

The Single Plan for Student Achievement

Berkeley Arts Magnet at Whittier

School Name

01-61143-6097729

CDS Code

Date of this revision: March 15,2017

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: Berkeley Arts Magnet at Whittier	School Year: 2017-2018
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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.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Nicole Chabot	(Principal): Rene Molina
(Co-Chair, if applicable): Bridgett Bernhard	(Teacher): Patrick Hamilton
Julie Stone Evans	(Teacher): Ember Kelley
Madhu Marchesini	(Teacher): Alex Gross
Noah Hoffman	(Classified): Edward Hill
Myron Berkman	(Teacher): Kesha Jenkins
Collin Eyre	

BSEP Planning & Oversight Committee Representative:

Madhu Marchesini

Bridgett Bernhard (Alt)

ELAC/DELAC (District English Learner Advisory Committee) Representative: Irma Sanchez-Ledezma




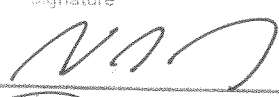

II. Recommendations and Assurances

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:
School Leadership Team, RtI Team, PBIS Team, PTA Budget Committee, PTA Budget Parent/Caregivers (February 2017 Parent Survey)

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 April 12, 2017.
8. This school plan was adopted by the School Governance Council on April 12, 2017.

Rene Molina Principal	 Signature	5/10/17 Date
Nicole Chabot School Governance Council Chair	 Signature	5/10/17 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 The Single Plan for Student Achievement	 Signature	JUN 13 2017 Date

III. School Vision and Mission

The mission of Berkeley Arts Magnet is student learning and high achievement for all students.

Our vision is a diverse school community that values and supports inclusion and achievement in an academically and artistically challenging environment.

Berkeley Arts Magnet strives for:

- equitable learning outcomes for all students;
- engaged students who are intellectual risk-takers;
- exploration and integration of the arts for all students;
- a professional learning community in which teachers and auxiliary staff research, plan and develop effective instruction and curriculum in response to student needs;
- a safe and nurturing learning environment;
- a student and adult community of respect, responsibility and safety.

IV. School Profile

For additional school facts and information, please view the attachment titled: BAM School Information Sheet 2016-17.docx

Projected enrollment for 2017-2018: 442 students

The school is Program Improvement Year 6 (2015-2016).

Two after-school programs provide extended day options for student and families: Berkeley Bears and LEARNS. Both programs extend learning and enrichment activities for students. BAM's PTA supports after-school classes that are integrated into LEARNS/BEARS. PTA also provides scholarship for these classes.

BUILD tutors serve students during the school day and in the after-school program. Sage Mentors from UC Berkeley work with students in the after school program. Volunteers through Berkeley School Volunteers work at the school.

A generous and engaged parent/guardian population supports fund-raising and community-building at the school. The PTA and PTA Giving Campaign coordinate fundraising activities. The PTA supports and/or sponsors special events at the school, and broaden the learning and celebrations of our community.

Our special events for families in the 2016-2017 school year included: BAM Back-to-School Night, Fall BAM Jam celebration (October), New Families Welcome Event, Welcome Back Barbecue, Multi-Cultural Potluck, Black History Celebration and Potluck, Runathon, BAM PTA Starry Night silent auction and dinner, Family Math Night, Family Science Night, Art Night and Showcase, Family Literacy Night, Teacher Appreciation Lunches, BAM Open House, 5th Grade Promotion.

