The Single Plan for Student Achievement

Malcolm X Elementary School
School Name

01-61143-6090286
CDS Code

Date of this revision: April 16, 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

School Name: Malcolm X Elementary School	**School Year:** 2016-2017

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.

If we have carryover funds from the 2016-2017 school year, the following funds are earmarked PRIORITIES FOR ADDITIONAL FUNDS:
1. First $5000 ($5000 substitutes for literacy coaching/planning)
2. First $10,000 (First 5,000 + $5000 support for recess coaching contract)
3.First $15,000 (First $10,000 +$5,000 support for recess coaching contract)
4. First $20,000 (First $15,000 +$5,000 teacher hourly for Project Connect)
5. First $25,000 (First $20,000, +additional FTE for TSA for PBIS)

Site Committee Representatives:

Parents/Community	Staff
(Chair): Lily Howell	(Principal): Alexander Hunt
(Co-Chair, if applicable):	(Teacher): Candyce Cannon
Sean Poremba	(Teacher): Richard Cobeen
Jamedra Brown	(Teacher): Mary Martin
Aura Aparicio	(Classified): Jocelyn Foreman
Alexandre Makler	(Vice Principal) Susanne Reed
Leila Zaremba	

BSEP Planning & Oversight Committee Representative: Alexandre Makler

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ELAC/DELAC (District English Learner Advisory Committee) Representative: Renee Salinas
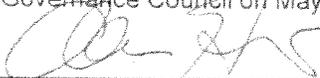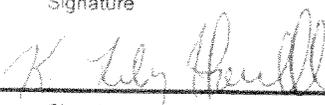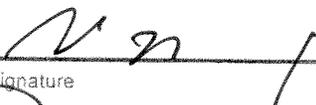
II. Recommendations and Assurances

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:

    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 .

8. This school plan was adopted by the School Governance Council on May 1, 2017.

	Signature	Date
Alexander Hunt		5/1/17
Principal	Signature	Date
Lily Howell		5/1/17
School Governance Council Chair	Signature	Date
Patricia Saddler		6/14
Director, Special Programs and Projects	Signature	Date
Natasha Beery		6/14/17
Director, Berkeley Schools Excellence Program	Signature	Date
Pasquale Scuderi		JUN 1 3 2017
Assistant Superintendent, Educational Services	Signature	Date

III. School Vision and Mission

Our school supports the Berkeley Unified School District Mission and Vision centered around Excellence, Equity, Engagement and Enrichment. The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

At Malcolm X Arts and Academics Magnet Elementary School we strive to educate the whole child, acknowledging and fostering the individual talents and potential of our richly diverse student body within a safe and structured community of learners. This vision is achieved through an articulated curriculum, aligned to state standards, that combines the arts with high expectations of academic excellence.

Our school provides a stimulating and supportive learning environment that encourages individual achievement, collaborative problem-solving and mutual understanding and respect through an integration of arts and academics. We recognize and support a wide range of learning styles and modes of expression. The visual and performing arts provide opportunities to develop confident, creative, community-minded, disciplined individuals, encouraging teamwork, focus, and self-discipline. The arts also provide an avenue for appreciation and interaction between our students and our larger surrounding community.

IV. School Profile

Malcolm X Elementary School's focus on arts and academics is a formula that has led to the school's continued success. In 2016, Malcolm X Elementary was named Gold Ribbon School by the California Department of Education, based on our signature practice in Response to Intervention and Instruction (RTI2). The school was recognized for our articulated system of supports and practices to support students' academic success and social-emotional wellbeing. Our RTI2 teacher committee focuses on schoolwide trends and practices at Tier I, and our Coordination of Services Team works to provide case management for academic, behavioral and community resources at Tiers II and III. Our school also received the Title One Academic Achievement Award in 2016, which is awarded to schools who have demonstrated success in closing the achievement gap. This award continues a tradition of academic excellence, as Malcolm X was selected as a California Distinguished School in 2012 and 2006 and a Title One Achievement award in 2009. We have also been named a California Business for Educational Excellence Star School in 2012, 2013 and 2014 awarded to "high poverty, high achieving, achievement gap closing schools."

In addition to academic excellence, we also received the commendation from the CDE for our Exemplary Arts Program in 2016. At Malcolm X, our focus on the Visual and Performing Arts is another vehicle to promote student academic success, through engaging students, nurturing student creativity and expression, and allowing them to develop a wide array of talents and interests. arts programs. All students receive instruction in the four artistic disciplines- visual art, music, dance, and drama. This arts focus is present throughout the school year, either with a specialist or integrated into the academic curriculum, and students receive specific instruction to help them acquire the skills to express themselves through the arts. Students perform in grade level dramatic performances of increasing complexity every year. Weekly dance classes provide students with a lifelong form of physical exercise that encourages teamwork and self-expression, and helps to fulfill the state Physical Education requirements. In alignment with the state's Visual and Performing Arts standards, students also develop a sense of art history and an appreciation of the artistic traditions of many cultures. Every year all students are exposed to high-quality professional performances by local, national, and international dance, music, and theatrical groups. Connections made between the art disciplines and other academic areas help engage students in their learning, and build a sense of community at the school.

