



Local Control and Accountability Plan

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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:

! LCAP 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*.

! LCAP Goal 2: End the racial predictability of academic

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The 2013-14 LCAP is a result of our



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Goal 1:

- ! **Teacher RtI² Coaches at Sites** - Action: Provide certificated staff for K-5 schools (proportional to size) to support the implementation of RtI². Provide one part time district RtI² certificated Teacher on Special Assignment.! **Status**: Staff Hired at all Elementary Sites, Central Coordination through Director of K-8 Schools
- ! **K-5 Literacy Coaches** - Action: 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** - Action: 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- Action: Expand AVID (Advancement via Individual

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Goal 2 -

- ! **ELD Teacher Coaches at sites** – Action: 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** - Action: 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. **Status**: 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** – Action: 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. **Status**: MOU with Consultant to include seminars for teachers and administrative staff. In progress, designated analysis of equity rubric.

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Goal 3:

- ! **Contracts with Mental Health Support Agencies** - Action: 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** - Action: 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** - Action: 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. Status: All Family Liaisons have been hired. Training on Friday in effective use of *Illuminate* 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*
 - ! 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
 - ! Site Plans MUST to Align to LCAP Goals

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Analyze

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- ! Development of Community Process and Timeline with clear expected outcomes
- ! On going Cycle of Continuous Progress
- ! Role of Stakeholders in the Future
 - ! Increase communication with the community on LCAP
 - ! 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

