

The Single Plan for Student Achievement

Longfellow Arts and Technology Middle School

School Name

01-61143-6090294

CDS Code

Date of this revision: 5/12/2017

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.
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The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

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|--|-----------------------------|
| School Name: Longfellow Arts and Technology Middle School | School Year: 2017-18 |
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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.

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.

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.

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.

PRIORITIES FOR ADDITIONAL FUNDS:

CONTINGENCY PLAN:

Site Committee Representatives:

| Parents/Community | Staff |
|----------------------------------|-----------------------------|
| (Chair): Jose Fernandez (Parent) | (Principal): Marcos Garcia |
| (Co-Chair, if applicable): | (Teacher): Chris Harrell |
| Hans AbramsonWard (Alt) | (Teacher): Marie Joiner |
| Mike Anderer (Alt) | (Teacher): Jennifer Johnson |
| David Bogdonoff | (Classified): |
| Delvin Curry | (Teacher): Cortez Robinson |
| Laura Gonzalez | |
| Carrie Wilson | |

BSEP Planning & Oversight Committee Representative:

Bethany Schoenfeld _____

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


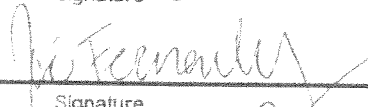

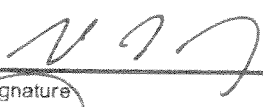

II. Recommendations and Assurances

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:
 - PTA
 - Student Leadership (10 -12- 8th Grade Students)
 - Student Grade 6 through 8

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 4/20/17.
8. This school plan was adopted by the School Governance Council on 4/13/17.

| | | |
|--|---|---------------------|
| Marcos Garcia Principal |  Signature | 4/14/17 Date |
| Jose Fernandez (Parent) School Governance Council Chair |  Signature | 4/14/2017 Date |
| Patricia Saddler Director, Special Programs and Projects |  Signature | 6/14/17 Date |
| Natasha Beery Director, Berkeley Schools Excellence Program |  Signature | 6/14/17 Date |
| Pasquale Scuderi Assistant Superintendent, Educational Services |  Signature | JUN 13 2017 Date |

III. School Vision and Mission

Mission:

Longfellow's mission is to enable our student body to achieve academic excellence and make positive contributions to our world.

Vision:

We strive to achieve this mission by nurturing our students' interests, embracing our students' diverse families, cultures, and communities, and developing skill sets necessary for college and career readiness. Our school provides an equally rich educational experience for all. Our campus is a safe space where all community members truly belong.

We set high expectations while providing consistent and thoughtful support. The teachers of Longfellow measure their own success by how much their students grow and learn. We know that people learn best when they persist and struggle to gain new understanding. Both students and teachers develop their knowledge through reflection, collaboration, and meaningful work.

Longfellow is an interdependent community of learners, that celebrates the shared endeavor as much as individual achievement. We inspire students to become agents of change who are hopeful about the future.

IV. School Profile

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

Longfellow Middle School is located in South Berkeley. Longfellow is the smallest of three middle schools in Berkeley Unified School District.

At Longfellow, there are approximately 512 students that represent the diverse population of Berkeley. The staff consist of 26 highly qualified teachers, 2 Safety Officers, 1 Academic Counselor, 1 Licensed Mental Health Counselor supervising 12 MSW Interns, 2 Office Staff and 2 Administrators. Our staff is committed to academic excellence for all students, and insures success for all by providing differentiated instruction that is infused with academic rigor to best meet the needs of all of the students.

At Longfellow our students participate in a Cooking and Gardening Program that is funded by the Network for a Healthy California. This program funds part time Garden and a Cooking teachers who work with the staff and students to develop a sense of stewardship towards the environment, the importance of locally grown sustainable agriculture.

Longfellow's students are 23% African American, 37% Latino, 24 % White and 10% mixed -race. 51% of our students qualify for free or reduced lunch and 15% are English Language Learners. Our students have outperformed the other middle schools for the past two years on the state achievement test, as well as on our district assessments.

Longfellow provides educational tools and resources for students such as our Library, one computer lab, and two mobile labs where students have access to web-based software that reinforces math, reading and keyboarding skills, Compass, Read 180 and System 44. Additionally, the students have opportunities for SCRATCH, digital photography, Yearbook. The TMZ Publication and HTML web page design. Longfellow offers a variety of after-school opportunities, including a comprehensive intra-mural sports program, Homework Centers, Jazz Band, , Drama , Contemporary Dance, Cultural Art , and a World Culture Cooking Club. Before school, teachers offer English and Math classes for students that need additional support.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Longfellow School Information Sheet and 2) Power Point: Longfellow SGC Data presentation. The analysis was presented to the School Governance Council in the fall of 2016 and includes state and local multiple measures.