Malcolm X was named an Ashoka Changemaker School in 2013, recognizing our school's work in empowering students to take an active role in creating a positive school climate. Malcolm X uses a school wide system of Positive Behavior Intervention & Support (PBIS) to promote positive student behavior through explicit behavioral expectations, recognition for positive behavior and clear consequences for infractions, and data analysis to guide school wide interventions. Teachers at Malcolm X use curriculum from the Toolbox Project to create a unified system for helping students to develop emotional regulation skills, and the Welcoming Schools curriculum to create an atmosphere free from bias based on gender, gender identity, and family structure. In 2014, Malcolm X received the Welcoming Schools Seal of Excellence because of our school's efforts to create an accepting environment for students from all kinds of families.

After the dismissal bell rings, Malcolm X provides a diverse range of academic and enrichment activities. The LEARNS and BEARS after school learning programs provide academic support as well as a wide range of arts, fitness, and enrichment classes until 6:00 PM. PTA-sponsored after school classes provide enrichment activities in a variety of areas for students. Tutoring, mentoring, and community service are an important part of the after school program offerings. Teachers work directly with their own students who are in need of an academic boost through Project Connect, which is a 12 week school and community sponsored program that links students, parents, and teachers together to promote student success. BUILDS tutors work with students after school to provide additional literacy support to students through a partnership with the UC Berkeley.

Our 2.8-acre campus takes up the entire block, and is one of Berkeley's oldest school sites. It housed the Lorin School before the city of Berkeley annexed the area in 1892, when the school's name was changed to Lincoln School. The present school's main wing was built in 1920. An additional annex was added in the 1970's, when the school's name was changed to Malcolm X Intermediate. Malcolm X later became a K-5 elementary school in 1995, and in 1999, major renovations helped support this transformation, including seismic retrofitting, playground modernization, and dedicated spaces for the arts. We are now outfitted with an up-to-date library, auditorium with professional sound and lighting equipment, flexible rehearsal spaces, garden, and an outdoor amphitheater. Recent construction projects financed by local construction bonds have including new roofing, solar panels, energy efficient windows, new flooring and waterproofing for the entire building. In the realm of technology, students currently have access to the four mobile computer labs at the school, and each classroom contains computers and high speed internet access. Teachers use computers as a teaching tool for research, keyboarding, and report writing. In the 2016-2017 year, 4th and 5th grade

teachers completed professional development related to technology integration to support a district investment in 1:1 classroom computers.

Currently, Malcolm X Arts and Academics Magnet School is Berkeley Unified School District's largest elementary school, with a population of 550 students. During the 2014-2015 school year, the school expanded through the addition of two Transitional Kindergarten classrooms. Our students reflect the racial, ethnic, and linguistic richness of the Berkeley community. The March 2010 US census shows the following ethnic distribution: European-American: 32.6%, African-American: 24%, Latino: 8.4.%, Asian, Pacific Islander, Filipino, and Native American: 7.9%, multiple or mixed ethnicity: 30%. Our families represent a broad range of educational and socioeconomic backgrounds. Single parents, grandparents, guardians, and foster parents head many families. Historically, over 50% of our students have qualified for free and reduced lunch, though this number has been declining in recent years due to demographic shifts in the community, and through the opening of the school to families from the Central as well as South Zone. Most Malcolm X students go on to Willard Middle School, King Middle School, or Longfellow Arts and Technology Magnet Middle School.

For additional school facts and information, please view the attachment titled: Malcolm X School Information Sheet 2015-16.docx

V. Comprehensive Needs Assessment Components

A. Data Analysis
For detailed school performance data analysis see two attachments: 1) Document: Malcolm X School Information Sheet and 2) Power Point: Malcolm X 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 2016-17 Parent Survey was completed in April 2017, with responses that represent 334 of our 552 students. This response rate is 60% of our students, which is a decrease from 76% in 2016, but comparable or better than previous years. Our percent response was 60% in 2015, and 46% in 2014. This year we also sent the standardized district survey, and sent paper copies home to every family. Electronic surveys were also available to fill out through SurveyMonkey, and login information was sent out in the Friday News, in a flyer, and through the MX eTree. Response rates at Malcolm X were representative of groups identified in the BUSD LCAP as being underserved in the district. 17.7% of the responses at Malcolm X were from African American families, representing a student population which is 16.3% African American. 14.7% of the responses were from Latino families, and 15.6% of Malcolm X students are Latino.

