

# The Single Plan for Student Achievement

## Berkeley Arts Magnet at Whittier

School Name

01-61143-6097729

CDS Code

Date of this revision: April 30, 2011

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: William Huyett  
Telephone Number: (510) 644-6206  
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The District Governing Board approved this revision of the School Plan on .

# I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> Berkeley Arts Magnet at Whittier	<b>School Year:</b> 2011-2012
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**Summary of School Goals:**

The school has identified these primary goals:

1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
2. Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
3. Establish partnerships with our families and community to increase academic success for all students, and ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

Unfunded needs to support these goals that are priorities for any additional funding:

1. teacher hourly for professional development and collaboration
2. levelled books for reading program
3. before/afterschool intervention

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Kim Anno	(Principal): Kristin Collins
(Co-Chair, if applicable): Craig Jones	(Teacher): Sam Frankel
Rev. Vangerlene Weisman-Brown	(Teacher): Allie Bresnan
Mike Sowle	(Teacher): Dvora Klein
Lee Bernstein	(Classified): Muhsin Abdul-Musawwir
Don Suva	(Teacher) Gabe Tsuei

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative:

\_\_\_\_\_

DELAC Representative (District English Learner Advisory Committee):

\_\_\_\_\_

## 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
    - PTA Executive Board
    - Staff Arts Vision (May 2010)
    - Staff Survey (March 2011)
    - Parent/Caregivers (Spring 2009 Survey, Spring 2010 Focus Groups, Spring 2011 Parent Engagement 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 .
8. This school plan was adopted by the School Governance Council on April 19, 2011.

Kristin Collins

Principal

Signature

Date

Kim Anno

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Nancy Hoeffler

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

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

Berkeley Arts Magnet Elementary School is a K-5 school with an arts focus and tradition.

2011 enrollment: 402 (District average: 356)

Asian 12% (District average: 9%)

Latino 15% (District average: 24%)

African American 18% (District average: 20%)

White 32% (District average: 33%)

Other/Multi-Ethnic 22% (District average: 15%)

English Learners: 11% (District average: 13%)

Students having free or reduced lunch (2009-2010 totals): 47% (District average: 40%)

College educated parents: 60% (District average: 52%)

Socio-economically disadvantaged population: 47% (District average: 40%)

Average students per teacher: 19 (District average: 21)

Projected enrollment for 2012: 402 students

The school is Program Improvement Year 4 (2000-2011).

Two after-school programs provide extended day options for student and families: Berkeley Bears and BAM All-Stars (LEARNS). Both programs extend learning and enrichment activities for students. In addition, BAM's PTA offers after-school classes coordinated by parent volunteers. Partial and full scholarships are available through the PTA for these classes. PTA classes are offered through BAM All-Stars (LEARNS) program. Sage Mentors from UC Berkeley work with students in the afterschool program.

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 African-American Families United at BAM sponsor many special events at the school which are widely attended, and broaden the learning and celebrations of our community.

Our special events for families in the 2010-2011 school year included:

BAM Back-to-School Night

- the New Families Welcome Potluck,
- the Multi-Cultural Potluck,
- the Meeting on the Bridge series
- the African American Heritage Potluck and Performance
- the BAM PTA Starry Night silent auction and dinner,
- the BAM Jam dance and auction party,
- the Family Science night,
- the Welcoming Schools film series,
- the Teacher Appreciation Lunches,
- the BAM Open House,
- Also, Conversations with the Principal are held monthly and a weekly newsletter is produced by the PTA/Principal.

Special events and performances put on by our students in 2010-2011 included:

- monthly Community Meetings recognizing students who demonstrate school citizenship themes,
- monthly Spirit Days organized by our Student Council,
- the Annual Halloween Parade,
- the Kindergarten Sing-a-Long,
- the Martin Luther King Commemoration and Community Peace March,
- the Cesar Chavez Program "si se puede",
- the Annual Berkeley Symphony Orchestra performance,
- the Winter "Works in Progress" arts performances,
- the Open Mic Poetry Reading,
- the Talent Showcase,
- the All-Stars school carnival,
- individual class plays and performances,
- and many after-school program (BAM All Stars, Berkeley Bears, PTA classes) performances and celebrations.