B. Surveys

The School Governance Committee created an online surveys using Survey Monkey. 120+ families completed the survey . The survey focused on our current academic program, enrichment(during the school and afterschool), comprehensive mental health service model, Positive Behavior Support(PBS) and overall campus safety and cleanliness. The leadership class also completed a survey that mirrored the parent survey.

The information / data from the survey was used by SGC to make spending decision and set goals for our comprehensive site plan and safety plan. ***

C. Classroom Observations

Classrooms are reflective of our academic focused culturally inclusive environment. Student work is displayed, the four school expectations are visible, and there is a schedule or daily agenda posted in each classroom. The administration team consistently observes the level of student engagement and powerful teaching and learning, in an environment where the students feel safe to learn, ask questions, display their curiosity, and work together to solve problems, craft essays of various genres and create amazing works of art. Science curriculum review is integrate with healthy lifestyle curriculum at each grade-level. This focus will allow us to partner with the high school to better prepare our students as they make choices about their future careers, and will hopefully improve their lifestyle choices as they developed into adults.

D. Student Work and School Documents

District Assessments are given three to four times per year. Teachers use the data from these assessments to align their order of teaching the standards, and to reteach areas where there is an identified need.

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: _____

V. ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

Through principal and teacher initiative, Longfellow has worked on aligning all areas of the curriculum to state content standards and BUSD curriculum goals. Teachers meet during staff meetings, grade level meetings, staff development days, and on their own to review state standards in light of current curriculum, materials, and instruction. The staff identifies areas of weakness and inconsistencies between state standards and district materials; plans curriculum; and recommends the purchase of supplemental materials to address discrepancies. For example, 6th grade English teachers and reading teachers have reviewed the literature list for 6th grade and divided the novels between the two courses according to what is most appropriately connected to both the English and History standards. Additionally, the English History department adopted a new grammar series that will provide comprehensive and consistent instruction throughout the grades.

2. Availability of standards-based instructional materials appropriate to all student groups:

All students use standards-based instructional materials in all academic areas. Adaptations are made as necessary by teacher to help students access these materials. In the area of reading, teachers use a variety of supplemental materials to help students more effectively achieve content standards. Our History and Science curricula are based on the state standards and utilize state adopted texts. In the past few years, Longfellow has made an effort to purchase instructional materials that meet the standards, but have a lower reading level to assist struggling readers particularly in the areas of Science and History. The Berkeley Schools Excellence Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchase with State textbook money. In addition, individual teachers have invested heavily in materials that will support their teaching and the standards.

3. Alignment of staff development to standards, assessed student performance and professional needs:

On-site staff development occurs regularly as part state-funded staff development days, and at bi-weekly faculty and professional development meetings. Each year the staff analyzes student achievement data, discusses the alignment of standards with school wide instructional practices, and develops goals based on the results of this analysis. Teachers are working collaboratively to: 1)increase articulation across grade levels, 2)assess and monitor student performance, 3)establish consistency of instruction at and between grade levels, 5)identify and implement effective intervention measures

4. Services provided by the regular program to enable targeted students to meet standards:

AVID was introduced at Longfellow, it is a program that targets students who are first generation college bound. This program integrates study skills, organization and college awareness. UCB students have been hired to tutor and mentor these students.

Our regular education program provides services to historically under-served and targeted students in many ways: EL students are clustered in classrooms where teachers have been CLAD

certified and Special education students have been clustered so that special education teachers can co-teach in regular education classrooms. All students are eligible to participate in the Extended Day Program which provides homework centers with tutors to students. Using Intervention funds, we provide additional academic support in English and Math before or after school. In some cases (generally by teacher recommendation), students will take an academic "back up" or skills class in lieu of an elective for extra support.

If students are not experiencing success in their studies, teachers use a variety of strategies including adjusting or modifying assignments, pairing students up for help, or using cooperative groups. The progress of struggling students is closely monitored by teachers, Academic Counselor, vice principal and principal to make sure students are progressing. Parent-teacher conferences and Student Study Team meetings are scheduled throughout the year on the basis of need. The Academic Counselor also case manages individual struggling students and works with families to improve communication between home and school. Many of these students receive extra academic support as a ULSS student with parental consent that is given at The SST.

5. Services provided by LCAP and Title I funds to enable targeted students to meet standards:

We have used our LCAP funds to provide support to targeted students in a variety of ways including: Math Tutorial classes are offered afterschool for students who need additional support, We are funding a .20 ELL support teacher who works with ELL parents and case manages ELL students.