The overall rating of school programs, from academics to enrichment and after school programs was generally positive. 98.4% of parents strongly agreed or agreed that they felt welcomed at the school, and more than 95% strongly agreed or agreed that their child was learning grade level literacy and math skills. 91.8% of families agreed or strongly agreed that the school values their cultural background and identity, while 3.3 do not know. 96% of families agreed or strongly agreed that their child feels safe and secure at school.

C. Classroom Observations
The principal and vice principal monitor the implementation and alignment of the school's academic program on an ongoing basis through frequent classroom walk-throughs. Administrators evaluates teachers through a process which includes the setting of professional goals, several classroom observations and a collaborative debrief. Temporary and probationary teachers are formally evaluated each year, and permanent teaching staff is evaluated every other year.

New teachers have the opportunity to visit classrooms at other schools through the Beginning Teacher Support and Assessment (BTSA) program, and all teachers have the opportunity to visit other classrooms and grades both on site and at other schools, including middle schools.

D. Student Work and School Documents
In the 2015-2016 school year, a team of teachers and administrators attended a training on the use of the Professional Learning Community (PLC) as part of an inquiry process for improving student learning. The staff has used this process during professional development and staff meetings in the 15-16 school year to analyze student work in reading and math, and plan instruction that addresses the identified needs. Teachers will continue to be trained on this process in the 2016-2017 school year, with representatives attending from grade levels that were not able to attend in 15-16.

This PLC process will be used by staff as a regular part of collaboration and case management, taking into account results from state and local assessments. In the spring of 2015, California administered a new statewide assessment of the Common Core Standards for students in 3rd through 5th grade called the Smarter Balanced Assessment. The state of California is in the process of revising its accountability system to reflect the use of this new assessment. The California English Language Development Test (CELDT) is administered to all EL students each fall to provide information on their progress in English Language Development.

Malcolm X Elementary uses the results from district adopted and curriculum embedded assessments to guide the development of our teaching units and the delivery of instruction. Teachers administer the Teachers' College Reading and Writing Project reading assessment individually with each student at least 3 times per year and record student accuracy, fluency, and comprehension levels. District assessments for math and spelling (BEAR) are also used to assess student performance, and local spelling and math assessments are given frequently. Teachers administer standards-based writing prompts each trimester, and score these writing samples using writing rubrics with their grade level team. Teachers meet during their collaboration time to use the results of these assessments to revise lesson

goals and individualize learning, developing specific plans for targeted instruction for students who have not yet achieved proficiency..

E.   Analysis of Current Instructional Program

We have identified an academic focus for the 2015-2016 school year, based on an analysis of students TCRWP reading scores from the 2015 winter reporting period, in the absence of standardized test scores. Staff identified continued disparities in grade level reading between African American and white students as the school's primary challenge. This continues to be the school's focus for the 2016-2017 year, based on an analysis of the disparity in reading scores.

Our academic goal for the 2015-2016 school year in reading focused on aligning the schools Tier 1 classroom practices with our RTI structure, to ensure that all students who are below grade level in reading have a sustained, accountable structure to help them make academic progress. We designed professional development and coaching opportunities to support small group reading and individual conferencing during Readers' Workshop time, and aligned in-class small group work with RTI and intervention services. The master schedule was adjusted to provide a more consistent Language Arts block, which increased our ability to coordinate intervention services. We provided a release day to teachers to observe colleagues at their grade level and align their instruction as we adopted new Common Core aligned reading units.

In the 2016-2017 school year, we will continue these practices, as we focus on building consistent structure to help ensure that the volume of students' reading at their level is sufficient to support ongoing growth. This will entail an analysis of current practice in our take-home reading program, alignment around the use of reading logs, and a review of classroom libraries. We will examine the number of books that a student needs to take home at each reading band, review practices used at all grade levels used to fill in reading logs both at home and at school, and ensure that the books available at a range of levels are sufficient to address the reading genres that are taught in each unit of study. Resources will be allocated in support of these goals.

We will continue our efforts in family engagement, building meaning ways for parents to be engaged at the school in support of student learning through workshops and volunteer opportunities. We will continue to build student engagement and inclusion through the integration of the visual and performing arts. PBIS efforts in the other goals support this academic focus, by increasing opportunities for parent and student engagement in school.

VI. Description of Barriers and Related School Goals

Malcolm X Elementary:

There are several barriers which may interfere with student achievement at Malcolm X. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The school day is not of sufficient length to provide remedial support for lowest-achieving students, and not all under-performing students are able to participate in after school programs.

