



Berkeley Unified School District
BSEP & Educational Services Departments

**Berkeley Technology
Academy
Consolidated School Plan**

2015 – 2016

The Single Plan for Student Achievement

Berkeley Technology Academy

School Name

01-61143-0134924

CDS Code

Date of this revision: 05/06/15

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Berkeley Technology Academy	School Year: 2015-2016
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Summary of School Goals:
 The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

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.
 Upon completion of high school, Berkeley Technology Academy students will become more ...
 Literate
 Literate Students:
 Think critically and problem solve
 Demonstrate growth in multiple academic disciplines
 Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations Value life-long learning
 Apply 21st Century technological competencies

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.
 Upon completion of high school, Berkeley Technology Academy students will become more ...
 Healthy
 Healthy Students:
 Show respect for themselves, others, and the environment
 Are responsible for their action, the choices that they make and for the resulting outcomes Possess effective social skills and manage conflict constructively
 Are active and positive members in their communities who seek ways to serve or give back Are proactive in the use of appropriate tools to avoid destructive behaviors or lifestyles
 Involved

LCAP Goal 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 ready to learn.
 Upon completion of high school, Berkeley Technology Academy students will become more ...
 Involved Students:
 Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability
 Discover their unique talents and abilities and utilize them to passionately advocate for themselves and their communities
 Understand the connection between school, family, and the community
 Can advocate for themselves in a post-secondary academic community and in the world of work
 Develop and utilize resources that are culturally and linguistically authentic in order to reach their potential

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Ciaundria Hilliard	(Principal): Sheila Quintana
(Co-Chair, if applicable): Amber Turner, Parent	(Teacher): Margaret Agbowo
Athena Addison (Alternate)	(Teacher): Achim Dangerfield
Lynn Brewster (Alternate)	(Teacher): Roger Smith-Truss (Alt)

Myesha Jackson	(Classified): Ciaundria Hilliard
Jemellah Johnson	
Ajanae Shans	

BSEP Planning & Oversight Committee Representative:

John Fike

ELAC/DELAC (District English Learner Advisory Committee) Representative:

N/A

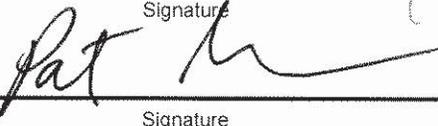
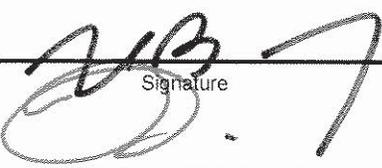
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
BTA PTSA, Career Technical Education (CTE) Committee, Berkeley Student Services Department, City of Berkeley Mental Health, Berkeley Teen Center, Children's Hospital CORE Program, Omega Boys' Club, Aspire Tobacco and Alcohol Intervention Program, TUPE, Alameda County District Attorney's Office

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on n/a.
8. This school plan was adopted by the School Governance Council on May 6th, 2015.

Sheila Quintana Principal	 Signature	5/20/15 Date
Claudria Hilliard School Governance Council Chair	 Signature	5/20/2015 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/8/15 Date
Pasquale Scuderi	 Signature	6/8/15 Date

III. School Vision and Mission

BTA VISION: Educationally empowered Berkeley Technology Academy (BTA) students make quality decisions that serve them in achieving their academic and societal goals.

BTA MISSION STATEMENT: Our mission at Berkeley Technology Academy (BTA) is to contest traditional notions of a high school graduate by providing an uncompromising, rigorous, and relevant education for all of our students and to build on the principle that strong, respectful, and caring relationships are vital to our success.

IV. School Profile

For additional school facts and information, please view the attachment titled: BTECH School Information Sheet 2014-15.docx

BTA students are predominately minority, with large numbers of low-income families. CDE provided data on student ethnicity reporting approximately 60% of students are African American, 23% Hispanic/Latino, 1% Asian American and 1% Pacific Islander (9% of students declined to state their ethnicity). These students face hardships at home and at school and require extra support and resources from specialized programs such as summer school and after school programs. According to the data about 60% of our students qualify for free or reduced lunch and nearly 100% of students qualify for receiving Compensatory Education. Some of the aspects of BTA that address these barriers are:

- Small class sizes (20 to 1) that builds on students' strengths
- Teaching staff that reflects the student population
- Case management that focuses on psycho-social supports
- Culturally relevant and rigorous (standards-based) instruction
- Emphasis on student voice, school climate, and positive discipline
- Gender specific classes (i.e., Woman's, Men's studies classes)
- Innovative and timely technology integration across the curriculum
- Therapeutic group sessions that address substance abuse, trauma/death/loss, and sexual peer pressure and other health related topics
- Individualized units of study, test preparation, and credit recovery
- School climate that is rooted in authentic relationships, mutual respect, and self-reliance

V. Comprehensive Needs Assessment Components

A. Data Analysis

B. Surveys

C. Classroom Observations

D. Student Work and School Documents

E. Analysis of Current Instructional Program

(See Appendix H for additional analysis) [delete if not using Appendix H]

Identify 1-2 strategies or activities per LCAP goal that were particularly effective in improving student achievement. ?
(ie: Lit Coaches; ELD teachers; Toolbox; effective Professional Development)

o What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify 1-2 strategies or activities that were ineffective or minimally effective in improving student achievement.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

(ie: lack of timely implementation or follow up coaching; limited/ineffective PD to support implementation; lack of fidelity; not appropriately matched to student needs/population)

Based on the analysis of this practice, would you recommend:

o Eliminating it from next year's plan

o Continuing it with the following modifications: _____

VI. Description of Barriers and Related School Goals

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan (“the Plan”) is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district’s strategic plan. Berkeley’s LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD’s Local Control and Accountability Plan consolidates the five strategic district goals 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.

Upon completion of high school, Berkeley Technology Academy students will become more ...

Literate

Literate Students:

Think critically and problem solve

Demonstrate growth in multiple academic disciplines

Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations Value life-long learning

Apply 21st Century technological competencies

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

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Healthy

Healthy Students:

Show respect for themselves, others, and the environment

Are responsible for their action, the choices that they make and for the resulting outcomes Possess effective social skills and manage conflict constructively

Are active and positive members in their communities who seek ways to serve or give back Are proactive in the use of appropriate tools to avoid destructive behaviors or lifestyles

Involved

LCAP Goal 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 ready to learn.

Upon completion of high school, Berkeley Technology Academy students will become more ...

Involved Students:

Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability

Discover their unique talents and abilities and utilize them to passionately advocate for themselves and their communities

Understand the connection between school, family, and the community

Can advocate for themselves in a post-secondary academic community and in the world of work

Develop and utilize resources that are culturally and linguistically authentic in order to reach their potential

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

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, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan 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:

- v Great, Culturally Competent Teachers
- v Career and College Goals Engagement with School
- v Social-Emotional Skills & Mental Health
- v Grade Level Literacy & Math Proficiency
- v Graduation Success
- v Schools and Families to Partner
- v English Fluency
- v Full

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen "targeted" goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services

- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Berkeley Technology Academy)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	9	10	
Percent with Prior Year Data	100.0%	90.0%	
Number in Cohort	9	9	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	2	8	1	9		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above	--	--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11	1	20	2	40	2	40					5
12	1	20	3	60	1	20					5
Total	2	20	5	50	3	30					10

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus 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..

Literate Students:

Think critically and problem solve

Demonstrate growth in multiple academic disciplines

Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations Value life-long learning

Apply 21st Century technological competencies

Student groups and grade levels to participate in this goal:

All Ninth through 12th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

1.5 College and Career Planning for highest risk students: As a component of a preK-12 college going culture, 100% of targeted 9th grade students (in noted subgroups) will identify a post-secondary college/career plan, be enrolled in appropriate college and/or career prep courses and tracked throughout high school using the individual Transcript Evaluation Service (TES) Report.

1.5 Cont. The percentage of 9th-12th graders in targeted subgroups completing A-G courses with a C or better will increase by 5% annually as measured by the TES 'on-track' towards A-G Completion report.

1.6 Graduation Success: By 2016-17,90% or more students will successfully complete graduation requirements,an the graduation rate of identified student subgroups will increase by at least 2% annually until they reach 90% or more.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

CCSS Training: Professional Development Sign-In
 CCSS Professional Development Evaluations from Teachers
 Annual Teacher Survey
 District Benchmark Assessments for ELA and Math
 Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
 California English Language Development Test (CELDT)
 School Accountability Report Card
 California English Language Development Test (CELDT)
 Re-Designation (RFEP) Records
 Illuminate Student Access/Enrollment Report
 Graduates Rates
 Graduates Completing UC/CSU Required Courses