6. Family, school, district and community resources available to assist these students:

Every year, Longfellow conducts Back to School Night, Open House/Science Fair, and two days of Parent-Teacher conferences where parents have the opportunity to speak individually with each teacher. We have partnered with the PTA and Office of Family Partnerships to provide monthly parent workshops on topics such as Teens and Technology and Transitioning to High School; as well as Saturday Academies that provide enrichment across subject areas and build community.

7. Use of state and local assessments to modify instruction and improve student achievement:

State and local assessments such as SBA test, BUSD writing test, and math assessments are used to identify student proficiency and consequently provide data for analysis of the effectiveness of instructional practices. The CELDT is administered to all EL students each fall to provide information on their progress toward acquiring English. Additionally at Longfellow, all students participate in the Accelerated Reader program to determine each child's individual reading level and zone of proximal development.

8. School, district and community barriers to improvements in student achievement:

Barriers include: limited resources for updated technology equipment, lack of parent involvement, student attendance, and student/family economic status. There is a need for a longer school day, more mental health support, medical and dental services and additional professional development for teachers on cultural responsiveness and equity.

9. Limitations of the current program to enable under-served students to meet standards:

Need for further training in culturally responsive instructional strategies
Limitations with the Inclusion Model/Co-Teach
Need for stronger Parental Engagement
School day is too short, need for a seven period day
Need for more technology equipment and training for the staff

10. Practices that address student health and nutrition:

1. Integration of cooking and gardening into the Science curriculum
2. Comprehensive PE program that also integrates nutrition
3. Interscholastic Sports program to promote student athletes
4. Organized sports activities at lunch time
5. Improved school lunch program which has resulted in increased participation in school lunch program.
6. Annual Walk to School Day event
7. Health Pathway Curriculum Development

11. Practices to create an environment that is safe, drug-free and conducive to student learning:

Longfellow has implemented and reviewed its School Safety Plan with all adults on campus. Additionally, we participated actively in an Anti-Bullying campaign that included staff and student surveys, staff development, curriculum including a video, parent education, and an Anti-Bullying poster contest. Our staff includes two Safety Officers, Vice Principal, Campus Monitor, Academic Counselor, Restorative Practices Counselor, and Principal. Together we address student referrals, suspensions, and disruptive incidences. Ongoing training with professionals on emergency response.

12. Integration of technology into the curriculum:

Longfellow has two computer labs, and three mobile labs and 2 to 5 computers in each classroom. We have document cameras and digital projectors in the classrooms. 7th and 8th graders may choose a technology elective. Teachers in other subjects integrate technology into their curriculum through student projects, research, and the Accelerated Reader Program.

13. Coordination with the District's Local Improvement Plan: Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate which recognizes and supports cultural diversity and individual differences. Teachers use Constructing Meaning and SDAIE strategies to support the learning of all children. We assess student performance with both state and district measures in order to allow for individual student differences. We use Positive Behavior Support Systems to create a culture of learning.

VI. Description of Barriers and Related School Goals

FROM 2014 PLAN:

Limited resources

Class Size

Campus is small

Emotional Health of students

Lack of planning time for staff

Need more instructional time.

Lack of Teachers of color

Need more Professional Development on Culturally Relevant Teaching and Learning

Medical and Dental needs of the students

It would be very effective if we could ensure that every student had access to a computer for in school and at home 21st century learning.

ADDED for 2015:

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.

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.

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.

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

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.

It would be very effective if we could ensure that every student had access to a computer for in school and at home 21st century learning.

VII. School and Student Performance Data (continued)

Table 1a - CAASPP Results (All Students) - English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 176 | 165 | 170 | 148 | 169 | 146 | 96.6 | 89.1 |
| Grade 7 | 177 | 180 | 168 | 153 | 166 | 151 | 94.9 | 85 |
| Grade 8 | 153 | 177 | 147 | 158 | 147 | 157 | 96.1 | 89.3 |
| All Grades | 506 | 522 | 485 | 459 | 482 | 454 | 95.8 | 87.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 2507.7 | 2527.7 | 11 | 19 | 32 | 33 | 25 | 24 | 32 | 24 |
| Grade 7 | 2522.7 | 2548.3 | 17 | 18 | 26 | 35 | 16 | 19 | 40 | 28 |
| Grade 8 | 2570.6 | 2548.6 | 20 | 20 | 27 | 23 | 33 | 26 | 20 | 31 |
| All Grades | N/A | N/A | 16 | 19 | 28 | 30 | 24 | 23 | 31 | 28 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 6 | 20 | 23 | 44 | 41 | 36 | 35 | |
| Grade 7 | 25 | 20 | 36 | 50 | 40 | 30 | |
| Grade 8 | 26 | 27 | 48 | 36 | 26 | 37 | |
| All Grades | 23 | 23 | 43 | 42 | 34 | 34 | |