Key Barriers:
- Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
- behavioral, emotional, and social issues which impact student engagement or student achievement
- lack of access to sufficient instructional coaching in Common Core State Standards and student engagement strategies
- lack of adequate instructional minutes to provide interventions for students below grade level
- inadequate resources or strategies to encourage active participation of all parents
- language barriers which impede the school's outreach to English Learners

Malcolm X has developed several key strategies to address the needs of economically disadvantaged students, but these strategies are not universally successful. Although our programs at Malcolm X are committed to serving under-performing students, funding restrictions limit our capabilities in some areas. The larger class size in fourth and fifth grades limits the amount of individual attention the classroom teacher can provide; the upper grades would benefit from additional certificated staff for small group literacy support and remediation. Project Connect serves students who are still working to achieve grade level proficiency. Many students require more than twelve weeks of Project Connect intervention during the extended school day to reach proficiency. Although many of our teachers participated in Project Connect after-school tutoring, not all teachers were able to participate, and not all students in need of this kind of support chose to participate. Coordination between the Berkeley LEARNS after-school learning program, and staff is excellent; however, students would benefit from increased communication with afterschool programs housed off campus. Currently we rely on Spanish speaking staff and parent volunteers for translation for Spanish speaking families, but we have fewer resources for families who speak other languages.

Key Strategies:
- Family Engagement Specialist maintains Parent Resource Center, and provides personal contact to families in need of support
- Breathmobile provides on-campus health services for students with asthma, to reduce absences due to asthma hospitalizations
- Literacy Coach provides support to teachers in effective teaching strategies
- School Service Aide supports attendance notifications
- Project Connect provides mentoring, parent education, and tutoring
- Counseling provided by a partnership with Bay Area Community Resources
- Coordination between the school day and after school program through Teacher Liaisons with LEARNS and BEARS afterschool program.

Berkeley Unified School District's Identified Barriers and key strategies:
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	v Grade Level Literacy & Math Proficiency	v English Fluency
v Career and College Goals	v Graduation Success	v Full Engagement with School
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 disproportionally 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 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 3	95	79	88	73	86	73	92.6	92.4
Grade 4	82	88	81	84	81	82	98.8	95.5
Grade 5	82	83	76	82	76	82	92.7	98.8
All Grades	259	250	245	239	243	237	94.6	95.6

* 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 3	2430.1	2475.4	32	49	20	19	15	16	31	15
Grade 4	2485.0	2505.4	36	46	20	21	17	11	27	22
Grade 5	2545.1	2533.0	46	37	21	26	13	17	20	21
All Grades	N/A	N/A	38	44	20	22	15	15	26	19

	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 3	35	49	35	29	30	22
Grade 4	33	35	40	45	27	20
Grade 5	49	35	34	44	17	21
All Grades	39	40	36	40	25	21

	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 3	30	41	38	44	30	15
Grade 4	36	46	40	32	25	22
Grade 5	49	45	22	33	29	22
All Grades	38	44	34	36	28	20

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 3	33	47	47	41	21	12
Grade 4	31	34	51	55	19	11
Grade 5	22	28	64	57	13	15
All Grades	29	36	53	51	18	13

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 3	23	47	49	41	28	12
Grade 4	36	38	42	44	22	18
Grade 5	53	44	36	41	12	15
All Grades	37	43	42	42	21	15

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							
	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	79	89	73	89	73	93.7	92.4
Grade 4	82	88	82	84	82	84	100.0	95.5
Grade 5	82	83	80	82	80	82	97.6	98.8
All Grades	259	250	251	239	251	239	96.9	95.6

* 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									
	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2453.1	2475.2	36	44	22	25	19	15	22	16
Grade 4	2490.7	2504.3	28	40	30	19	21	21	21	19
Grade 5	2533.3	2532.3	35	35	26	22	14	22	25	21
All Grades	N/A	N/A	33	40	26	22	18	20	23	19

	Concepts & Procedures Applying mathematical concepts and procedures					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	47	55	22	25	30	21
Grade 4	34	45	38	23	28	32
Grade 5	41	41	30	34	29	24
All Grades	41	47	30	27	29	26

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	47	33	36	28	18
Grade 4	34	40	40	31	26	29
Grade 5	31	30	45	48	24	22
All Grades	35	39	39	38	26	23

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 3	45	58	35	30	20	12
Grade 4	34	48	43	35	23	18
Grade 5	33	33	46	37	21	30
All Grades	37	46	41	34	22	21

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Malcolm X Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	35	32	42
Percent with Prior Year Data	100.0%	87.5%	100.0%
Number in Cohort	35	28	42
Number Met	26	14	22
Percent Met	74.3%	50.0%	52.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

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	47	8	51	1	45	8
Number Met	12	--	10	--	11	--
Percent Met	25.5%	--	19.6%	--	24.4%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	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
K								***							***
1		33	20	25	33	40	75	17	40					17	
2	25		13	13	40	13	50	40	50		20	13	13		13
3			17	14	13	33	57	38	17	29	38	33		13	
4	14			71	29		14	43	75		29	25			
5	67	20	14	22	40	29	11	40	36			7			14
Total	26	9	12	29	28	21	37	38	43	6	19	14	3	6	10

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 Kindergarten through Fifth 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.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