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Tutor Support to ensure mastery to proficiency by student currently below proficiency in ELA and Math with particular strategies to support English Language Learner.	August 24, 2015 to June 10, 2016	2116 Classified Hourly	Tutor Services	Title I A - Basic Funding	3,400
2. Teacher-initiated Professional Development; Development of the teacher staff skill sets to improve student achievement in all core areas of instruction.	August 24, 2015 to June 10, 2016	1116 Certificated Hourly 4380 Other/Reserve	Teacher-initiated professional development Unallocated Reserve	Other Title I A - Basic Funding	1,736
3. Continue the implementation of the Math/ELA Lab to individualize instruction for students in Algebra I/CAHSEE; Geometry; Algebra II through the team-teaching model.	August 24, 2015 to June 10, 2016	4300 Materials and Supplies	Team-Teaching in Math and ELA Lab	Title I A - Basic Funding	1,000
4. Staff Professional Learning Communities (PLC): Data-driven professional learning communities that target the use of data to drive instruction to improve	August 24, 2015 to June 10, 2016	5800: Contracted Services			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
student academic achievement.					

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

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

Healthy Students:

Show respect for themselves, others, and the environment

Are responsible for their action, the choices that they make and for the resulting outcomes Possess effective social skills and manage conflict constructively

Are active and positive members in their communities who seek ways to serve or give back Are proactive in the use of appropriate tools to avoid destructive behaviors or lifestyles

Student groups and grade levels to participate in this goal:

All 9-12th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Cultural & Linguistic Relevance: By 2016-17, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By 2016-17, 70 percent or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO1). By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations

Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric

Recruit and Retain Teachers of Color as measured by the District Indicators Report
 Teacher Surveys,
 CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
 California English Language Development Test (CELDT) measures of annual progress
 Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Effective monitoring of student attendance, referrals, suspensions, SSTs, and recommendations for expulsion	August 24, 2015 to June 10, 2016	2102 Classified Monthly	Student Welfare & Student Attendance Specialist - 1.0 FTE (.47 BSEP)	BSEP	32,250
		4380 Other/Reserve	Personnel Variance	BSEP	2,250
2. Mental health referrals for students with PTSD and other behavioral issues: MOU with CORE of Children's Hospital; MOU with Aspire for Tobacco, Alcohol and/or drug abuse; TUPE program to support student with tobacco and marijuana education and cessation. (Pro Bono)	August 24, 2015 to June 10, 2016	5800: Contracted Services	Mental Health Support Providers		
3. B-Tech Health Clinic: Students are given curriculum that informs them about risky behaviors, safe sex, alcohol, tobacco, nutrition, and mental health. The Health Center has also implemented and STI drive to inform student of their current STI status to prevent communal health issues. The Health Center will follow up with the STI drive in the Spring. Students are also given extensive information about HIV, AIDS, and other diseases. (same funding as BHS Health Center)	August 24, 2015 to June 10, 2016	5800: Contracted Services	BTA Health Clinic		
4. Alive and Free and School wide Behavior Intervention Program: These programs addresses such concepts as the cycles of violence, the language of oppression, violence prevention, drug education, self-discipline, and personal growth. to student attendance, referral and suspension rates at BTA	August 24, 2015 to June 10, 2016	5800: Contracted Services	Alive and Free Prescription for Life and/or other violence prevention and behavior intervention programs	Other	
5. Restorative Justice and Mediation Training: Staff and students receive Restorative Justice trainings to use in lieu of suspensions and expulsions	August 24, 2015 to June 10, 2016	5800 Contracted Services (inc software subscriptions)	LCAP	District Allocation	3,500

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 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 ready to learn.

Involved Students:

Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability

Discover their unique talents and abilities and utilize them to passionately advocate for themselves and their communities

Understand the connection between school, family, and the community

Can advocate for themselves in a post-secondary academic community and in the world of work

Develop and utilize resources that are culturally and linguistically authentic in order to reach their potential

Student groups and grade levels to participate in this goal:

All 9-12th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Anticipated annual performance growth for each group:

3.1: Social-Emotional Skills and Mental Health: Students in K-12 will receive social-emotional supports such as positive Behavioral Intervention Systems and mental health services.

3.2 Consistent Attendance: The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [*number will be adjusted based on enrollment]

3.3 Positive Supports, Effective Discipline: The number of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth, court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)

3.4 Family Partnership: Beginning with 2014-15, the percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?

- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report

Family Connectedness Survey

District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Cohort Graduation and Dropout Rates.