| Writing Producing clear and purposeful writing | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 17 | 27 | 44 | 43 | 38 | 30 |
| Grade 7 | 23 | 30 | 34 | 42 | 42 | 28 |
| Grade 8 | 28 | 27 | 46 | 40 | 25 | 33 |
| All Grades | 23 | 28 | 41 | 42 | 36 | 30 |

| Listening Demonstrating effective communication skills | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 15 | 18 | 60 | 68 | 24 | 14 |
| Grade 7 | 16 | 21 | 57 | 64 | 27 | 15 |
| Grade 8 | 16 | 18 | 69 | 60 | 15 | 22 |
| All Grades | 16 | 19 | 62 | 64 | 22 | 17 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 20 | 26 | 62 | 62 | 19 | 12 |
| Grade 7 | 24 | 25 | 42 | 53 | 34 | 22 |
| Grade 8 | 28 | 20 | 52 | 50 | 20 | 31 |
| All Grades | 24 | 24 | 52 | 55 | 24 | 22 |

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 176 | 165 | 171 | 150 | 171 | 146 | 97.2 | 89.7 |
| Grade 7 | 177 | 180 | 168 | 153 | 168 | 151 | 94.9 | 85 |
| Grade 8 | 153 | 177 | 147 | 159 | 147 | 158 | 96.1 | 89.3 |
| All Grades | 506 | 522 | 486 | 462 | 486 | 455 | 96.0 | 87.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 2503.4 | 2524.6 | 14 | 21 | 22 | 23 | 28 | 25 | 36 | 31 |
| Grade 7 | 2545.3 | 2541.3 | 27 | 21 | 15 | 26 | 26 | 22 | 32 | 30 |
| Grade 8 | 2596.8 | 2569.6 | 32 | 25 | 23 | 20 | 25 | 26 | 20 | 29 |
| All Grades | N/A | N/A | 24 | 23 | 20 | 23 | 26 | 24 | 30 | 30 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 6 | 18 | 26 | 32 | 34 | 50 | 41 | |
| Grade 7 | 31 | 29 | 29 | 32 | 40 | 38 | |
| Grade 8 | 40 | 37 | 36 | 32 | 24 | 31 | |
| All Grades | 29 | 31 | 32 | 33 | 39 | 37 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 19 | 25 | 42 | 42 | 39 | 34 |
| Grade 7 | 30 | 26 | 45 | 48 | 26 | 26 |
| Grade 8 | 33 | 28 | 51 | 40 | 16 | 32 |
| All Grades | 27 | 26 | 46 | 43 | 28 | 31 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 16 | 26 | 50 | 46 | 34 | 28 |
| Grade 7 | 27 | 27 | 55 | 50 | 18 | 23 |
| Grade 8 | 29 | 26 | 61 | 51 | 10 | 23 |
| All Grades | 24 | 26 | 55 | 49 | 21 | 25 |

Conclusions based on this data:

- 1.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Longfellow Arts and Technology Middle School)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Number of Annual Testers | 57 | 64 | 76 |
| Percent with Prior Year Data | 98.2% | 100% | 100.0% |
| Number in Cohort | 56 | 64 | 76 |
| Number Met | 44 | 40 | 52 |
| Percent Met | 78.6% | 62.5% | 68.4% |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | 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 | 6 | 51 | 3 | 63 | 5 | 73 |
| Number Met | -- | 34 | -- | 37 | -- | 45 |
| Percent Met | -- | 66.7% | -- | 58.7% | -- | 61.6% |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% |
| Met Target | -- | Yes | -- | Yes | -- | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| English-Language Arts | | | |
| Met Participation Rate | | Yes | |
| Met Percent Proficient or Above | | -- | |
| Mathematics | | | |
| Met Participation Rate | | Yes | |
| Met Percent Proficient or Above | | -- | |

Table 2b - Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Number of Annual Testers | 789 | 745 | 781 |
| Percent with Prior Year Data | 98.5 | 94.9 | 96.3 |
| Number in Cohort | 777 | 707 | 752 |
| Number Met | 533 | 448 | 473 |
| Percent Met | 68.6 | 63.4 | 62.9 |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| Met Target | Yes | Yes | N/A |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | 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 | 689 | 317 | 654 | 317 | 667 | 328 |
| Number Met | 217 | 189 | 173 | 187 | 201 | 197 |
| Percent Met | 31.5 | 59.6 | 26.5 | 59.0 | 30.1 | 60.1 |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% |
| Met Target | Yes | Yes | Yes | Yes | N/A | N/A |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|---------|------------|
| | 2013-14 | 2014-15 | 2015-16 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | 96 | |
| Met Percent Proficient or Above | No | N/A | |
| Mathematics | | | |
| Met Participation Rate | Yes | 96 | |
| Met Percent Proficient or Above | No | N/A | |
| Met Target for AMAO 3 | No | | N/A |