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
Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
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.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Professional Development and Coaching in Literacy Focus on differentiation of instruction within TCRWP workshop model. Building staff capacity through peer collaboration, staff development, and coaching within a Professional Learning Community: • Literacy Coaches and RTI teacher will meet with teachers during collaboration time to review student results on the assessment wall to group students for Guided Reading and Strategy Groups, and plan instruction to improve student achievement on a six week cycle. Teachers will prepare and revise class schedule for Guided Reading and Strategy groups. • Teachers will observe peer models or Literacy Coaches in order to reflect on best practices and support consistency in school-wide instructional practices for small group work during Readers' Workshop. • Literacy Coaches facilitate discussions and leads staff development sessions related to best practices in small group work during Readers' Workshop, and on delivery of new CCSS aligned Units of Study in Reading. • K-5th grade teachers will be released to observe, analyze their classroom data and plan in the area of Reading for half a day each, supported by the Literacy Coaches. Currently this is funded at a level equivalent to once a year, however this is a priority for carryover funding to allow this to happen once a semester.	August, 2017 to June, 2018	1102 Certificated Monthly	1.0 FTE Literacy Coach/Rtl (.25 BSEP, .75 BUSD)	BSEP	26,200
		1102 Certificated Monthly	.2 FTE Site TSA for Literacy	PTA	17,400
		1102 Certificated Monthly	.2 FTE Site TSA for Literacy (LCAP)	District Allocation	
		4380 Other/Reserve	Personnel Variance	BSEP	4,020
		1116 Certificated Hourly	13 days of sub pay, (Priority for carryover up to 39 days of sub pay)	BSEP Carryover	
		1102 Certificated Monthly	Increase Lit TSA FTE	BSEP Carryover	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
2. Meet the needs of a diverse learning community by differentiating instruction through an ongoing RTI process: For all students: • Conduct snapshot meetings at the beginning and middle of school year to assess student progress, review interventions, and to determine intervention needs. • RTI team will coordinate services between classroom reading groups, literacy intervention (Reading Recovery and LLI), RTI, Resource, and Special Education. • RTI team will hold monthly RTI meetings to monitor services, determine needs, and plan professional development. • RTI focus group will hold weekly meetings to case manage identified general education students. • Continue to hold weekly SST meetings and follow-up for students who are referred. Hold 3 day long back-to-back SST days to accommodate schoolwide need. (priority for carryover funding for six days of substitutes, $1000) For ELs: • ELD teachers and test coordinator will conduct annual CELDT testing • Implement and assess use of new ELD materials during 30 minutes of daily ELD instruction based on English proficiency level • Provide take-home materials in Spanish to support limited English students at home. For academically advanced students: • Provide differentiated small group or individual instruction during Readers' and Writers' Workshop to challenge students at all levels • Purchase supplemental math problem solving materials to support core curriculum at different ability levels. • Purchase supplemental curriculum materials that provide depth, complexity and challenge	August, 2017 to June, 2018	1102 Certificated Monthly	1.0 FTE RtI TSA (.6 LCAP, .20 BUSD, .14 BSEP, .06 Arts Anchor)	District Allocation	
		1102 Certificated Monthly	1.0 FTE RtI TSA (.6 LCAP, .20 BUSD, .14 BSEP, .06 Arts Anchor)	BSEP	17,220
		1102 Certificated Monthly	1.0 FTE RtI TSA (.6 LCAP, .20 BUSD, .14 BSEP, .06 Arts Anchor)	Other	7,000
		1102 Certificated Monthly	.4 ELD Teacher (LCAP)	District Allocation	
		1102 Certificated Monthly	.20 FTE RtI Teacher (.14 BSEP, .06 PTA)	BSEP	14,320
		1102 Certificated Monthly	.20 FTE RtI Teacher (.14 BSEP, .06 PTA)	PTA	5,600

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
exceeding the core standards-based curriculum will be implemented in classrooms during the school day. For students with disabilities: • Review IEP goals in small teams. Identify target instructional groups and inclusion strategies for students with and w/o IEP's. • Resource Specialist will collaborate with general education teachers to provide differentiated instruction to students w/ IEP's to maximize access to general education curriculum • Develop, use, monitor, and evaluate behavioral support plans for students who need them. • Hold bi-monthly reflection meetings to evaluate student progress and RTI (response to interventions) and inclusion strategies.					
3. Make maximum use of the opportunities for extended learning time during the school's afterschool programs, summer and breaks: Coordination: • Improve communication with after school programs through recruitment of LEARNS and BEARS Teacher Liaisons, providing staff development and homework support • Use snapshot data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program. Intervention: • Small group tutoring after school with credentialed teachers, connected to school day learning (Project Connect, Reading Recovery and LLI groups) • One-on-one tutoring with Cal Berkeley students through the BUILD tutor program Materials: • Computer lab and literacy based software (such as Raz-Kids, Khan Academy) available to identified students in Project Connect, in class, and after school. • Literacy Team and classroom teacher will use	August, 2017 to June, 2018	5800 Contracted Services (inc software subscriptions 1116 Certificated Hourly 1116 Certificated Hourly 5800 Contracted Services (inc software subscriptions	subscription for computer accounts (currently unfunded, priority for carryover funds) Project Connect/teacher hourly ($16,000 in local grants, first priority for BSEP carryover) Extended Day Academic Intervention BUILD Tutor program	BSEP Carryover Other District Allocation Other	 7,098