## **V. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Section IV)**

Berkeley Arts Magnet is a Program Improvement School (Year 4, 2011) .

State Accountability (API) (See Section VI, Table A): In 2010, Berkeley Arts Magnet gained 25 points for an API score of 854.

Economically-disadvantaged students exceeded their growth target (37 point gain) - 735 API

African-American students gained 8 points (estimated, not a statistically significant subgroup in 2010) - 683 API

White students exceeded their target growth (35 point gain) - 950 API

Other student populations are not statistically significant and do not receive API scores.

Federal Accountability (AYP) (See Section VI Tables 3 and 4): In 2010, Berkeley Arts Magnet met all Annual Measurement Objectives and remained in Program Improvement Year 4.

English Language Arts (Grades 2-5): Berkeley Arts Magnet had a school wide proficiency of 69.5% exceeding the AYP target of 56.8%, but not all subgroups met that proficiency goal:

Economically-disadvantaged students (total 100 students): 52% proficient

African-American students (total 46 students): 37% proficient

White students (total 80 students): 90% proficient

Latino students (total 40 students): 60% proficient

English Language Learners (total 31 students): 45% proficient

Asian students (24 students): 83% proficient

Students with disabilities (total 17 students): 45%

Performance over time in English Language Arts: Our African-American students and economically disadvantaged students have made gains between 2003-2010.

Math (Grades 2-5): Berkeley Arts Magnet had a school wide proficiency of 69%, exceeding the AYP target of 58%, but not all subgroups met that proficiency goal:

Economically-disadvantaged students (total 100 students): 53% proficient

African-American students (total 46 students): 37% proficient

White students (total 80 students): 90% proficient

Latino students (total 40 students): 67% proficient

English Language Learners (total 31 students): 61%

Asian students (24 students): 83%

Students with disabilities (total 17 students): 61%

Performance over time in math: Our African-American students and economically disadvantaged students have made gains between 2003-2010.

### **B. Surveys**

School wide survey (February 2011) - The school conducted a survey February 2011 (with the Office of Family and Community Partnerships) to;

- a. learn our community's concerns, needs and experiences with teachers, staff, and the school as a whole.
- b. follow-up questions to our reading survey in April 2009.

School wide survey (April 2009) - The school conducted a survey April 2009 to support three goals:

- a. to create a culture of literacy at the school;
- b. to create a culture of safety at the school;
- c. to determine priorities for arts education at the school.

Other venues for information sharing and input:

Monthly PTA meetings

Monthly United as Family meetings

Monthly School Governance Council meetings

Monthly Conversations with the Principal

Bi-monthly Positive Behavior Supports (PBS) Team meetings

Weekly principal/PTA joint newsletter

Math focus groups (May 2011) - conducted by SGC

### **C. Classroom Observations**

In classrooms, the following practices and materials are evident:

#### **MATH**

1. math vocabulary walls
2. math models and problem-solving steps posted on the walls
3. number lines and number grids posted on the walls
4. K-3 calendar work
5. use of K-3 manipulatives to introduce and reinforce concepts
6. flexible math groupings
7. whole class, guided and independent practice

#### **ENGLISH LANGUAGE ARTS**

1. word walls and standards-based vocabulary charts: prefix, antonym, etc.
2. spelling vowel pattern charts, alphabet and blend charts
3. leveled books for small group instruction
4. novels and chapter books for literature group instruction
5. independent reading and read alouds
6. modeled and interactive writing on charts
7. Writers' Workshop and independent student writing folders
8. mentor texts for Writers' Workshop
9. Method for monitoring independent reading volume
10. Unit of study charts from Lucy Calkins units
11. organized classroom libraries with 400+ books
12. Reading comprehension (genre) Charts

#### **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 citizenship themes
5. Monthly community meetings recognize students' positive behavior and demonstration of monthly 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, ULSS Team and BEST Team) look at student assessment data in math, reading, writing, and spelling, which are available three times per year. In 2009 the District implemented common assessments in math in Grades K-5 so there is now performance data to guide instruction in math. Our ULSS Team conducts case conferences several times per month to monitor student progress and support teachers in addressing needs. The BEST Team looks at discipline data.

