

fIŽ + %Ž &Ž / . (#ž #Ž† , Ł")) &† #, - + #Ł -

-) /
ž+) ' /
† fi- Ž/
, . fl\$ŽŁ - /

flfiŁ %! +) . (†

%oo

!"#\$%&'()*&%\$*++ , !"#\$.#(/0(1#\$2!34\$

5.1&\$6(\$1#(\$'78)9\$
*!5

5.1&\$6(\$1#(\$'78)9\$
*+:-

!"#\$%&'()*\$*+ , %./**0-1- , %
-2, .343. %* .350' , +*63*750%
.1883.101 +)%"#\$%&'()*+\$, %%#
./!\$0#0&*123456: %17; , ; %

!"#\$%&'()*&%\$*++ , !"#\$.#(/0(1#\$2!34\$

5.1&\$6(\$1#(\$'78)9\$
*!5

5.1&\$6(\$1#(\$'78)9\$
*+:-

Berkeley Unified School District LCAP Overview

!"#\$%&'()*&%\$*++,

!"#\$-.#(/0(1#\$2!34\$

5.1&\$6(\$1#(\$'78)9\$
*!5

5.1&\$6(\$1#(\$'78)9\$
*+:-

Berkeley Unified School District LCAP Overview

| | | | |
|----------------------|-------------------------|-------------------------------|--------------------------------|
| !"#\$%&'()*&%"\$*++, | !"#\$-.#(//0(1#\$2!34\$ | 5.1&\$6(\$1#(\$'78)9\$ *!5 | 5.1&\$6(\$1#(\$'78)9\$ *+:- |
|----------------------|-------------------------|-------------------------------|--------------------------------|

!"#\$%&'()*&%"\$*++
B, %5228*28356, 0: % 8, ; , 76350, ; %
4*8%/ , 38%5--3=7+ , 76-\$

H00%*e\$T%, 5./, 8-%/5<, %-, 8343, ; %
6, 5./37=% 8, ; , 76350-

9*76371, %*% 7-18, %/56%500%
6, 5./, 8-%58, % 8, ; , 76350, ; 0%57; %
-122*86, ; %7%, 5./37=%7, M%
=85; , '0, <, 0%-657; 58; -

!"#\$%&'()*&%"\$*++ :%GQJ@'JZ0%bQR%*4%
6, 5./, 8-%M300%B, %8537, ; %7%
.10618500: %8, 0, <576%, 5./37=%
285.63. , -%57; %6856, =3, -%*8%
E7=03-/%, 587, 8-0%57; %1-, %
, 44, .63<, %6856, =3, -%/56%
5; ; 8, --%61; , 76-f%+ 106320, %
376, 003=, 7. , -\$

?/8, , % 5: % 1061850% *+2, 6, 7. : %
6853737=%% 0, +, 7658: %\%+3; ; 0,)!
?853737=%7%6856, =3, -%*8%
E7=03-/%, 587, 8-)%EV136: %6, 5./, 8:
0, 5; , 8-%56%&'JG)% 837.3250-%
25863.325637=%7% 8*4, --3*750%
, 58737=%*++17363, -%*.1-, ; %
*7% 1061850% *+2, 6, 7. , %57; %
-6856, =3, -%*8%E7=03-/%, 587, 8-

§ 15497. Local Control and Accountability Plan and Annual Update Template.

LEA Berkeley Unified School District } v š š W] , Director toppebidangelo@berkeley.net 510-644-6959 LCAP Year 201415

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local

Pupil engagementschool attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Prior

| Involvement Process | Impact on LCAP |
|---------------------|----------------|
|---------------------|----------------|

Public Forum: December 3, 2013

The school year began with a standing room only session on LCFF/LCAP as part of an orientation and training workshop for Parent Leaders. On December 3 a well-attended Community Forum was held in English and Spanish to provide an overview of LCFF/LCAP. More than 60 people worked in table groups to generate ideas for improved actions and services within the eight state priorities. A complete list of the 140 suggestions gathered at the meeting were transcribed and posted on the BUSD website and shared with the Board in January.