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
grant funding from BPSF to provide high interest new books selected by below grade level students with limited access to books at home to read over the summer. Based on research study by Richard Allington. Extended Learning: • Continue school's focus on at-home reading through use of reading logs, and Literacy committee will encourage summer reading program, as well as prioritizing students for reading incentives during winter and spring breaks. • Continue to provide Super Science Saturday for students who are below grade level in Math in 1st - 5th grade					
4. Strategies and materials for intervention: In-class intervention for below grade level students: • The Literacy Coach work with small groups of students performing below grade level. • The Literacy Site TSA will work in small groups or individually first grade students reading below grade level • Resource Specialist and Full Inclusion Teacher will provide in-class and small group interventions to students with IEPS and general education students. • RSP and Full Inclusion Teacher will support classroom teachers with individual strategies and materials for students with IEPS and general education students. • Staff will choose 4 Target Students for in-class intervention, and follow their progress on the Assessment & Intervention Walls • Staff will meet every six weeks at the Assessment / Intervention Wall to monitor and track student progress, and plan interventions. Materials: • Guided Reading/strategy group materials at different levels available to all classrooms • Reading, writing, spelling, and other appropriate classroom materials, (including those for ELs),	August, 2017 to June, 2018	1116 Certificated Hourly 4300 Materials and Supplies	Substitutes (priority for carryover) Instructional books and materials	BSEP Carryover BSEP Carryover	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
equipment, and furniture will be available for all classrooms. • Standards-based assessment and other intervention materials will be purchased to replace or supplement the current materials and to accompany District staff development.					
6. Ensure implementation of high quality mathematics instruction based on the Common Core standards, through implementation of the Engage New York math program The Story of Units. • Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning. • Math Teacher Leader will plan and deliver professional development during collaboration time related to math planning and use of assessment results in math • Teachers and principal will participate in district math training sessions related to A Story of Units, and principal will visit classrooms regularly to provide support and gather evidence of program use. • Math committee will work with consultant/coach to implement the Math Talk strategy, as a way of developing students' ability to explain their mathematical reasoning	August, 2017 to June, 2018	1116 Certificated Hourly 1116 Certificated Hourly 5800 Contracted Services (inc software subscriptions	Substitutes Math Teacher Leader Consultant (BPSF grant)	BSEP Carryover Other	
7. K-3 students will have lessons based on Next Generation Science standards through co-taught project-based learning in the school garden. 4th and 5th grade students will continue this learning in Science Release time.	August, 2017 to June, 2018	2102 Classified Monthly	Instructional Specialist - .51 FTE Funded through BUSD funds	District Allocation	
8. Visual and Performing Arts program will provide access to standards-based curriculum though arts integration, including and valuing a diverse range of historical and cultural perspectives. • TSA for Art/Behavioral RTI to provide training in arts integration at staff meetings, coordinate performances and lead Arts Anchor Committee. • Instruction in Dance, and Drama, Art, and Music,will be incorporated in all classrooms to	August, 2017 to June, 2018	2102 Classified Monthly 2102 Classified Monthly 2102 Classified Monthly 2102 Classified Monthly	Instructional Specialist - Dance (.33 BSEP) Instructional Specialist - Dance - (.37 PTA) Instructional Specialist - Drama - .61 FTE (.26 BSEP, .35 PTA) Instructional Specialist - Drama - .61 FTE (.26 BSEP, .35 PTA)	BSEP PTA BSEP PTA	24,530 24,000 24,000 31,960

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
engage students and to draw upon and develop the full range of student learning styles. • DANCE: All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes weekly dance class. • DRAMA: All students will have the opportunity to prepare and perform at least once a year in classroom and school-wide dramatic productions at an increasing level of complexity • MUSIC: All students will learn the fundamentals of music, both instrumental and choral, through weekly music lessons. • ART: 1st, 2nd, 4th and 5th grade students will have the exposure to drawing, painting, sculpture, photography, and printmaking through weekly art classes. TK, K and 3rd grade classes will integrate visual arts in the classroom.		1102 Certificated Monthly	.48 FTE Teacher - TK-2 Music (.24 BSEP, .24 PTA)	PTA	22,730
		1102 Certificated Monthly	.48 FTE Teacher - TK-2 Music (.24 BSEP, .24 PTA)	BSEP	22,730
		4380 Other/Reserve	Personnel Variance	PTA	2,850