A weekly newsletter is produced by the PTA/Principal. Special events, leadership opportunities and performances put on by our students in 2016-2017 included:

Monthly community meetings,
Monthly Awards Assemblies recognizing students who demonstrate scholarly attributes,
Annual Halloween Parade,
Kindergarten Sing-a-Long,
Martin Luther King Commemoration and Community Peace March,
Black History performances,
Cesar Chavez Program
Harvey Milk Day,
5th grade week at Outdoor Education/Science camp,
Annual Berkeley Symphony Orchestra performance,
Talent Showcase,
LEARNS school carnival,
Individual class plays and performances,
Buddy Reading,
Green Team,
Student Council,
field trips (including Zellerbach performances),
and many after-school program (LEARNS, Berkeley Bears, PTA classes) performances and celebrations.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: BAM Information Sheet and 2) Power Point: Berkeley Arts Magnet 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 conducted a Parent Engagement survey in February 2016 to gather information specifically about our community's experiences regarding school culture, climate, home/school partnership and communication. The school also participated in the District survey during the 2015 school year.

Other venues for information sharing and input: Monthly PTA meetings; Principal coffees; ELAC meetings; Monthly School Governance Council meetings; Staff Survey; Bi-monthly Positive Behavior Supports (PBS) Team meetings; Weekly principal/PTA joint newsletter; One Call Now

C. Classroom Observations

The principal frequently visits classrooms, providing staff with informal and ongoing feedback. The teaching staff is evaluated every other year through formal observations. The principal, literacy coaches, PBIS Team, and leadership team set staff development priorities based on the observations of all classrooms, District initiatives, and input from teachers. New teachers have the opportunity to visit classrooms at other schools through the BTSA program and literacy staff development provided by the district. All teachers have access to opportunities to visit colleagues and other schools to observe teaching practices.

In classrooms, the Rtl practices and BUSD Best Practices are evident. Implementation of District-adopted curriculum and programs is evident: Story of Units Math, TCRWP Reading and Writing workshop models, Welcoming Schools, Positive Behavior Intervention Supports, Universal Breakfast, Scott Foresman Social Studies, FOSS science, and Houghton Mifflin literacy.

SCHOOL CULTURE AND CLIMATE DATA

1. classroom rules and expectations posted in classrooms
2. classroom routines and students jobs evident in classrooms
3. school rules "Be Safe, Be Responsible, Be Respectful" and expectations for behavior posted in hallways, Parent Handbook, mailings home
4. Monthly Toolbox / Citizenship Focus
5. Monthly community meetings recognize students' positive behavior and demonstration of monthly Toolbos and Citizenship themes
6. Suspension and referral data entered in PowerSchool
7. System of positive behavior support implemented in school
8. In-classroom social support/community building workshops conducted by school's mental health services provider

D. Student Work and School Documents

The school (individual teachers, grade level teams, literacy coaches, Rtl Team and PBIS Team) look at student assessment data in math, reading, writing, and spelling, which are available three times per year. Our Rtl Team conducts case management conferences twice monthly and Rtl meetings twice monthly to monitor student progress and support teachers in addressing needs. The PBIS Team looks at discipline issues, and has implemented data tracking systems in conjunction with the Berkeley Evaluation and Assessment Office.

Berkeley Arts Magnet received a "Seal of Excellence" (May 2014) for implementation of Welcoming Schools curriculum. BAM was one of twelve schools to be recognized nationally for this work.

E. Analysis of Current Instructional Program

(See Appendix H for additional analysis.)

National and local assessments are used to modify instruction and improve student achievement:

Local and national assessments provide data to determine student mastery of Common Core State Standards and drive instructional practice to meet student's needs. Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These formative assessments provide classroom and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year. Local assessments in reading and writing guide instruction. Reading assessments are administered as frequently as needed to monitor students' comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), reading (Running Records), and math are also used to document student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has been instrumental in guiding teachers' ability to develop goals and monitor the progress of targeted students; students who need most support with mastering grade level standards.

The California English Language Development Test (CELDT) is administered to all English learners each fall to assess their level towards becoming proficient in English. All teachers have used ADEPT to assess students language proficiency as a progress monitoring tool. All assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to analyze student data, develop targeted plan lessons that are standards-based, and that support the need of every child. Local math assessments are given at the end of each module. Our Math Teacher Leader provides assistance to teachers and shares district level advances on the Math Common Core.

