, M. K., Cuadrado, J., & Chung, C. G. (2008). *Achieving equity in special education: History, status, and current challenges*. *Exceptional Children*, 74, 264-288.

Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books

Teel, K.M., & Obidah, J.E., (Eds.). (2008). *Building Racial and Cultural Competence in the Classroom: Strategies from Urban Educators*. New York, NY: The Teachers College Press.

Equity Rubrics

Equity in Special Education Placement: A School Self-Assessment, 2005, National Center for Culturally Responsive Educational Systems, www.spp-apr-calendar.rfcnetwork.org/getfile/view/id/677

Juneau School District Equity Vision, Equity Standards Rubric, and Equity Plan, 2009, Juneau School District, Juneau, AK http://www.juneauschools.org/district/instructional_services/equity

Hopkins School District Equity Strategy and Framework, 2004, Hopkins Board of Education, Hopkins Minnesota <http://www.racialequitytools.org/resourcefiles/hopkinsboe.pdf>

School Change Rubric, 2003, Oregon Small Schools Initiative, Employers for Education Excellence, http://www.e3smallschools.org/documents/SchoolChangeRubric_condensed_001.pdf

The School-wide Cultural Competence Observation Checklist (2007) Bustamante and Nelson www.uwec.edu/RTI-CCP/upload/THE-SCHOOL-1.doc

Poor and Minority Student Equity Rubric, 2009, LEA Self-Review of System Equity Plan www.gapsc.com/Rubric_for_Self_Assess_of_LEA_Equity_Plan