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 Kindergarten through fifth 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 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

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. PBIS/Equity Team: The Malcolm X PBIS/Equity Team will meet monthly as a Professional Learning Community to investigate and plan activities that build staff and institutional capacity to serve all students. • PBIS/Equity Team will work with Family Engagement Specialist to promote practices that build positive cross-cultural relationships with parents. • PBIS/Equity Team will continue to review referral data team to examine ways help the school to address disproportionality in the number of referrals by subgroup. • PBIS/Equity Team will plan 1 hour of monthly professional development for the staff related to the district's 4 adopted Equity strategies. • PBIS/Equity Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students. • PBIS/Equity Team will investigate options for including restorative practices into our school wide discipline menu. Team will plan professional development for staff in this area.	August, 2017 to June, 2018	1102 Certificated Monthly	.2 RTI TSA will focus on behavioral RTI/PBIS practices at Tier I and II		
2. Equity Training/Strategies/Materials: Teachers will attend cultural competency training offered by the district. • Teachers will utilize strategies of instruction and materials that are culturally relevant to all students. • Teachers will meet to collaborate on the planning of culturally responsive lessons. Culturally responsive texts, books, and curriculum materials will be available in every classroom. • Development of library collection and scheduled author visits will continue to focus on representing the diversity of the student community.	August, 2017 to June, 2018	4300 Materials and Supplies	Instructional Materials Substitutes for attendance at the Cultural Competency training		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. English Language Development • Strategies for engaging and supporting English Learners during the Language Arts block will be implemented following the EL guide from TCRWP. • Teachers will receive ongoing coaching support from BUSD English Language Development Coach • ELD teacher will use EL Achieve Instructional materials available in the Library Media Center.	August, 2017 to June, 2018	1102 Certificated Monthly	.4 FTE English Language Development Teacher		
4. RTI: Track progress of all students, taking into account student progress disaggregated based on student demographics. • Include Family Engagement Specialist, mentoring and after-school staff, and mental and public health representatives in monthly RTI meetings to determine, discuss and track student services and progress. • During weekly team and staff meetings, literacy coach will work with teachers to track the progress of focus students throughout the school year.	August, 2017 to June, 2018		RtI Coach/ RtI committee		
5. Schoolwide Positive Behavior Interventions & Support. (PBIS) • Continue calendar of behavior lessons regarding schoolwide rules (Be Safe, Be Respectful, Be Responsible, Be a Scholar) • Staff will teach lessons to all students reviewing these rules at the beginning of the year. • CBGs (Caught Being Good) tickets will be awarded to recognize positive behavior. Class CBGs will be awarded for positive group behavior. Weekly CBG drawing will be conducted by an administrator or TSA in each classroom, reviewing the week's PBIS focus. • Staff will conduct data review of suspensions, office referrals, and Uh Ohs, each trimester including data disaggregated based on student demographics.	August, 2017 to June, 2018	1116 Certificated Hourly 4300 Materials and Supplies 1102 Certificated Monthly 1102 Certificated Monthly	Substitutes for team members to attend PBIS trainings (District-funded) CBG prizes (unfunded at present) .2 TSA for Arts/Behavioral RtI .2 TSA for Arts/Behavioral RtI	District Allocation	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Develop a method for analyzing positive interactions in order to be able to compare with disciplinary actions.					
6. Social Emotional Curriculum: • Staff will teach Toolbox social-emotional curriculum to all grades, TK-5th. • Staff will deliver Welcoming Schools lessons to all grades TK-5th • Tier II Toolbox groups (Circle of Friends) will be convened for students who need more intensive practice with the Toolbox tools • Malcolm Mentor program will pair identified students with a positive adult on campus, for daily goal setting and celebration of success, based on Check-In/Check-Out model.	August, 2017 to June, 2018	1102 Certificated Monthly 1116 Certificated Hourly	Site TSA for Arts/Behavioral RtI Welcoming Schools Liaison		
7. Counseling Support: • BACR counselor will meet with individual students and groups of students to provide individual and group therapy. • BACR counselor will conduct class lessons/discussions about anti-bullying in 3rd - 5th grade classrooms.	August, 2017 to June, 2018	5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions	BACR Counseling services COB Mental Health	District Allocation Other	12,000 5,000
8. Coordination of Services Team • Coordination of Services Team will meet weekly, including Principal/Vice Principal, Family Engagement Specialist, Literacy Coach, RTI Coach, Behavior Specialist, Counselor, and SpEd staff. • Coordination of Services team will review social emotional and behavioral needs, as well as academic goals. Coordination with district Behavioral Specialist for Tier II and III interventions for student in need of support.	August, 2017 to June, 2018	1102 Certificated Monthly	.2 Behaviorist will work with Coordination of Services team, SpEd and General Education staff to support positive behaviors	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 Kindergarten through fifth 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 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