### **E. Analysis of Current Instructional Program (See Appendix E)**

See Section VI and Appendix B.

## VI. Description of Barriers and Related School Goals

Barriers to school goals include:

1. There is a need for increased training in, and implementation of, Response to Intervention (RtI) at the school:
  - a. need consistent and data-driven differentiation and intervention in the classroom (Tier 1);
  - b. need resources for Tier 2 and Tier 3 interventions in math and reading, especially in Grades 3-5;
  - c. daily intervention in English Language Arts (30 minutes K, 30-45, 30-45 minutes Grades 1-5) is inconsistent across and between grades/classrooms;
  - d. daily intervention in math (15 minutes daily) is inconsistent across and between grades/classrooms.
2. There is a need for increased training in, and implementation of, English Language instruction:
  - a. need an articulated English Language Learner program and daily English Language Development instruction for CELDT Levels 3-5.
3. There is a need for increased time for English Language Arts to meet the requirements for Program Improvement schools.
4. There is a need for improved data-driven collaboration and curriculum planning to address needs of students.
5. There is a need to address the increasing needs of students and families for social and emotional support, and family support services.
6. There is a need for professional development in linguistically and culturally responsive instructional practices in order to meet the needs of all students.
7. There is a need for greater home/school partnership.

## VII. School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	203	226	237	64	73	81	58	56	47	14	22	24
Growth API	803	829	854	926	915	950	634	674				
Base API	796	797	829	936	922	915	620	629	673			
Target	4	3	A	A	A	A	9	9				
Growth	7	32	25	-10	-7	35	14	45				
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	26	22	42	27	26	32	81	92	103	15	16	21
Growth API							694	735	772			
Base API							689	688	735			
Target							6	6	5			
Growth							5	47	37			
Met Target							No	Yes	Yes			

**VII. School and Student Performance Data (continued)**

**Table 2 – Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	962	995	991
Percent with Prior Year Data	90.5	88.5	99.2
Number in Cohort	871	881	983
Number Met	511	532	600
Percent Met	58.7	60.4	61.0
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	450	450	942	354
Number Met	182	200	208	169
Percent Met	40.4	44.4	22.1	47.7
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

## VII. School and Student Performance Data (continued)

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	95	99	98	99	98	99	89	100	96	100	100	100
Number At or Above Proficient	109	144	162	51	60	72	11	17	17	6	17	20
Percent At or Above Proficient	56.2	64.3	69.5	81.0	84.5	90.0	21.6	30.4	37.0	42.9	77.3	83.3
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	93	100	96	100	100	97	93	100	96	50	89	78
Number At or Above Proficient	15	14	24	10	11	14	23	39	52	--	5	9
Percent At or Above Proficient	57.7	63.6	60.0	37.0	42.3	45.2	30.7	42.4	52.0	--	35.7	52.9
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--	--	--	--	--	No	Yes	Yes	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)  
 = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

**VII. School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	97	100	98	100	100	99	92	100	96	100	100	100
Number At or Above Proficient	133	145	162	57	63	72	20	17	17	8	15	20
Percent At or Above Proficient	67.5	64.2	69.5	89.1	86.3	90.0	37.7	30.4	37.0	57.1	68.2	83.3
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	97	100	96	100	100	97	94	100	96	69	100	78
Number At or Above Proficient	17	14	27	18	15	19	34	44	53	--	3	10
Percent At or Above Proficient	65.4	63.6	67.5	66.7	57.7	61.3	44.7	47.8	53.0	--	18.8	58.8
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	Yes	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)  
 = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>												
<b>1</b>	1	10	6	60	2	20			1	10		10
<b>2</b>	2	20	3	30	4	40	1	10				10
<b>3</b>	1	10	4	40	4	40			1	10		10
<b>4</b>			1	17	5	83						6
<b>5</b>		*										
<b>Total</b>	7	18	14	36	15	38	1	3	2	5		39

## 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: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.**

**Goal Statement:**

Increase the academic achievement of all students through high quality instruction, appropriate curriculum, and use of multiple measures to monitor student progress.