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| 6 | 15 | 15 | 19 | 48 | 47 | 31 | 19 | 35 | 38 | 15 | 3 | 6 | 4 | | 6 |
| 7 | 43 | 23 | 37 | 50 | 45 | 48 | | 18 | 15 | 7 | 5 | | | 9 | |
| 8 | 6 | 13 | 18 | 56 | 63 | 47 | 31 | 13 | 29 | 6 | 13 | 6 | | | |
| Total | 19 | 17 | 25 | 51 | 48 | 41 | 18 | 27 | 28 | 11 | 5 | 4 | 2 | 3 | 3 |

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.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth 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.(AMAO 1),

1.4 Grade Level Math Proficiency: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub=groups beginning with the 2015 test administration.

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
 Eighth Grade Math Proficiency
 Illuminate Student Access/Enrollment Report

Description of Specific Actions to Meet This Goal

| Action | Start/Completion Date | Object Code/Item | Proposed Expenditure(s) | Funding Source | Cost |
|---|-------------------------|--|--|---------------------------|--------|
| 1. Student Academic Support : Language Arts Provide flexible options for additional English Language Arts instruction and support, including the following: 1. Before School Intervention Classes (Zero period) 2. Read 180 Classes; LLI intervention classes 3. After-school Targeted Intervention Classes and tutoring (project Smile, Cal tutors, Berkeley Scholars) 4. Access to Accelerated Reading Program for all students, with literature works that are appropriate for the varying levels of readers. 5. Consider academic balance when building the English classes, and aligning the appropriate support for each class, which will allow each teacher to create an environment for student success 6. Integrate the writers' coaches into the English Language Arts classes, with a goal of building solid connections with the students. 8. Literacy Coach position to provide direct service, ELA curriculum support, teacher coaching and PD. 7. AVID | August 2017 - June 2018 | 5800 Contracted Services (inc software subscriptions | WriterCoach Connection contract | BSEP | 12,500 |
| | | 5800 Contracted Services (inc software subscriptions | WriterCoach Connection contract | Title I A - Basic Funding | 5,000 |
| | | 4300 Materials and Supplies | Instructional Materials | BSEP | 4,000 |
| | | 1116 Certificated Hourly | Teacher Supervision with Project Smile, Academic Support Before/After School | BSEP | 6,000 |
| | | 2102 Classified Monthly | Afterschool Academic Support | BSEP | 10,000 |
| | | 1102 Certificated Monthly | 0.6 FTE Literacy Coach | District Allocation | |
| | | 5800 Contracted Services (inc software subscriptions | Stiles Hall - Scholars to Cal Mentor | Title I A - Basic Funding | 2,000 |
| 4300 Materials and Supplies | Supplemental | Title I A - Basic Funding | 2,615 | | |
| 2. Student Academic Support: Mathematics 1. Careful scheduling of students into their math sections, attempting to balance the classes to ensure maximum achievement 2. After-school Intervention Classes, Tutoring, web-based supports to support class instruction 3. Math Software - Intervention Programs in Tier 1 and Tier 2 4. 6th grade BRIDGE Teacher will be staffed by Math teacher and will be able to provide support and case | August 2017 - June 2018 | 1116 Certificated Hourly | Math Supports - Before/After School | Title I A - Basic Funding | 5,225 |
| | | 5200 Travel and Conference | Math Conference PD | BSEP | 3,700 |
| | | 4300 Materials and Supplies | Supplemental | Title I A - Basic Funding | 1,800 |
| | | 4300 Materials and Supplies | including Common Core Curriculum Support Materials | BSEP Carryover | 3,500 |

Description of Specific Actions to Meet This Goal

| Action | Start/Completion Date | Object Code/Item | Proposed Expenditure(s) | Funding Source | Cost |
|---|-------------------------|-----------------------------|---|---------------------|--------|
| management 5. Targeted intervention classes during school day | | 4300 Materials and Supplies | Technology | BSEP Carryover | 4,000 |
| 3. AVID Program 1. 4 AVID elective sections by AVID Trained teachers. 2. Ongoing AVID case management 3. Scheduled College visits 4. Regular mentorship and tutoring with college students 5. Implementing school-wide AVID strategies in advisory and other departments 6. Grade-level field trips | August 2017 - June 2018 | 1116 Certificated Hourly | AVID Planning and Interviews and Substitutes for college visits | BSEP Carryover | 2,000 |
| | | 2116 Classified Hourly | PD and Saturday Academies | BSEP Carryover | 2,000 |
| | | 4300 Materials and Supplies | | BSEP Carryover | 500 |
| | | 5751 BUSD Buses | Buses for AVID Program & other field trips (\$500/grade level and \$2,000 for AVID trips) | BSEP | 3,500 |
| | | 2146 Hourly Tutor | Classified AVID tutor | District Allocation | |
| | | 4380 Other/Reserve | 6th, 7th, and 8th grade field trip support | PTA | 15,000 |
| 4. 0.6 Rtl Coordinator will provide intervention, case management and coordination of services | August 2017-June 2018 | 1102 Certificated Monthly | 0.6 FTE Rtl coordinator | District Allocation | |
| 5. Science 1. Teacher hourly to support science intervention to achieve 100 percent Science Fair completion. 2. STEM training and collaboration to develop Maker's Space curriculum, programming and sustainability. | August 2017-June 2018 | 1116 Certificated Hourly | Intervention and STEM Program Development | BSEP | 1,500 |
| | | 4300 Materials and Supplies | | BSEP Carryover | 4,000 |