VI. Description of Barriers and Related School Goals

Description of Barriers and Related School Goals

School Goals:

#1 - All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.

#2 - All students will receive the academic, social and emotional support services they need.

#3 - Students and their families will feel respected, welcome and connected to their schools.

Barriers and needs in order to meet goals:

GOAL #1 - All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.

1. ADAPT current curriculum and assessments to include new Common Core Standards.

Action Steps

Strengthen expository reading and writing in Teachers' College Readers and Writers Workshop in all K-5 classrooms; Fund Literacy Coaches; implement daily intervention in English Language Arts (30 minutes K, 30-45 minutes Grades 1-5); Implement District math curriculum

2. IMPLEMENT appropriate English Language Development instruction in K-5 classrooms.

Action Steps: Provide ELD instruction 30 minutes daily at appropriate level; Monitor progress with appropriate assessments (ADEPT, CELDT); Provide professional Development for teachers in effective ELD instruction;

3. MEET instructional minute requirements and implement RtI.

Action Steps: Structure instructional day for the required and recommended instructional minutes per content area; Structure instructional day to support ELD instruction and RtI.

GOAL #2 - All students will receive the academic, social and emotional support services they need.

4. INCREASE training in, and implementation of, Response to Intervention (RtI).

Action Steps: implement best RtI practices; Expand training of teachers in TCWRP grade level interventions (Fountas & Pinell Leveled Literacy) for students reading below grade level in Grades 1,2 and 3; Fund and provide Reading Recovery to eligible students; Continue after-school learning opportunities by increasing the number of highly trained mentors/tutors focused on literacy (BUILD tutors); Use Academic Liaison to coordinate between day and after school program; Structure school day to support RtI; Fund RtI Coordinator at .60 FTE.

5. IMPROVE student attendance.

Action Steps: Implement outreach, incentives and interventions to improve school attendance; Sustain SART/SARB process and interventions; Maintain the school's recognition program and reward system for positive attendance; Implement alternatives to suspension/expulsion when feasible; Monitor quarterly suspension and expulsion data

6. IMPLEMENT Toolbox , Welcoming Schools, Positive Behavior Supports and culturally and linguistically responsive practices and instruction

Actions Steps: Implement ToolBox; Provide professional development to implement culturally responsive positive behavior interventions and support; Provide professional development and support for implementation of Welcoming Schools, PBIS.

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7. PROVIDE social and emotional supports and services to students and families to support school success

Action Steps: Fund counseling services at 16 hours/week or more; Maintain Parent Engagement and Equity Coordinator at the site; See #4 and #5 and #6.

GOAL #3 - Students and their families will feel respected, welcome and connected to their schools.

Action Steps: Increase direct outreach to families; create and support Site English Language Learner Advisory Council (ELAC), Implement Latino Literacy Project .

8. ENSURE culturally competent and response practices at the school

Action Steps: Maintain Parent Engagement and Equity Coordinator at the site: Implement parent volunteer program; Quarterly principal coffee with parents; Include classified staff in staff meetings; Provide three culturally responsive trainings to staff during the school year; Increase direct outreach to families; Provide family literacy, math, arts and science nights/workshops; Increase two way communication (e.g., make explicit for families how to give feedback to school); Maintain committees and positions that address needs of specific populations at the school (e.g., Vice Presidents of African American Affairs, Latino Affairs, Special Education, Asian Affairs, LGBTQ Affairs)

ADDED for 2015: 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.