**Student groups and grade levels to participate in this goal:**

All students (K-5)  
English Language Learners (K-5)  
Special needs students (K-5)  
GATE students (K-5)  
Transition students (Kindergartners and 5th)  
At Risk students

**Anticipated annual performance growth for each group:**

All students will demonstrate improved academic achievement in the areas of reading, writing and mathematics. Students who are scoring below proficient must make more than one year's growth.

100% of all students (K-5) will achieve at least one year's growth.

100% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

90% of all students in each subgroup scoring below proficient will move up at least one level on the CST.

No 4th or 5th grade student at Berkeley Arts Magnet will score FBB or BB on the CST's.

**Means of evaluating progress toward this goal:**

Student progress will be measured using local assessments:

TCRWP reading assessments  
CST Test release items  
BEAR spelling assessments  
District trimester writing scores  
math chapter tests  
Trimester math assessments  
pre-and post- intervention assessments  
CELDT assessments

Students will be monitored through the Universal Learning Support System (ULSS, RtI):

Universal Screening (Snapshot Conferences)  
Students Success Teams  
Response to Intervention (RtI)  
Case Management

**Group data to be collected to measure academic gains:**

Staff will use CST data, district assessments and classroom-based assessments to evaluate progress for each student (see above). All students will be monitored through case management team meetings beginning with snapshot meetings in September and ongoing ULSS/case management conferences. Teachers will meet regularly in grade level teams to review the reading data on the assessment wall. Interventions will include pre and post assessments.

**Total Expenditures in this Goal: \$74,669**

**Description of Specific Actions to Meet This Goal**

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**Action #1:**

Ensure that all students are provided high quality mathematics instruction using Everyday Math with fidelity;

Use district math assessments to monitor student progress;

Use EDM and district math assessments to conduct data-driven teacher collaboration and professional development;

Use EDM assessment and district math assessment results to inform Response to Intervention and After School Intervention programs;

Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5);

Provide site-based math support to teachers with district-funded math teacher leader;

Provide mandated instructional minutes for math instruction and add instructional time as necessary to support Everyday Math program:

Kindergarten: 50 minutes daily

1st-3rd: 60 minutes daily (EDM requires 70-90 minutes daily)

4th/5th: 60 minutes daily (EDM requires 70-90 minutes daily)

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Math Teacher Leader	1116: Certificated – Hourly							

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**Action #2:**

Ensure that all students are provided high quality English Language Arts instruction using District-adopted programs with coaching for all teachers and a balanced literacy block that includes:

Dedicated literacy block aligned with TCRWP curriculum model.

**Instructional Minutes:**

Kindergarten: minimum 60 minutes daily

1st - 3rd Grade: 120 minutes daily (45 minutes for writing and 75 minutes for reading)

4th - 5th Grade: 90 minutes daily (including 45 minutes for writing)

**Curriculum:**

Teacher College Reading and Writing Project Program

Lucy Calkins Reading Program

BEAR Spelling Program;

Guided Reading;

Guided Reading Plus;

English Language Development program;

Houghton Mifflin English Language Arts Program

**Balanced Literacy Block:****READING**

Read Aloud

Shared reading

Guided reading

Independent reading

Word study and spelling

Conferencing

**WRITING (Writers' Workshop)**

Modeled writing

Inveractive writing

Independent writing

Conferencing

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Literacy Teacher/Leader (.55 FTE)	1102: Certificated – Monthly	\$12,596	\$28,906		\$15,903			
Reserve for Personnel Variance	4380: Other / Reserve	\$1,052						

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**Action #3:**

Implement an English Language Development program K-5 for English Language Learners:

Ensure every English Language Learner (CELDT Level 1,2) receives 30 minutes of ELD daily on the appropriate CELDT level per year;

Ensure every English Language Learner (CELDT Level 3,4) receives Guide Reading Plus daily;

Engage District ELL coordinator and site literacy coach to develop school capacity to provide appropriate ELD instruction;

Implement a system to monitor the progress of every ELL student in English to ensure that each students is gaining at least one CELDT level per year;

Utilize District-adopted ELD curriculum;

Participate in District professional development and provide site level training to ensure all students receive required ELD content;

Use GLAD strategies in all classrooms;

Increase enrollment of English Language Learners in after-school programs.

**Start and Completion Date:**

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
ELD instruction with specialist (CELDT Levels 12)	1116: Certificated – Hourly			\$3,600				

**Action #4:**

Conduct data-driven and results-based collaboration to improve instruction and learning.

Berkeley Office of Evaluation and Assessment will guide/direct use of data by staff and ULSS Team to inform instruction, monitor student progress, and set measurable goals for student achievement; Leadership Team will plan collaboration/professional development; Teachers will model and share successful differentiation strategies during collaboration.

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other

**Action #5:**

Support transitions for children from pre-K to kindergarten and 5th grade students to middle school.

Hold transition meetings for students entering kindergarten from pre-school for special education students;  
Meet with Head Start program director before school begins;  
Conduct "balanced beginnings" screenings for incoming kindergarten students to create balanced classes;  
Set up early parent meetings for entering students who are struggling with school adjustment;  
Hold transition meetings for 5th grade students (special education) entering middle school from 5th grade;  
Complete placement cards for all 5th grade students;

**Start and Completion Date:**

August 2011 - September 2012

April 2011 - June 2012 (exiting 5th grade students)

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
		\$0						

**Action #6:**

Include appropriate and measureable academic goals for students aligned with state standards in IEP's.

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other

**Action #7:**

Acquire the appropriate instructional materials to support teaching and learning in all domains.

Use carry over money to purchase additional books for classroom libraries/TCRWP (funds not available April 2011).

**Start and Completion Date:**

August 2011 - March 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional Materials	4300: Instructional Materials & Equipment	\$9,450						
Sports equipment	4300: Instructional Materials & Equipment			\$1,000				

**Action #8:**

Structure instructional day for the required and recommended instructional minutes per content area (see below) and:

- a. Implement schedule to support regrouping for differentiation and intervention across grade levels (Leadership Team/Grade Level Teams/ULSS Team/Principal);
- b. Develop schedule to increase direct instruction by certificated staff (Leadership Team/ULSS Team/Principal).

**KINDERGARTEN INSTRUCTIONAL MINUTES (260 minutes daily)**

**REQUIRED**

- 60 minutes daily English Language Arts (reading, writing)
- 30 minutes daily English Language Development and other English Language Arts interventions
- 50 minutes daily math, including interventions

**FLEXIBLE**

- 20 minutes daily PE (or 100 minutes per week)
- 20 minutes daily science (or 100 minutes per week)
- 20 minutes daily social studies (or 100 minutes per week)
- 30 minutes daily art/music/drama (or 150 minutes per week)
- 30 minutes daily garden/kitchen/nutrition/health/Universal Breakfast (1 X 45 minutes and 1 x 30 minutes each week plus 15 minutes daily)

**GRADES 1, 2 and 3 INSTRUCTIONAL MINUTES (285 minutes daily)**

**REQUIRED**

- 120 minutes daily English Language Arts (ELA) (45 minutes for writing and 75 for reading, including reading in the content area)
- 30 minutes daily for English Language Development
- 60 minutes daily for math

**FLEXIBLE**

- 20 minutes daily PE (or 100 minutes per week)
- 18 minutes daily science, social studies (3 x 30 per week)
- 15 minutes daily art, music, drama (1 x 45 and 1 x 30 per week)
- 22 minutes daily garden/kitchen/nutrition/health/Universal Breakfast (1 x 50 each week & 12 daily)