District Committees Represent Stakeholders

By January, multiple stakeholder engagement processes began running in parallel, with one or more members of the — ' ‡ " ‹ • - ‡ • ‡ ‡ • - ‡ acting as a liaison to each group. The

Involvement Process

Impact on LCAP

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and ~~52061~~, county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals ~~and a~~ subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. ~~This section~~ include specifics projected for

- 6) What are the unique goals for subgroups as defined in Education Code § 52052.5 and the LCAP? What are the goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the life of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress Baseline: 2013-14 | What will be different/improved for students?(based on identified metric) | | | Related State and Local Priorities |
|--|--|--|--------------------|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups | School(s) Affected | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Conditions of Learning | | | | | | | | |
| Our Students Need GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and represent student body Metric: Williams Audit; Training Signs; Equity Rubric | Goal 1: Credentialed Teachers All teachers (100%) will be appropriately credentialed for their assignments | All students | All Schools | Credential All: 100% | Credential All: 100% | Credential All: 100% | Credential All: 100% | Priority 1 t Basic Services Priority 4 t Pupil Achievement Priority 5 t Pupil Engagement Priority 6 t School Climate |
| | Goal 2: Cultural & Linguistic Relevance By 2016-17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners and use effective strategies that CE •• •šµ v š• multiple intelligences | All students | All Schools | Middle School Teachers Trained | 50% of teachers trained and using strategies | 70% of teachers trained and using strategies | 90% of teachers trained and using strategies | |
| | Goal 3: Teachers of Color Increase the percentage of teachers who are African-American, Latino, or former English learners. | All students, African-American, Latino, and English learners | All Schools | 29% of Teachers are Teachers of Color | Recruit and retain Teachers of Color to achieve 30% | Recruit and retain Teachers of Color to achieve 31% | Recruit and retain Teachers of Color to achieve 32% | |

| | Goals | | | | | | |
|----------------------------|---------------------|----------------------------|--|---|--|------------------------------------|--|
| Identified Need and Metric | Description of Goal | Applicable Pupil Subgroups | Annual Update: Analysis of Progress Baseline: 2013-14 | What will be different/improved for students? (based on identified metric) | | Related State and Local Priorities | |

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress Baseline: 2013-14 | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities |
|----------------------------|---------------------|----------------------------|--------------------|--|---|-----------------|-----------------|------------------------------------|
| | Description of Goal | Applicable Pupil Subgroups | School(s) Affected | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |

Our Students
Need
Positive support
and effective
discipline that
keeps them in
the classroom
learning

Goal 11:

Metric:
Annual State
Suspension
Report

Section 3: Actions, Services, and Expenditures For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47600, the GAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each achieve identified goals. The actions and expenditures must reflect within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g. Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing

| Goal | Related State and Local Priorities | Actions and Services | Level of Service | Annual Update: Review of actions/ services | 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 Year1: 2014-15 | | | | | |

site facilitated by equity
teacher leaders and
principals

\$34,000 in
stipends for
teacher leaders
in BSEP Prof.
Development
(PD) Fund

\$34,000 (BSEP
PD Funding)

2.2 Facilitate topical
Professional Learning
Communities (PLC) for
K-12 principals focused
on cultural
competence strategies
for English Learners
and African American
achievement.