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.

Student groups and grade levels to participate in this goal:

All 6-8th 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% 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 |
|--|-------------------------|---|--|--------------------------------|-------|
| <p>1. Continue developing a Professional Learning Community that is focused on academic excellence infused with culturally responsive strategies:</p> <p>1. Begin the school year with an additional one day retreat, at which the staff will work on identifying those culturally relevant strategies that have been tried and proven successful, as well as looking at the student data and identify areas that need to be targeted in 16-17. These will become our staff targets, and we will work in teams to address them throughout the school year.</p> <p>2. Engage in facilitated discussions and planning with quantitative and qualitative data (academic and discipline) with the lens of equity and race.</p> <p>3. Purchase books for the staff that target Cultural Relevance (Titles to be determined), and divide the staff into two book clubs. The books will be read, discussed, provide strategies to be attempted in the classrooms, and then debriefed.</p> <p>4. RTI Lead Teacher that will provide direct instructional services, coordinate other intervention services, and case management.</p> <p>5. Equity Teacher Lead support PD and implementation of District adopted equity strategies.</p> | August 2017 - June 2018 | 5200 Travel and Conference | Professional Development | Title I A - Basic Funding | 3,700 |
| | | 1116 Certificated Hourly | Parent Outreach | Title I A - Parent Involvement | 1,120 |
| | | 1116 Certificated Hourly | Curriculum, Collaboration, Retreat, PD planning | BSEP | 4,220 |
| | | 4380 Other/Reserve | Unallocated Reserve | Title I A - Basic Funding | 4,553 |
| | | 4380 Other/Reserve | Personnel Variance | BSEP | 3,500 |
| | | 4300 Materials and Supplies | Books and Materials to support Equity Strategies | BSEP | 400 |
| | | 4300 Materials and Supplies | | PTA | 1,000 |
| <p>2. Restorative Practices Counselor</p> <p>1. Builds capacity among staff through onsite PD to implement restorative practices and culturally responsive strategies into classrooms.</p> <p>2. Trains students to lead restorative circles, harm circles, community circles.</p> <p>3. Is part of RTI team to develop specific interventions to meet social emotional and cultural needs of targeted students.</p> <p>4. Case management for targeted (Unduplicated) students.</p> | August 2017 - June 2018 | 1116 Certificated Hourly | 1.0 FTE | District Allocation | |
| <p>3. Encourage students to be physically active by playing an organized sport in EDP.</p> <p>1. Organized sports teach students to work together towards a common goal, to not just focus on their personal skills.</p> <p>2. To provide a diverse group of well trained adults who teach and model good sportsmanship.</p> | August 2017 - June 2018 | 2117 Coach Stipend | Athletic Team Coaches (1 stipend) | BSEP | |
| | | 5800 Contracted Services (inc software subscriptions) | Buses for Grade Level Field Trips | BSEP | 3,000 |
| | | 4380 Other/Reserve | Afterschool sports support | PTA | 5,000 |

Description of Specific Actions to Meet This Goal

| Action | Start/Completion Date | Object Code/Item | Proposed Expenditure(s) | Funding Source | Cost |
|---|-------------------------|---------------------------|-------------------------|---------------------|-------|
| 3. To engage parents in an academically non-threatening way with the school. 4. To provide our students with the opportunity to meet students from communities other than Berkeley, and to travel to those communities. 5. Promote regular physical activity. | | | | | |
| 4. Provide opportunities for students to develop their artistic abilities in EDP. This includes: Jazz Band after school and art elective pending availability. | August 2017 - June 2018 | 1102 Certificated Monthly | Music Teacher - .04 FTE | BSEP | 5,000 |
| | | 1116 Certificated Hourly | EDP Enrichment Class | BSEP | 1,000 |
| | | 2116 Classified Hourly | EDP Enrichment Class | BSEP | 1,000 |
| 5. Garden Program. Supports classes in 6th and 7th grade and EDP | August 2017 - June 2018 | 2102 Classified Monthly | Gardening | District Allocation | |

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.