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	69	84	63	83	62	83	91.3	98.8
Grade 4	72	75	66	65	64	65	91.7	86.7
Grade 5	58	64	55	63	55	62	94.8	98.4
All Grades	199	223	184	211	181	210	92.5	94.6

* 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	2443.8	2442.9	32	30	27	25	16	27	24	18
Grade 4	2511.8	2480.2	47	29	32	28	6	20	12	23
Grade 5	2516.1	2549.2	36	42	24	32	16	15	24	11
All Grades	N/A	N/A	39	33	28	28	13	21	20	18

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	37	24	37	48	26	28
Grade 4	34	26	53	52	13	22
Grade 5	31	42	38	42	31	16
All Grades	34	30	43	48	23	22

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	29	29	50	47	21	24
Grade 4	56	26	33	55	9	18
Grade 5	38	48	31	35	31	16
All Grades	41	34	38	46	20	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	32	30	52	57	16	13
Grade 4	34	17	55	66	11	17
Grade 5	29	35	51	52	20	13
All Grades	32	28	52	58	15	14

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	34	28	44	57	23	16
Grade 4	30	29	59	54	11	17
Grade 5	38	48	42	42	20	10
All Grades	34	34	49	51	18	14

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 3	69	84	64	83	64	82	92.8	98.8
Grade 4	72	75	66	67	66	67	91.7	89.3
Grade 5	58	64	56	63	56	63	96.6	98.4
All Grades	199	223	186	213	186	212	93.5	95.5

* 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	2469.4	2458.7	36	30	30	37	20	18	14	15
Grade 4	2524.9	2491.7	44	30	30	27	18	28	8	15
Grade 5	2515.0	2543.4	36	40	21	29	14	16	29	16
All Grades	N/A	N/A	39	33	27	31	18	21	16	15

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 3	45	45	34	37	20	18	
Grade 4	55	39	35	39	11	22	
Grade 5	41	52	25	29	34	19	
All Grades	47	45	32	35	21	20	

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 3	34	41	50	37	16	22
Grade 4	48	30	33	43	18	27
Grade 5	25	38	48	44	27	17
All Grades	37	37	44	41	20	22

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	50	43	39	50	11	7
Grade 4	52	37	32	43	17	19
Grade 5	34	38	38	44	29	17
All Grades	46	40	36	46	18	14

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Berkeley Arts Magnet at Whittier)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	41	47	36
Percent with Prior Year Data	97.6%	100%	97.2%
Number in Cohort	40	47	35
Number Met	34	35	26
Percent Met	85.0%	74.5%	74.3%
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	60	4	58	10	50	4
Number Met	22	--	17	--	20	--
Percent Met	36.7%	--	29.3%	--	40.0%	--
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		--	
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	10		17	50	33	67	30	44	17	10	11			11	
2		11	11	50	56	33	50	22	22		11	11			22
3	13		14	63	29	29	25	57	29		14	29			
4	8	22	25	75	67	50	17	11	25						
5	57	25	57	14	58	43	14	17					14		
Total	17	13	25	54	49	44	24	30	17	2	6	8	2	2	6

