

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D. Superintendent
FROM: Patricia Saddler, Director of Programs and Special Projects
DATE: June 29, 2016
SUBJECT: LCFF Supplemental Funding Plan 2016 – 2019

BACKGROUND INFORMATION

June 2016 marks two years since the approval of Berkeley's initial Local Control & Accountability Plan (LCAP). The purpose of the LCAP is to demonstrate how state funds from the Local Control Funding Formula (LCFF) Supplemental Funds will be used to increase, improve and expand programs and services to ensure positive academic outcomes for our high-needs students. High-needs students are defined by California Department of Education as English learners, foster youth and students qualifying for the free/reduced lunch program. BUSD has also identified as high needs African-American/Black, and Latino subgroups and Students with Disabilities. LCFF Supplemental funds are determined based on the number of unduplicated count of English learners, foster youth and students qualifying for the free/reduced lunch program.

LCAP Goals

The LCAP actions and services are each situated under the three focus goals:

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

After the first and second draft were presented to the Board of Directors and Stakeholders (PAC and EAC), the feedback was utilized to create the final version of LCAP for 2016-17 thru 2018-19. The Board held the required public hearing on June 15 to ensure that the community had the opportunity to review and comment on the second draft. At the public hearing the proposed new actions and services for 2016-17 were discussed.

The proposed new actions and services are:

Goal One:

1. Early Back Summer Literacy Program and Saturday Academy
For pre-identified students entering Grades One thru Three -\$31,000.
2. Additional .40 fte – RTI² (Malcolm X) -\$41,000.*

Goal Two: Equity Teacher .5 fte -\$51,000.

Goal Three:

1. Middle School Restorative Practices Counselors - -\$307,000.
(approved – 5/4/2016)
2. Intervention Counselor BHS – 1.0 fte -\$107,000.

*At the June 15 public hearing meeting the Board requested that we present alternative scenarios for the proposed funding of .40 fte RTI Teacher for Malcolm X School. Here are two options:

Option #1: Allocate Additional RTI Staffing to Malcolm X (recommended by the educational services division)

- Approve the current plan and include an additional .4 to support response to intervention work at Malcolm X
- Addresses some proportionality issues across the three major LCAP-funded components of K-5 coordination of services teams and systems
- School size should factor in to developing effective staffing of support services teams

Option #2: Add the equivalent of the .4 FTE (approximately 41K) funding to the allocation of Restorative Practices work at BHS

- Would provide funding for possibly 2 mentors to work with the existing RJ consultant next fall

The final LCAP is being presented for approval, pending final direction regarding these options. The approved plan must be submitted to Alameda County Office of Education on or before June 30, 2016.

Preliminary Data Findings

Following the Board Document in Table A is a summary of the outcomes and measures available for early analysis including where available, the further results and a comparison of the number and percentage of sub-group participation can be found in the Annual Update starting on page 53. A summary by action and dollar amount can be found on page 126. This section also includes a summary by action of the percent of unduplicated participating the action / service where applicable.

We are excited to report that these early measures demonstrate positive patterns of success in the majority of the areas measured including **an increase for our targeted subgroups** in the:

- performance by Third Graders on the English Language Arts portion of the Smarter Balanced Assessment (SBA)
- performance by Third Graders on the District Teachers College Reading Assessment (TCRWP)
- performance by Eleventh Graders on the English Language Arts and Math portions of the Early Assessment Program (EAP)
- number of UC / CSU courses completed by graduation
- Math Proficiency on the new district Math Assessment
- performance of students participating in Middle and High School AVID on the Smarter Balanced Assessment in English Language Arts
- number of High School Bridge and AVID students accepted to college
- the percentage of African-American and Latino teachers hired and retained
- the percentage of English Learners making progress on the California English Language Development Test (CELDT)
- the percentage of long-term English Learners reaching the proficient level on the California English Language Development Test (CELDT)
- the number and percentage of English Learners being reclassified
- the participation of students in alternatives to suspension including Restorative Practices and the Bay Area Peacekeepers
- the total number and per student ratio of families served by the Office of Family Engagement and Equity

In addition, we were excited to see a **decrease for our targeted subgroups** in the:

- the number of students who are chronically absent
- the number of secondary students who were suspended
- the total number of suspensions

We did see a drop in the performance of eighth graders on the SBA in Mathematics as well as a drop in the performance of Socio-Economically Disadvantaged students on the EAP. In addition, Middle School students participating in Bridge did not make the progress as measured by Smarter Balanced Assessment and the Middle School Reading and Writing Assessments.

POLICY/CODE

Education Code: 52060

FISCAL IMPACT

Expend \$4,970,617 LCFE Supplemental Funds in accordance with Local Control & Accountability Plan.

STAFF RECOMMENDATION

Approve the 2016-2019 Local Control & Accountability Plan