**GRADES 4 and 5 INSTRUCTIONAL MINUTES (305 minutes daily)**

**REQUIRED**

- 90 minutes daily English Language Arts (ELA)
- 30 minutes daily English Language Development
- 60 minutes daily math

**FLEXIBLE**

- 27 minutes daily science (3 x 45 per week)
- 18 minutes daily music (2 x 45 per week)
- 20 minutes daily PE (2 x 50 per week)
- 27 minutes daily social studies (3 x 45 per week)
- 9 minutes daily art/drama (1 x 45 per week)
- 24 minutes daily garden/kitchen/nutrition/health/Universal Breakfast

**Start and Completion Date:**

August 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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**Action #9:**

Provide collaboration time for teachers to align, implement and plan curriculum, instruction and assessment;  
Provide appropriate professional development/teacher hourly for collaboration to implement best practices and adopted curriculum;  
Provide collaboration time for Leadership Team to plan for school programs and collaboration.  
Teachers will conduct data-driven and results-based collaboration.

Use carryover money to support this action (funds not available April 2011)

**Start and Completion Date:**

August 2011 - June 2012

<b>Proposed Expenditure(s)</b>	<b>Object Code/Item</b>	<b>BSEP</b>	<b>Title I</b>	<b>PTA</b>	<b>EIA-LEP</b>	<b>EIA-SCE</b>	<b>TIP</b>	<b>Other</b>
Teacher hourly/collaboration/professional development (TIP)	1116: Certificated – Hourly						\$2,162	
<b>Total Expenditures in this Goal:</b>		\$23,098	\$28,906	\$4,600	\$15,903	\$0	\$2,162	\$0

## VIII. Planned Improvements in Student Performance (continued)

**Goal #2: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.**

**Goal Statement:**

Berkeley Arts Magnet will enhance the experience of the whole child by providing an enriched and engaging environment that is safe and supportive for all children, specifically:

Provide learning experiences to all students that encourage life-long habits of health and well-being; Provide learning experiences to all students that focus on their artistic and creative development; and Recognize all students school-wide for accomplishments in arts, academics and social areas.

The school will also address barriers to learning that originate outside the school setting and will:

Provide social and emotional support to students and families;  
Implement procedures to support families with outside referrals and resources;  
Review and monitor student health, attendance, and other needs.

**Student groups and grade levels to participate in this goal:**

All students (K-5)  
English Language Learners (K-5)  
Special needs students (K-5)  
GATE students (K-5)  
Transition students (Kindergartners and 5th)  
At Risk students

**Anticipated annual performance growth for each group:**

All students will demonstrate improved academic achievement in the areas of reading, writing and mathematics. Students who are scoring below proficient must make more than one year's growth.

100% of all students (K-5) will achieve at least one year's growth.  
100% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.  
90% of all students in each subgroup scoring below proficient will move up at least one level on the CST.  
No 4th or 5th grade student at Berkeley Arts Magnet will score FBB or BB on the CST's.

Students with Special Needs and English Language Learners will demonstrate growth of at least one level on CST or CELDT during the school year.  
GATE students will demonstrate growth as measured by an indepth study in a chosen area, and/or accelerated learning beyond grade level standards.  
Student engagement and achievement of learning goals will be evident for identified students: GATE, ELL, Special Education, Title I, students who do not match the cultural identity of the teacher/peers.

One year of growth in the arts.  
Students will meet appropriate 5th grade physical fitness goals as set by the state assessment standard(s).  
Students will experience academic and social success within school community with appropriate social-emotional and health supports (as needed) (e.g., fewer office referrals, suspensions, range of skills to cope with conflict and frustration, etc.).  
95% attendance rate for whole school.