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 Curriculum and Instruction

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 Transitional 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 2016-17. 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
<p>1. Literacy Coach</p> <p>Ensure implementation of a balanced high quality English Language Arts program using district-adopted texts and programs within a dedicated literacy block. Teachers will use BEAR spelling and the Teachers' College Reading and Writing Program (K-5) with the support of the Literacy Coach. Curriculum and assessments aligned to the Common Core standards, with an increased emphasis on argument and informative non-fiction reading/writing will be implemented at all grade levels in 2017-18.</p> <p>The literacy coach will model lessons in classrooms and coach grade level teams and individual teachers during collaboration time and outside of their teaching duties using hourly pay and substitutes.</p> <p>The literacy coach and classroom teachers will provide interventions for students who need additional support during and outside of the school day.</p>	August 2017- June 2018	1102 Certificated Monthly	.80 FTE Literacy Coach (.55 District, .25 BSEP)	District Allocation	
		1102 Certificated Monthly	.80 FTE Literacy Coach (.55 District, .25 BSEP)	BSEP	26,000
		1116 Certificated Hourly	Extended Day Academic Intervention	District Allocation	7,380
		4380 Other/Reserve	Personnel Variance	BSEP	3,035
<p>2. Instructional Materials</p> <p>Instructional materials will be purchased as needed and used by teachers as required by the Common Core State standards.</p> <p>All appropriate and necessary materials will be purchased including leveled texts, book sets, word work materials, teacher resources, handwriting materials, Quick Reads books, listening centers/cds, and all necessary supplies including but not limited to pencils, pens, markers, paper, folders, and chart paper.</p>	August 2017- June 2018	4300 Materials and Supplies		BSEP Carryover	10,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
K-2 Teachers will use Handwriting without Tears program as part of the ELA curriculum. Books will be purchased.					
<p>3. Professional Development</p> <p>We will have a staff retreat in to build cohesion among certificated and classified personnel, clarify school vision, plan specific programs, and make decisions by June 2018.</p> <p>Teachers will have opportunities for professional development outside of school setting.</p>	August 2017 - June 2018	5200 Travel and Conference	Professional Development	BSEP Carryover	2,000
<p>4. Technology Instruction</p> <p>The Common Core standards demand that students use technology to conduct research and publish their writing. In 2016, 3rd-5th graders took the SBAC assessment, which is on-line. Students and teachers need additional support and equipment to prepare for these increased demands. This funding will provide teachers supports as they integrate technology into their instruction using classroom desktop computers, laptop carts, document cameras, and LCD projectors.</p>	August 2017 - June 2018	4300 Materials and Supplies		District Allocation	
<p>5. Enrichment activities:</p> <p>Engage all students in their learning by providing enrichment activities to supplement the academic program.</p> <p>Provide weekly Physical Education instruction to all students, TK-5th.</p> <p>Contract with Performing Arts Workshop to provide 1 10-week session per class.</p> <p>Provide visual arts instruction to all classrooms K-5th. Contract with KALA arts who will teach in classrooms alongside BAM teachers, exposing children to new ideas and techniques in art while simultaneously building teachers' capacity to teach visual art.</p> <p>All students will have lunch access to the library, including a weekly class visit with the ability yo check</p>	August 2017 - June 2018	5800 Contracted Services (inc software subscriptions)	YMCA	PTA	34,020