Suspension, expulsion and truancy rates

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Quarterly Parent Meetings: Parents/guardians will receive up-to-date information on the status to student credit recovery for graduation using Power School.	August 24, 2015 to June 10, 2016	1116 Certificated Hourly	Quarterly Parent Meetings	Title I A - Basic Funding	823
		4380 Other/Reserve	Quarterly Parent Meetings	Title I A - Parent Involvement	167
2. Parent Engagement Institute: Consultants providing instruction to parents covering raising productive children; ways to improve student academic achievement at home and in school; impact of the STAR on student achievement; improving your student's attendance in school; ways to work well with BTA and the BUSD to support your student	August 24, 2015 to June 10, 2016	5800: Contracted Services	BTA Parent Institute	Title I A - Basic Funding	1,000

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	7,959	0.00
Title I A - Parent Involvement	167	0.00
BSEP	34,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	34,500.00
District Allocation	3,500.00
Title I A - Basic Funding	7,959.00
Title I A - Parent Involvement	167.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1116 Certificated Hourly	823.00
2102 Classified Monthly	32,250.00
2116 Classified Hourly	3,400.00
4300 Materials and Supplies	1,000.00
4380 Other/Reserve	4,153.00
5800 Contracted Services (inc software subscriptions	3,500.00
5800: Contracted Services	1,000.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2102 Classified Monthly	BSEP	32,250.00
4380 Other/Reserve	BSEP	2,250.00
5800 Contracted Services (inc software	District Allocation	3,500.00
1116 Certificated Hourly	Title I A - Basic Funding	823.00
2116 Classified Hourly	Title I A - Basic Funding	3,400.00
4300 Materials and Supplies	Title I A - Basic Funding	1,000.00
4380 Other/Reserve	Title I A - Basic Funding	1,736.00
5800: Contracted Services	Title I A - Basic Funding	1,000.00
4380 Other/Reserve	Title I A - Parent Involvement	167.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,136.00
Goal 2	38,000.00
Goal 3	1,990.00

Appendix I - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Star testing materials,
CAHSEE testing data
School site formative assessments (based on CAHSEE strands)
District adopted math and English benchmark assessments

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff PLCs to unpack state Standards and create Pacing Guides
Manage data in district-wide software

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 1. modify master schedule (find the most opportune time to match kids with the classes they need)
 2. reconsider student assignments (who is in which class and with whom?) is the question we answer. In other words, we take the testing data and ask, "will that group of kids work well together and are they the right group for that teacher."
 3. took the CAHSEE data from the last three tests and created a formative assessment based on the most frequently missed questions, then we administered the test school-wide, and then followed up with a half-day review of each question.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

To balance our educational program we offered professional development on Peer Observations of colleagues instruction

8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix J - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I will do my best to:

- **Be Responsible** Work hard. Follow directions and ask for help when I don't understand something. Complete assignments and return homework.
- **Be Respectful** Cooperate with others. Respect other children's culture and differences.
- **Be Safe** Follow all directions. Understand and cope with my feelings. Cooperate with others. Ask an adult when I need help in a conflict.

Parents Pledge:

I will partner with my child's school by:

- **Being Responsible** Ensuring my child attends school regularly. Talking with my child about his/her activities. Reading to and encouraging my child to read every day. Attending Back-to-school Night and Parent-Teacher Conferences. Attending other school events whenever possible. **Being Respectful** Communicating regularly with my child's teacher about their progress. Honoring the cultural difference of students and their families. Treating students, other families, and staff with courtesy and respect. **Being Safe** Teaching my child the importance of safety at school.

Staff Pledge:

PRINCIPAL

I will partner with families and my staff by:

- **Being Responsible** Creating a welcoming and positive learning environment at our school. Sharing the school's mission, goals and data. **Being Respectful** Supporting building partnerships between families and staff. Respecting families' involvement in decisions that affect their child. Honoring the cultural difference of students and their families. Providing appropriate professional development and training for staff. **Being Safe** Ensuring a safe and secure learning environment.

STAFF

We will partner with our families to provide a quality education by:

- **Being Responsible** Sharing high expectations for students, other staff members, and ourselves. Providing quality instruction and engaging learning experiences. Teaching California State standards. **Being Respectful** Honoring the cultural difference of students and their families. Communicating regularly with families regarding their child's progress. Treating students, families, and other staff with courtesy and respect. **Being Safe** Providing a physically and emotionally safe learning environment for every student. Helping children resolve conflict. Helping children solve problems and manage their feelings.