



The Local Control and Accountability Plan is mandated by the state as the standardized vehicle for:

- •! addressing the eight state priorities
- •! identifying the most effective actions and services to meet those goals
- •! accounting for the LCFF supplemental expenditures and District funds
- •! the indicators for monitoring progress.

The LCAP Plan includes a description of annual goals, for all pupils and for each subgroup of pupils which include English Learners, Foster Youth, Socio-Economically Disadvantaged students and for Berkeley African-American and Latino students.



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- •! BUSD's Local Control and Accountability Plan consolidates the eight priorities into the following three LCAP goals:
  - o! <u>LCAP Goal 1:</u> Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
  - o! <u>LCAP Goal 2</u>: End the racial predictability of academic

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The 2013-14 LCAP is a result of our





Goal 1:

- •! Teacher Rtl<sup>2</sup> Coaches at Sites <u>Action</u>: Provide certificated staff for K-5 schools (proportional to size) to support the implementation of Rtl<sup>2</sup>. Provide one part time district Rtl<sup>2</sup> certificated Teacher on Special Assignment.! <u>Status</u>: Staff Hired at all Elementary Sites, Central Coordination through Director of K-8 Schools
- •! IK-5 Literacy Coaches <u>Action</u>: 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 Status: Staff hired, Trimester One TCRWP data evaluated at the site and district levels through an "Assessment to Intervention process".
- Math Coaches <u>Action</u>: 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 district

Goal 1:

• AVID Program in Grades 7-11- <u>Action</u>: Expand AVID (Advancement via Individual



Goal 2 -

- ELD Teacher Coaches at sites <u>Action</u>: 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. Status: ELD TSA and Teachers hired for all elementary sites.
- Consultant/Specialist for Teachers of Color <u>Action</u>: Increase capacity to leverage partnerships with local teacher credentialing programs to attract student teachers and teachers who are African-American and Latino, and then support and retain these teachers with a dedicated part-time specialist. <u>Status</u>: In progress, HR Director / Dir. Of Special Projects and Programs met with potential consultant and will meet with teacher group this week.
- Cultural Competency Training <u>Action</u>: Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices with support of professional development workshops that focus on African-American students and English Learners. <u>Status</u>: MOU with Consultant to include seminars for teachers and administrative staff. In progress, designated analysis of equity rubric.



Goal 3:

- Contracts with Mental Health Support Agencies <u>Action</u>: Provide increased mental health services to support students dealing with trauma and other emotional issues. Status: Site Specific contracts. In progress, aligning of resources for systems approach to mental health
- •! Behavior Specialist to lead PBIS <u>Action</u>: 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.!Status: Staff Person hired and Toolbox rolled out at summer and fall staff development for K-6 teachers.
- Site Coordinators for Family Engagement <u>Action</u>: 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. <u>Status</u>: All Family Liaisons have been hired. Training on Friday in effective use of *lluminate* to determine families in need and to log connectedness with these families.

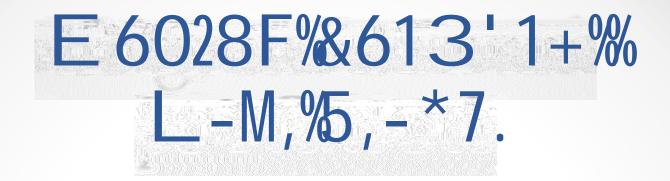
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- •! Template and Regulations Approved by the State on November 14 – Big Changes
  - o! All action steps need to be Researched Based "What's the Problem and what's the research-based solution"
  - New Template now embeds goals, actions and expenditures (Sections 2 and 3 are combined with the addition of an annual update requirement)
  - All 8 Priorities and 23 metrics MUST be addressed within the LCAP

o! Site Plans MUST to Align to LCAP Goals

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Analyze



- •! Development of Community Process and Timeline with clear expected outcomes
- •! On going Cycle of Continuous Progress
- •! Role of Stakeholders in the Future o! Increase communication with the community on LCAP o! Clearly Define the Role of Stakeholder Engagement
- •! Ongoing reporting of the actions/services and accomplishments

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- •! Clarity of goals for more precise measurement of student success
- •! Provide more transparency to show the source of funding for action/service items
- •! Ensure that the stakeholder process is inclusive and that the role is clearly defined as "Advisory"
- •! All changes or revisions MUST be approved by the Governing Board with an Annual Update now required by the State

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- •! Parent Advisory Committee (PAC)
- •! Education Advisory Committee (EAC)
- •! District LCAP Team
- •! District English Learner Advisory Council (DELAC)
- •! Student Advisory Council
- •! Superintendent's Budget Advisory Committee
- •! BSEP Planning and Oversight Committee (P & O)
- •! School Governance Councils
- •! Governing Board