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 Healthy 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 activities (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. School will encourage participation of a broad base of parents in school activities by promoting the establishment of a diverse group of parent participants in school leadership roles. • Encourage the establishment of a School Governance Council that reflects the diversity of the school population. • Partner with the PTA to encourage a diverse group of parents to participate in PTA leadership. • Hold monthly English Learner Advisory Committee meetings.	August, 2017 to June, 2018	2102 Classified Monthly	Family Engagement Specialist (.6 FTE)	District Allocation	
2. The school will communicate with parents, and establish the school as a hub for parent resources. • With assistance from School Service Aide, Family Engagement Specialist will reach out to parents regarding absenteeism, tardies, health, and parent involvement opportunities. • With assistance from School Service Aide, Family Engagement Specialist will maintain and run the Parent Resource Center, as a hub for parent activities (PTA committees, parent groups) • School will coordinate with PTA to conduct parent education events at monthly PTA meetings. Possible areas include grade level expectations and strategies for working with students at home. • Use school wide and classroom communications home to disperse information about standards and assessment results. • School Service Aide will assist School Secretary in maintaining contact with parents through copying and distribution of School News, mailings, phone contact, and maintenance of student records.	August, 2017 to June, 2018	2102 Classified Monthly 2102 Classified Monthly	Monthly PTA meetings .76 School Service Aide (.16 BSEP, .6 BUSD) .6 FTE Family Engagement Specialist	BSEP District Allocation	8,250

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Continue the use of the Welcoming Schools curriculum to ensure that all students and families structures are represented in the school's curriculum, and to build an inclusive community that helps all students to be safe and secure at school. • Teachers will teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping. • Teachers will plan lessons during team meetings and curricular planning days.	August, 2017 to June, 2018		Welcoming School Teacher Liaison		
4. Training and workshops will be available to parents on campus. • Parenting classes to support Project Connect parents in supporting their child's academic growth, conducted by Family Engagement Specialist and teaching staff • Parent Resource center open and available to all parents during the school day and after school • Develop and maintain resources, classes, support and/ or discussion groups for parents that focus on their child's success in school.	August, 2017 to June, 2018	1102 Certificated Monthly	Project Connect- 6 parent meetings -- Family Engagement Specialist		

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)**
BSEP	141,270	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
BSEP	141,270.00
District Allocation	19,098.00
Other	12,000.00
PTA	104,540.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	133,200.00
1116 Certificated Hourly	7,098.00
2102 Classified Monthly	112,740.00
4380 Other/Reserve	6,870.00
5800 Contracted Services (inc software subscriptions	17,000.00

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	80,470.00
2102 Classified Monthly	BSEP	56,780.00
4380 Other/Reserve	BSEP	4,020.00
1116 Certificated Hourly	District Allocation	7,098.00
5800 Contracted Services (inc software	District Allocation	12,000.00
1102 Certificated Monthly	Other	7,000.00
5800 Contracted Services (inc software	Other	5,000.00
1102 Certificated Monthly	PTA	45,730.00
2102 Classified Monthly	PTA	55,960.00
4380 Other/Reserve	PTA	2,850.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	251,658.00
Goal 2	17,000.00
Goal 3	8,250.00

BUDGET SUMMARY 2017-18

Malcolm X (126) / Budget Item	Obj Code	BSEP Site Funds Resource 0752		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Lit Coach	1102	26,200	0.25						0.55	0.80
RtI Teacher	1102								0.20	0.20
Lit Coach	1102				0.20				0.80	1.00
Lit Coach	1102					17,400	0.20			0.20
RtI Teacher	1102								0.20	0.20
Art TSA	1102							7,000	0.06	0.06
Art & Behavioral RTI	1102	17,220	0.14							0.14
RTI Teacher	1102				0.60					0.60
RTI/SpEd Teacher	1102								0.40	0.40
ELD TSA	1102				0.40					0.40
RTI Teacher	1102	14,320	0.14			5,600	0.06			0.20
Music Teacher	1102	22,730	0.24			22,730	0.24			0.48
Extended Day Academic Intervention	1116			7,098						0.00
Instructional Specialist - Dance	2182	24,530	0.33							0.33
Instructional Specialist - Dance	2182					24,000	0.37			0.37
Instructional Specialist - Drama	2182	24,000	0.26			31,960	0.35			0.61
School Service Aide	2902	8,250	0.16						0.60	0.76
Contract - Counseling	5800			12,000				5,000		
Unallocated Reserve		4,020				2,850				
Total Expenditures		141,270		19,098	1.20	104,540		12,000		
Revenue Allocation		141,270								

Carryover Priorities
Certificated Hourly
Subs
Subscriptions
Increase Literacy TSA FTE
Materials and Supplies