



LOCAL CONTROL & ACCOUNTABILITY PLAN
Executive Summary
LCAP: 2018-2020



Our mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Our students are curious and creative learners who succeed through steady effort and personal initiative to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our educators believe that all students can meet or exceed challenging academic standards. Together, teachers, staff, and administrators form a rich professional learning community where all are supported to hone their craft and

BACKGROUND

In keeping with our mission of inspiring and enabling success for ALL students, five strategic goals have guided district priorities, actions, and allocation of resources. As summarized below, these five goals have directed our efforts to identify best practices and close the achievement gap. We have aimed professional development toward using data to drive decisions and provide access to better online evaluation and assessment tools. The focused efforts are showing improved

THE 2020 VISION

The 2020 Vision seeks to end disparities in academic achievement that exist along racial lines among children and youth in Berkeley. The foundational belief of the 2020 Vision is that improvid50.000011802 0 792 612 reW* nBT5f13/GS7 gs78[)]T97uent that

LOCAL CONTROL FUNDING FORMULA (LCFF)

The Local Control Funding Formula represented the biggest change to funding K-12 public education in California in at least a generation. The adoption of Common Core State Standards (CCSS) signaled t2 Tf1CCsfo(a)-r2 (.)612 K

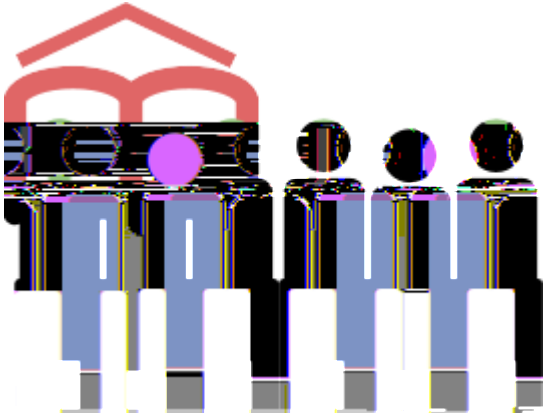
LCAP EXECUTIVE SUMMARY

The Local Control and Accountability Plan (“the Plan”) is mandated by the state as the standardized vehicle for addressing state priorities and local goals. It identifies the most effective actions and services to meet those goals, as well as accounting for the LCFF supplemental expenditures and indicators for monitoring student progress. The plan includes a description of annual goods for all pupils, and for each pupil subgroup as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Section 3A and 3B). The LCAP is not intended to serve as the district’s strategic plan.

BUSD’s LCAP consolidates the district’s strategic goals for excellence 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 to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic



SECTION 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP and reflects how community input informed the LCAP. It is through the engagement of representatives from all of the district's stakeholders, and review of the district data on student achievement and outcomes, that a need profile was developed.

BUSD's LCAP is driven by community agreement around what ALL students need in order to experience academic success, and to be college and career ready upon high school graduation.

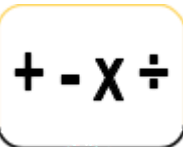
Our Students Need:



Great, Culturally Competent Teachers



Social-Emotional Skills & Mental Health



*Grade-Level Literacy
And Math Proficiency*



Full Engagement with School



English Fluency



Schools and Families to Partner



A College-Going Culture



Graduation Success

SNAPSHOT: COLLEGE AND CAREER READY AT GRADUATION

| Our Students NEED | Our Three-Year GOAL (2017-2018 listed) | What we were doing prior to LCAP (2014) | LCAP Actions |
|-------------------|--|---|--------------|
|-------------------|--|---|--------------|

GREAT TEACHERS:
Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies.

SNAPSHOT: SAFE, WELCOMING AND INCLUSIVE SCHOOL CLIMATES

| Our Students NEED | Our Three-Year GOAL (2017-2018 listed) | What we were doing prior to LCAP (2014) | LCAP Actions |
|---|---|--|---|
| <p>SOCIAL-EMOTIONAL TOOLS AND MENTAL HEALTH: <i>Social-emotional development and mental health services so students are ready to learn.</i></p> | <p>% of K-5 students in the significant subgroups scoring at a 3 or higher in the Social-Emotional domains will increase by 5 % annually.</p> <p>% of K-5 students in the significant subgroups scoring a 3 or higher in the Social-Emotional domains will increase by 5% annually.</p> | <p>Positive Behavioral Intervention Supports (PBIS) K-8 <i>Welcoming Schools</i> curriculum K-5; some schools used specific social-emotional curriculum. City funded mental health and varied levels of school site funds for counseling. BHS Health Center</p> | <p>Training for all TK-8 certificated staff on the implementation of Toolbox curriculum. Behavioral specialists at TK-8 and a full-time counselor for BHS students and counseling from Berkeley Mental Health and ATOD Counseling services for New Bridge at BTA, with IEPs to build relational trust and provide alternatives to punitive discipline through behavioral intervention.</p> |