		5800 Contracted Services (inc software subscriptions)	Visual Arts Education	PTA	17,000
		5800 Contracted Services (inc software subscriptions)	Performing Arts Education	PTA	25,000
		5800 Contracted Services (inc software subscriptions)	Arts Anchor	Other	7,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
out book for school and home. The library staff will work with teachers to enrich students learning experiences and broaden the students learning interest.					
<p>6. Student Interventions - LLI / Reading Recovery/Do the Math</p> <p>Differentiation and Intervention Six literacy teachers will provide support to all below benchmark first grade students.</p> <p>Four teachers will provide support to students in second through fifth grade with LLI materials.</p> <p>The TK-5 instructional assistants will provide support to offer additional intervention and differentiation in classrooms, during reading and math periods.</p> <p>Classified staff from after school program will work during the regular school day to provide intervention and small group work in reading and math.</p> <p>Resource Specialists will teach literacy and math intervention to small groups of students during common intervention block.</p>	August 2017 - June 2018	<p>1116 Certificated Hourly</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Reading Recovery/LLI</p> <p>BUILD Tutors</p>	<p>BSEP Carryover</p> <p>Other</p>	1,000
<p>7. English Language Development Teacher</p> <p>English Language Development Teacher - to work with our English Language Learning students on a daily basis, using the ELD curriculum to support language development and acquisition. The ELD teacher will teach small groups of EL students during the day in addition to providing feedback, coaching and planning support for teachers.</p> <p>The site ELD teacher will help parents/guardians understand students' progress toward reclassification. The ELD teacher will also will also explain what is required for students to be reclassified. District resources will be be available to support this process.</p> <p>The site ELD teacher, Family Engagement Liaison will actively recruit and encourage families to become an active member in our English Language Advisory Council.</p>	August 2017 - June 2018	<p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p>	<p>.50 FTE ELD Coach (.40 LCAP, .10 BSEP)</p> <p>.50 FTE ELD Coach (.40 LCAP, .10 BSEP)</p>	<p>District Allocation</p> <p>BSEP</p>	11,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>8. Garden Instructional Assistant</p> <p>Salary contribution toward gardening instructor in conjunction with BUSD gardening program. The program provides hands-on garden and nutrition instruction to all students in Transitional Kindergarten-3rd and 5th grade related directly to new science standards. There will be eighteen 45-minute classes for students.</p>	<p>August 2017 - June 2018</p>				
<p>9. Mathematics:</p> <p>A .50 FTE Math Coach to provide support to classroom teachers, to organize and Math intervention programs, provide enrichment opportunities for the classroom.</p> <p>Ensure implementation of high quality mathematics instruction, and continue preparing students for the increased rigor of the Common Core standards in Math.</p> <p>The Math teacher leader will attend district Math meetings and provide site specific data analysis and professional development in math instruction to staff.</p> <p>Build in opportunities for enrichment and challenge for students who need additional math experiences. This could be online computer programs, group work, brain teasers etc.</p>		<p>1102 Certificated Monthly</p> <p>4300 Materials and Supplies</p>	<p>.50 Math Coach (BSEP)</p>	<p>BSEP</p> <p>BSEP Carryover</p>	<p>54,900</p>