Student groups and grade levels to participate in this goal:

All 6-8th 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: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) 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.

Middle School Drop out Report

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. 1. Our school will provide Saturday Academy parent workshops on topics relevant to the needs of our students. A focus will be to provide enrichment opportunities and create a welcoming school. 2. Childcare and food will be provided for the parent participants so that we can have the maximum number of participants. 3. School-wide and special events | August 2017 - June 2018 | 1116 Certificated Hourly 4300 Materials and Supplies 4380 Other/Reserve | parent outreach which may include translation parent meetings and school-wide events | PTA PTA | 1,000 2,000 |
| 2. Provide yard supervision before school, which will provide opportunities for the students to play sports before school. This will decrease the number of student conflicts. Provide adequate adult supervision on the campus before school, which will reduce the number of student conflicts, which in turn will reduce the disruption to student learning. This includes two full time campus safety officers. | August 2017-June 2018 | 2146 Hourly Tutor | Yard supervisors (520 hours) | BSEP | 15,750 |
| 3. 1. Mental Health Program that delivers 1-1, group counseling, support groups, and case management as well as supports school wide climate initiatives 2. Counselor leads Leadership class and Student government to involve students into our process to identify the strategies that are working for them to be successful, and identify what is not working, so that we can continue to develop our skills as educators. | August 2017-June 2018 | 1102 Certificated Monthly 1102 Certificated Monthly | .80 FTE Counselor (.20 Title I) .80 FTE Counselor (.60 BSEP) | Title I A - Basic Funding BSEP | 19,600 56,000 |

Description of Specific Actions to Meet This Goal

| Action | Start/Completion Date | Object Code/Item | Proposed Expenditure(s) | Funding Source | Cost |
|--|-----------------------|--|---|----------------|-------|
| 3. Provide mental/emotional health support for our students so that they can focus on learning; this will include individual, group, one-time sessions, parent workshops on various topics(Drug and Alcohol Awareness, Adolescence, Gang Prevention, How to talk with your Teen, Cyberbullying), Suicide Prevention and conflict mediation. | | | | | |
| 4. The PBIS school and classroom rules, procedures, and behavior management policies are written, explained, practiced and supported with sensitivity towards all students's social and emotional health as well as cultural and linguistic differences. | August 2017-June 2018 | 4300 Materials and Supplies | Curriculum Materials for PBIS, Positive School Culture, and Toolbox | BSEP Carryover | |
| 5. Dynamic Mindfulness Training and Coaching 1. Contract through Niroga Institute. 2. Develop capacity of staff to implement mindful practices using research based techniques to calm, center, and focus students. 3. Allow for staff to develop trauma informed practices with students and staff. 4. Develop student leadership as "Culture Keepers" using Dynamic Mindfulness. | August 2017-June 2018 | 5800 Contracted Services (inc software subscriptions | Dynamic Mindfulness Training | BSEP Carryover | 4,000 |
| 6. Ongoing SARB process and documentation | | | | | |

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 | 44,493 | 0.00 |
| Title I A - Parent Involvement | 1,120 | 0.00 |
| BSEP | 131,070 | 0.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| BSEP | 131,070.00 |
| BSEP Carryover | 20,000.00 |
| PTA | 24,000.00 |
| Title I A - Basic Funding | 44,493.00 |
| Title I A - Parent Involvement | 1,120.00 |

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|---|---------------------------|
| 1102 Certificated Monthly | 80,600.00 |
| 1116 Certificated Hourly | 21,065.00 |
| 2102 Classified Monthly | 10,000.00 |
| 2116 Classified Hourly | 3,000.00 |
| 2146 Hourly Tutor | 15,750.00 |
| 4300 Materials and Supplies | 22,815.00 |
| 4380 Other/Reserve | 30,053.00 |
| 5200 Travel and Conference | 7,400.00 |
| 5751 BUSD Buses | 3,500.00 |
| 5800 Contracted Services (inc software subscriptions) | 26,500.00 |