**Means of evaluating progress toward this goal:**

Student achievement on local measures (reading, spelling, writing, math) and CST (Grades 2-5);  
ULSS referral process;  
Classroom observations;  
Discipline referrals and suspension data;  
Recognition assemblies, bulletin boards, leadership roles and peer mentoring among students;  
Agendas/activities at collaboration/staff meeting time;  
Student work, assessments (report cards), and performances;  
Office referrals and ULSS case management data;  
Attendance data;  
Physical Fitness report (Grade 5 only);  
End-of-year report by Bay Area Children First (mental health provider);  
Number of students participating in lunchtime games/sports;  
Number of students resolving minor conflicts independently.  
Students in-class appropriately for entire school day;  
Arts assessments by teachers and instructional specialists;  
Students in-class appropriately for entire school day.

**Group data to be collected to measure academic gains:**

ULSS referrals and case management records;  
Evidence of positive behavior and student recognition for meeting expectations in school;  
Discipline referrals and suspensions;  
Parent and staff evaluation (survey, focus groups);  
District assessments and CST data;  
CELDT scores.

**Total Expenditures in this Goal: \$164,914**

**Description of Specific Actions to Meet This Goal**

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**Action #1:**

A. Provide early intervention best practice strategies through the Universal Learning Support System model to meet the learning and emotional needs of students at the first sign of academic struggle.

Regular ULSS Team meetings;  
Snapshot meetings;  
Case conferences;  
Implementation of Response to Intervention (RtI) 3-tiered/layered responses;  
Professional development in differentiation and ULSS practice.

B. Provide support to students and families for physical and emotional health issues that interfere with learning.

ULSS Team will:  
Closely monitor attendance records to ensure that students are arriving on time daily and make appropriate referrals (SART, SARB);  
Follow up on hearing and vision screening, and make additional referrals as necessary;  
Connect families to other resources (medi-cal, housing, Berkeley Public Health, etc.) as appropriate;  
Connect families to BUSD resources (Office of Integrated Services); and  
Include Berkeley Public Health in monthly ULSS meetings, and support health management for families.

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
ULSS Coordinator/Interventionist (.50 FTE)	1102: Certificated – Monthly	\$21,966				\$16,034		
ULSS Universal Screening (Snapshots, IEPs/SST's) - teacher release	1116: Certificated – Hourly			\$1,200				
Social-emotional/mental health services (Bay Area Children First)	5800: Contracted Services	\$43,500		\$5,000				
Teacher hourly (intervention) - use carry over funds								

**Action #2:**

School will create a safe, inclusive and culturally responsive school environment in these ways:

Implement District-adopted program for positive behavior support (PBS), with coaching from Berkeley Public Health representative.

Provide professional development for culturally and linguistically responsive systems, with coaching from BUSD Equity Coach. Staff who participate in trainings and professional development will share strategies at the site.

Provide professional development for, and implementation of, two district programs for a safe and inclusive school community within the context of Positive Behavior Supports and culturally and linguistically responsive teaching:

Second Step (anti-bullying / anti-violence curriculum)  
Welcoming Schools (non-bias curriculum)

Principal will work with PBS Team, SGC, PTA, Families United at BAM, and staff to develop equity-centered practices at the school.

Increase yard supervision.

Staff and parent community will use data from Spring Survey (2009) and Parent Engagement survey (2011) to inform work to create positive climate and develop equity-centered practices at the school.

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Additional noon supervision (hourly)	2916: Noon/Recess Director - Hourly	\$4,000		\$2,000				

**Action #3:**

School will extend learning of K-5 students with after-school intervention and academic support:

Implement literacy/math support/intervention for focus students with BAM All-Stars (LEARNS)/BEARS;  
Extend reading support through BUILD tutoring;  
Increase participation of students in afterschool programs, especially students performing below grade level;  
Provide parent-teacher forums and workshops so that parents can help students more effectively at home.

**Start and Completion Date:**

August 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
BUILD Tutor Program (coordination by UC Berkeley)	4380: Other / Reserve	\$2,500						

**Action #4:**

The school will address the needs of the whole child by engaging students in the visual and performing arts, physical education, and other enrichment programs. Provide arts education in the classroom, in special classes, and in the after-school program(s):

Partner with community arts providers to diversify and broaden arts experiences for students;  
 Provide interdisciplinary and integrated arts education for students;  
 Provide arts specialists to support arts learning in the classroom and in special classes;  
 Provide professional development for classroom teachers in arts instruction (ALAS Grant Money \$8,000); and  
 Provide performance and other presentation opportunities for students in the arts.