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

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

Means of evaluating progress toward this goal:

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

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

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Rtl Coach/Coordinator (Total .60 FTE)</p> <p>.60 FTE RTI Teacher to coordinate SSTs, Case Management, and to coordinate intervention services. This person also builds and monitors Response to Intervention systems to meet the learning needs of students at the first sign of academic struggle. The RTI teacher coordinates snapshot meetings where we review the progress of students, held in September and February, using substitutes to release teachers for the meetings. RTI Teacher, Literacy Coach, resource teachers and classroom teachers will plan interventions based on data analysis and teacher input.</p> <p>Grade level teams will collaborate with the Literacy Coach every 6-8 weeks to update a literacy data wall, identify focus students, plan classroom interventions, and review data on student progress.</p> <p>Interventions will be carefully targeted, ensuring that the student is an appropriate candidate for the particular intervention, monitoring progress and adjusting the interventions as needed.</p> <p>Teachers will be provided with two days of substitutes for administering assessments or for grade level collaboration and planning. During these release days grade level teams will analyze data and plan targeted lessons for instruction.</p> <p>If more funds become available, increase the funding for interventions during and after school, provided by certificate and/or classified staff.</p>	August 2017 - June 2018	1102 Certificated Monthly	.60 FTE Rtl TSA (LCAP)	District Allocation	
<p>2. Behavioral Health</p> <p>Provide individual and small group counseling to students with emotional needs that interfere with learning. Schedule frequent consultations between the therapist and parents/guardians. Provide 1 hour of consultation and provide outside referrals to families for counseling and other family support services.</p> <p>Partner with the City of Berkeley School-Linked Health Program to provide information and support to</p>	August 2017 - June 2018	<p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p>	<p>Counseling Services 1000 Hours/ Non-medical student funding</p> <p>LCAP - Counseling Services</p> <p>Berkeley Mental Health - Counseling Services</p> <p>Counseling Services</p>	<p>BSEP</p> <p>District Allocation</p> <p>Other</p> <p>BSEP Carryover</p>	<p>16,000</p> <p>12,000</p> <p>5,000</p> <p>7,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>families.</p> <p>Consult with the Public Health nurse in case management team meetings about students and families who may need support.</p> <p>Provide families with information about and encourage access to free or low cost dental, vision and medical resources in the community.</p>					
<p>3. Puberty Education</p>	<p>August 2017 - June 2018</p>	<p>5800 Contracted Services (inc software subscriptions)</p>		<p>BSEP Carryover</p>	<p>500</p>
<p>4. Positive Behavior Support:</p> <p>The PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences.</p> <p>Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum in addition to other programs that teach empathy and non-violence such as Second Step. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.</p> <p>All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year. We will also hold Parent Education meetings to share information about the Toolbox program.</p> <p>Five noon supervisors will be hired using district funding, K-5 lunch hours, 10 hours per week. Training will be provided to noon supervisors.</p> <p>Recess supervision will be provided by Berkeley YMCA; students will learn conflict resolution skills and Toolbox Tools. They will provide opportunities for noncompetitive, cooperative games that limit bullying behavior and receive P.E. instruction.</p>	<p>August 2017-June 2018</p>	<p>5800 Contracted Services (inc software subscriptions)</p>	<p>Assemblies</p>	<p>BSEP Carryover</p>	<p>1,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Positive Behavior Support (PBS) systems using Tool Box and Welcoming Schools Curriculum will be implemented.</p> <p>Teachers will work on community building and introduce rules of conduct and school-wide expectations (be safe, be respectful, be responsible, and an Ally).</p> <p>Buddy classes will be established in September; primary students and upper grade students will practice and learn academic and social skills from one another.</p> <p>All teachers will reinforce positive behaviors by issuing "Bamarangs" and will provide students with monthly prizes where Bamarangs can be redeemed.</p> <p>An active Student Council will be established by January and coordinated by a staff member.</p> <p>All Teachers, Counselors and Family Equity & Engagement Coordinators will attend the district wide Toolbox Positive Behavior Intervention Curriculum Training as provided by BUSD.</p> <p>Teachers will be encouraged to attend Cultural Competency Awareness Trainings to promote the understanding of cultural differences by BUSD's district liaison who is designated to provide this type of training or outside organizations.</p> <p>School Counselors will train students upper grade students to be peer mediators on the yard.</p>					
<p>5. Race and equity:</p> <p>Continue to work as a staff to examine issues of race, class, privilege, gender and sexual orientation and how these impact students and families in our school. Incorporate the equity strategies and provide opportunities for teachers to embed within their lessons in TCRWP.</p> <p>Use professional development and staff meeting time</p>	<p>August 2017-June 2018</p>	<p>4300 Materials and Supplies</p>		<p>District Allocation</p>	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>to collaboratively examine instructional practices and school climate. Discuss ways to make teaching methods more differentiated and and culturally relevant, responsive to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.</p> <p>Encourage staff to attend Cultural Competency Academies, offered by BUSD.</p>					
<p>6. Attendance:</p> <p>Use the SART and SARB process for students who are considered truant due to excessive unexcused absences and/or excessive tardiness.</p> <p>Outreach by Family Engagement Liaison to families with excessive absences and tardies to see what we can do to support increased attendance and on-time arrival.</p> <p>Program daily robocalls to individual families for unexcused absences.</p> <p>Provide incentives (Perfect Attendance awards, classroom awards for best attendance) each month and each trimester to motivate students and families to improve attendance.</p>	August 2017-June 2018			District Allocation	
<p>7. To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who demonstrate behavioral needs.</p> <p>Leadership Teams and Coordination of Services Team (COS)</p> <p>1. PBIS discipline data will be entered into PowerSchool.</p> <p>2. The Coordination of Services Team (COS) team will meet 3 to 4 times per month to facilitate meetings with teachers and parents to develop and provide year long support for students who have academic or behavioral needs.</p>	August 2017-June 2018	1116 Certificated Hourly	Curriculum Development	BSEP Carryover	500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Provide vision and dental screenings through Berkeley Public Health					

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 Transitional 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 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]