Districtwide

LCF Base

| | | |
|--|-------------------------|------------------------|
| Goal 4: College and Career Planning for highest risk students | Priority 2 t | 4.1 |
| | Implementation | Oversee college and |
| | Of State | career planning for |
| | Standards | high-risk students, |
| | State | including increasing |
| | Standards | access to college prep |
| | | and AP courses, and |
| | provide appropriate | |
| | academics support | |
| Priority 4 t | programs with full-time | |
| Pupil | BHS Intervention | |
| Achievement | Coordinator. W* n BT /l | |
| | | |
| Priority 5 t | | |
| Pupil | | |
| Engagement | | |
| | | |
| Priority 6 t | | |
| School | | |
| Climate | | |
| | | |
| Priority 7 t | | |
| Course Access: | | |
| | | |
| 2020 Vision | | |

B. Identify additional annual actions and the LEA may include any services that support these actions above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils defined in Education Code section 42238.01 pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services For Low Income, English Learner, Foster Youth | Level of Service (Indicate if schoolwide or LEAwide) | Annual Update: Review of actions/ services | 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 |
| Goal 2: Cultural & Linguistic Relevance | Priority 1 t Basic Services Priority 5 t Pupil Engagement Priority 6 t School Climate | 2.4 For English Learners: Ensure best practices for teaching English Language Development by providing training and support to ELD teachers at all schools with full-time ELD Teacher (Coach) on Special Assignment (TSA). | Districtwide | | \$92,200 (Federal Categorical Funding) | \$92,200 (Federal Categorical Funding) | \$92,200 (Federal Categorical Funding) |

Goal 4: College and Care

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services For Low Income, English Learners, Foster Youth | Level of Service (Indicate if schoolwide or LEAwide) | Annual Update: Review of actions/ services | 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 |
| Goal 5: 3 rd Grade Literacy | Priority 6 t School Climate | 4.4 Provide summer school for high school students not on track to graduate | Berkeley High School and Berkeley Technology Academy | | \$56,200 (LCFF Base) | \$56,200 (LCFF Base) | \$56,200 (LCFF Base) |
| | Priority 7 t Course Access 2020 Vision | 5.3 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 K5 school. | Elementary | | \$218,000 (LCFF \$ Supplemental) | | |
| | Priority 2 t Implementation Of State Standards Priority 4 t Pupil Achievement Priority 7 t Course Access 2020 Vision | 5.4 For Low Income and English Learners: 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 | Districtwide | | \$600,000 (BSEF Funding) | | |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services For Low Income, English Learners, Foster Youth | Level of Service (Indicate if schoolwide or LEAwide) | Annual Update: Review of actions/ services | 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 |
| | | 5.5 For Low Income Students: Prevent summer reading loss and use Common Core standards to form basis for Summer School program for K-5 students | Elementary | | \$93,000 (LCFF Base, Title I, EDC) | \$93,000 (LCFF Base, Title I, EDC) | \$93,000 (LCFF Base, Title I, EDC) |

Goal 6:
English Fluency for English Learners

Goal

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services For LowIncome, English Learners, Foster Youth | Level of |
|---|--|---|-----------------|
|---|--|---|-----------------|

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services For LowIncome, English Learner, Foster Youth | Level of Service (Indicate if schoolwide or LEAwide) | Annual Update: Review of actions/ services | 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 |
| Evaluation of LCAP Programs | Priority 1 t Basic Services | Actively monitor progress in achieving the LCAP goals with the dedication of a Teacher on Special Assignment position in the Berkeley Evaluation and Assessment Office. | Districtwide | | \$36,900 (LCFF Supplemental) | \$55,300 (LCFF Supplemental) | \$92,200 (LCFF Supplemental) |

Allocations

Funding Source

LCAP Year 1:
2014-2015

LCAP Year 2:
2015

C.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase provided for such pupils in that year as calculated pursuant to 5 CCR 15496(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| Berkeley Unified School District Proportionality Calculation | | | | |
|--|------------|------------|------------|------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Estimated Total LCFF Funding | 68,624,088 | 72,707,654 | 75,048,123 | 77,656,569 |
| Estimated Base Grant | N/A | 70,242,103 | 71,462,284 | 72,771,819 |
| Estimated Total of Supplemental Grants | N/A | 2,465,551 | 3,585,839 | 4,884,749 |
| Proportional 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 | N/A | 3.51% | 5.02% | 6.71% |