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--------------------------------|--------------------|
| 1102 Certificated Monthly | BSEP | 61,000.00 |
| 1116 Certificated Hourly | BSEP | 12,720.00 |
| 2102 Classified Monthly | BSEP | 10,000.00 |
| 2116 Classified Hourly | BSEP | 1,000.00 |
| 2146 Hourly Tutor | BSEP | 15,750.00 |
| 4300 Materials and Supplies | BSEP | 4,400.00 |
| 4380 Other/Reserve | BSEP | 3,500.00 |
| 5200 Travel and Conference | BSEP | 3,700.00 |
| 5751 BUSD Buses | BSEP | 3,500.00 |
| 5800 Contracted Services (inc software | BSEP | 15,500.00 |
| 1116 Certificated Hourly | BSEP Carryover | 2,000.00 |
| 2116 Classified Hourly | BSEP Carryover | 2,000.00 |
| 4300 Materials and Supplies | BSEP Carryover | 12,000.00 |
| 5800 Contracted Services (inc software | BSEP Carryover | 4,000.00 |
| 4300 Materials and Supplies | PTA | 2,000.00 |
| 4380 Other/Reserve | PTA | 22,000.00 |
| 1102 Certificated Monthly | Title I A - Basic Funding | 19,600.00 |
| 1116 Certificated Hourly | Title I A - Basic Funding | 5,225.00 |
| 4300 Materials and Supplies | Title I A - Basic Funding | 4,415.00 |
| 4380 Other/Reserve | Title I A - Basic Funding | 4,553.00 |
| 5200 Travel and Conference | Title I A - Basic Funding | 3,700.00 |
| 5800 Contracted Services (inc software | Title I A - Basic Funding | 7,000.00 |
| 1116 Certificated Hourly | Title I A - Parent Involvement | 1,120.00 |

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 88,840.00 |
| Goal 2 | 33,493.00 |
| Goal 3 | 98,350.00 |

BUDGET SUMMARY 2017-18

| Longfellow Middle School (127) | Obj Code | BSEP Site Funds Resource 0752 | | Title I Resource 3010 | | District LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Other Resources | | Sum of FTE |
|---|-------------|----------------------------------|------|--------------------------|------|--------------------------------|------|-----------------------------------|-----|--------------------|------|---------------|
| | | BGT | FTE | BGT | FTE | BGT | FTE | BGT | FTE | BGT | FTE | |
| Budget Item | | | | | | | | | | | | |
| Academic Counselor | 1202 | 56,000 | 0.60 | 19,600 | 0.20 | | | | | | 0.20 | 1.00 |
| Literacy Coach/TSA | 1102 | | | | | | | | | | 0.60 | 0.60 |
| RTI TSA | 1102 | | | | | | 0.60 | | | | | 0.60 |
| ALD Teacher | 1102 | | | | | | 0.20 | | | | | 0.20 |
| ELD Teacher/Coordinator | 1102 | | | | | | 0.20 | | | | 0.80 | 1.00 |
| ELD Teacher | 1102 | | | | | | 0.40 | | | | | |
| Music Teacher | 1102 | 5,000 | 0.04 | | | | | | | | | 0.04 |
| Title I Math Intervention | 1116 | | | 5,225 | | | | | | | | |
| Certificated Hourly - Project Smile/Intervention | 1116 | 6,000 | | | | | | | | | | |
| Certificated Hourly - STEM Curriculum Development | 1116 | 1,500 | | | | | | | | | | |
| Certificated Hourly - PD, Curriculum, Retreat | 1116 | 4,220 | | | | | | | | | | |
| Certificated Hourly - Afterschool Enrichment | 1116 | 1,000 | | | | | | | | | | |
| | | | | | | | | | | | | |
| After School Academic Support (IT) | 2102 | 10,000 | 0.20 | | | | | | | | | |
| Classified Hourly - Afterschool Enrichment | 2116 | 1,000 | | | | | | | | | | |
| Noon Supervision | 2916 | 15,750 | | | | | | | | | | |
| | | | | | | | | | | | | |
| Supplemental Math Intervention Materials | 4300 | | | 1,800 | | | | | | | | |
| Materials & Supplies / PTA programs | 4300 | 4,400 | | 2,615 | | | | 8,000 | | | | |
| Parent Involvement (Title I) / School-wide Events (PTA) | 4380 | | | 1,120 | | | | 1,000 | | | | |
| | | | | | | | | | | | | |
| Professional Development | 5200 | 3,700 | | 3,700 | | | | | | | | |
| Buses - AVID & Grade Level | 5751 | 3,500 | | | | | | | | | | |
| Buses - Grade Level (Contract) / Field Trip Support | 5800 | 3,000 | | | | | | 15,000 | | | | |
| Contract- Writer Coach | 5800 | 12,500 | | 5,000 | | | | | | | | |
| Contract - Stiles Hall | 5800 | | | 2,000 | | | | | | | | |
| | | | | | | | | | | | | |
| Unallocated Reserve | | 3,500 | | 4,553 | | | | | | | | |

Total Expenditures 131,070 45,613 1.40 24,000

Revenue Allocation 131,070 45,613

Carryover Priorities

- Contract (Niroga) 4,000
- Technology 4,000
- Maker Space Materials & Curriculum 4,000
- Materials & Supplies 4,000
- Classified Hourly PD & Saturday Academies 4,000

Total Carryover Priorities 20,000