3.4 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 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. Professional Development	August 2017- June 2018	5200 Travel and Conference	Professional Development	District Allocation	
2. Parent Outreach and Education provided in partnership with the PTA: The SGC will partner with the PTA to work on parent involvement and parent education. The PTA will: Provide forums and educational events on topics identified as critical by diverse parent/guardian groups (i.e. Coffee with the Principal monthly morning meetings). Provide food and childcare at the meetings to encourage participation from all families. Implement personalized, targeted recruitment efforts to ensure that families of struggling students receive the support they need. Survey these families to receive feedback about how we might improve the services their children might receive. Provide a Family Literacy Night, Math Night , and Science Night hosted by BAM staff. Restructure Awards assemblies for students. Incorporate Monday Morning Meetings to weekly agenda to enhance communication with students and parents	August 2017- June 2018	1116 Certificated Hourly	Parent Nights (Math,Literacy, Science)	BSEP Carryover	500
3. Communication: Communicate directly with families through robocalls, weekly newsletters, the school website and e-tree, and through classroom newsletters/online communication accounts from the teachers. Keep PTA-moderated Facebook page up-to-date with	August 2017- June 2018			District Allocation	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
school information.					
<p>4. Community Building Events:</p> <p>Provide a list of opportunities for families and caregivers to connect with the school in ways that are positive.</p> <p>Welcome Back BBQ New Family Orientation BAM JAM Halloween Parade Talent Show Spring Dance -5th Grade Monthly Community Meetings Schoolwide Dance Party - Bamarang Run-a-thon After School Showcase Green Days Poetry in the Garden African American History Night Multicultural Night Dragon Dance Assembly Family Camp Out School Auction Awards Assemblies Earth/Spring Color Celebration Bam Cafe</p>	August 2017- June 2018				
<p>5. Family Engagement Liaison (.40 FTE) - this person will work to build community by supporting the ELAC program, sharing resources with families, following up with outreach to families in need of resources, contacting families with attendance issues.</p>	August 2017- June 2018			District Allocation	

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	111,435	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	111,435.00
BSEP Carryover	22,500.00
District Allocation	19,380.00
Other	12,000.00
PTA	76,020.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	92,400.00
1116 Certificated Hourly	9,380.00
4300 Materials and Supplies	10,000.00
4380 Other/Reserve	3,035.00
5200 Travel and Conference	2,000.00
5800 Contracted Services (inc software subscriptions)	124,520.00

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	92,400.00
4380 Other/Reserve	BSEP	3,035.00
5800 Contracted Services (inc software	BSEP	16,000.00
1116 Certificated Hourly	BSEP Carryover	2,000.00
4300 Materials and Supplies	BSEP Carryover	10,000.00
5200 Travel and Conference	BSEP Carryover	2,000.00
5800 Contracted Services (inc software	BSEP Carryover	8,500.00
1116 Certificated Hourly	District Allocation	7,380.00
5800 Contracted Services (inc software	District Allocation	12,000.00
5800 Contracted Services (inc software	Other	12,000.00
5800 Contracted Services (inc software	PTA	76,020.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	198,835.00
Goal 2	42,000.00
Goal 3	500.00

BUDGET SUMMARY 2017-18

Berkeley Arts Magnet (123)	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												
Literacy Coach/TSA	1102	26,000	0.25				0.20				0.55	1.00
Math Coach	1102	54,900	0.50									0.50
RtI TSA	1102						0.60					0.60
ELD TSA	1102	11,500	0.10				0.40					0.50
Extended Day Academic Intervention	1116					7,380						
Contract (Behavioral Health)	5800	16,000				12,000				5,000		
Contract (Visual Arts)	5800							17,000		7,000		
Contract (Performing Arts)	5800							25,000				
Contract (YMCA)	5800							34,020				
Unallocated Reserve		3,035										
Total Expenditures		111,435				19,380	1.20	76,020		12,000		
Revenue Allocation		111,435										

Carryover Priorities

Materials & Supplies	10,000
Teacher Hourly (Intervention/Curriculum Dev't)	2,000
Professional Development	2,000
Contracts (Assembly, Puberty Ed)	1,500
Contracts (Behavioral Health)	7,000
Total Carryover Priorities	22,500