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

!"##\$%&'\$!()*\$\$+,-.\$/.0\$1.2-3 \$

\$

(4(*!"#\$%&'\$!(&)*+!,".,\$-.&-/\$! 0!"#\$!%&\$%'(\$!)*+,\$!-!./*/012!
%3"*%114!%""\$)50)(!31%22\$2!-!%!"1\$%2!"#\$!+0)0+*+123#--1!5%46
!)5 *!"/&.\$1)!2\$%34%1&-/\$!5-.\$6!0!%!+\$%2*\$+\$)"!-!%!23#--172!
%3%5\$+0\$!-'+%3\$!)5!/'-(\$22 7

6(+7\$8(17 *\$%"\$1)50)(!%11-3%"\$5!502"03!25\$!89::!"0\$5!
"-!;<!0)!(%5\$!2/%)2!=> @!A@!D@!%)5!F!

6+7)* !8\$%9\$*\$+!:/;44*!<=6/\$**\$-/\$!2%4%'&0!f)52!/'-&05\$5!,4!
%!1-3%1!H/%'3\$1!"%J!"!#\$!K\$L\$1\$4!M3#--126

69+4 >8\$%9\$*\$+!?-)3)\$!:/;44*!(!<,%),

"(17.;85"(!\$(54 >!*52!.'-+!"#\$!2%"\$!-\$!.\$5\$%'1!(-&\$'+\$)"!
.-!2/\$30%10N\$5!/'-(%+2!2*3#!%2!2/\$30%1!\$5*3%"0-!)%)5!00."\$5!%)5!
P%1\$)"\$5!Q5*3%"0-!HO;PQIR!-!2/\$30%1!/'/-2\$2@!2*3#!%2!
""%)2/'""%0-6!

""++* !@4114-!@4%\$!;,\$!;,&-.&%.<!A%)!\$5*3%"0-!)0)0"0%0&\$!
%5-/"\$5!,4!9%10.-)0%!)%5!MA%"\$23"%"010\$#%"!>FG!2"*5\$)"2!
2#-*15!L)-S!%"!#\$!\$)5!-!%3#!(!%5\$6

"+8 >!!@*&<<!:)B\$!C\$.D/,D9%10.-)0%!'&05\$2!.*52!!1-S\$!
31%22!20N\$R!=\$!KMQT!+\$%2*\$!/'&05\$20"0%1!.*50)(6

"17 >!!@&%\$5\$!)/&*!=.D/&,)4- !!

";7* !!@4D-,+!F33)/\$!43!=.D/&,)4-

47!("* !())<,%),!=-*);!G\$&%-\$%!"#)<4%+!@411),,\$\$

45+"8715;<(8= >\$.\$'2!"-!.*52! S0"#!2-+\$.1\$J0,010"4!0)!*2\$6!

75(*!=/4-41)!/51H&/,!)!.! AM"%"\$!3%"\$(-'03%1!%05!-!502"03"2!
S0"#!3-)3\$)"%"0-)2!-.!3#015\$)!S#-!%\$!,010)(*%1 @!"%)20\$)"!
%)5U-'!'+!1-S!0)3-+\$.%+010\$26!1-)(!\$!*2\$5!*5\$!89:: @!
S#03#!0)2"%"5!*2\$2!2*//1\$+\$)"%1!%)5!3-3\$)"%"0-!)('%)26

\$

\$

7! >!=-*);!G\$&%-\$%
7!)(!"* !=-*);!G\$&%-\$%&%\$-;!#)<4%+!@411),,\$\$G@JJKG@'2L
! #877\$(<4\$8749"74\$!9< "> *!W)!9%10.-)0%!* ,103!23#--12@!%!
. %+014!-!-.*!S0"#!0)3-+\$.%!"!-\$!,\$1-S!XA?@YBD!20\$2!-!
'\$5*3\$5!/03\$!+\$%1 @!%)5