**Start and Completion Date:**

August 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
MOCHA (Visual Arts) (K-5) and Professional Development (ALAS)	5800: Contracted Services			\$16,214				\$8,000
Dance Specialist (K-5) (.20 FTE)	2102: Classified – Monthly			\$17,000				
Percussion Specialist (K-3) (.12 FTE)	2102: Classified – Monthly			\$4,000				
Music Specialist (Kindergarten) (.08 FTE)	1102: Certificated – Monthly			\$8,500				
YMCA noon sports and PE (K-5)	5800: Contracted Services			\$15,000				
		<b>BSEP</b>	<b>Title I</b>	<b>PTA</b>	<b>EIA-LEP</b>	<b>EIA-SCE</b>	<b>TIP</b>	<b>Other</b>
<b>Total Expenditures in this Goal:</b>		\$71,966	\$0	\$68,914	\$0	\$16,034	\$0	\$8,000

## VIII. Planned Improvements in Student Performance (continued)

**Goal #3: Establish partnerships with our families and community to increase academic success for all students, and ensure that all systems are culturally and linguistically responsive to the the needs of our students and their families.**

**Goal Statement:**

The school will honor the cultural differences of our students and families, and implement responsive practices.

**Student groups and grade levels to participate in this goal:**

All students (K-5)  
English Language Learners (K-5)  
Special needs students (K-5)  
GATE students (K-5)  
Transition students (Kindergartners and 5th)  
At Risk students (K-5)

**Anticipated annual performance growth for each group:**

One year of academic growth for all students.

**Means of evaluating progress toward this goal:**

100% participation in fall parent/teacher conferences;  
100% participation in school-initiated meetings (IEP's, parent-teacher conferences, SST's, student performances and special activities, etc.);  
100% family use of home/school communication folder(s);  
100% home/school phone communication (robo-calls) are given in both English and Spanish;  
100% students reading at home 20-30 minutes per day with appropriately leveled-texts;  
95% attendance September-June;

**Group data to be collected to measure academic gains:**

Parent-teacher conference participation reports by teacher;  
Attendance data;  
Reading data as monitored by teacher;  
Focus groups/surveys;  
Return of home/school communication logs as monitored by teacher;  
ULSS, parent-teacher, other, documentation of meetings.

**Total Expenditures in this Goal: \$1,835**

### **Description of Specific Actions to Meet This Goal**

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**Action #1:**

The school will promote and support family engagement in these ways:

Provide translation services for parent-teacher conferences, SST's, school communications as needed.

Provide food/childcare/translation for meetings/celebrations/events at school (Back-to-School Night, United as Families, Latino or English Language Learners meetings).

Provide parent workshops and/or trainings to support parents at home to understand academic program at the school.

Provide family literacy, math, arts and science nights/workshops.

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent Involvement - Child care, translation, food, program	4380: Other / Reserve		\$0					\$635

**Action #2:**

The school will promote common practices K-5:

Implement Weekly Home/School Communication Folder (Thursday Folder);

Provide weekly school newsletter and bi-weekly classroom newsletters;

Identify/implement common homework policy and common at-home reading program (30-40 minutes daily);

Provide appropriate texts for at-home reading.

**Start and Completion Date:**

August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other

**Action #3:**

Staff will support PTA, SGC, Families United at BAM, English Language Learner Committee (ELAC) to identify ways to:

Support parent participation;

Identify what families require from school to support children's academic success;

Provide appropriate parent-education events and workshops.

**Start and Completion Date:**

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other

**Action #4:**

School will provide ongoing professional development to staff to promote cultural competence and equitable practices. See Goal #, Action #2 for additional description/expenditures.

**Start and Completion Date:**

August 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Cultural Competence professional development	2116: Classified – Hourly			\$1,200				

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$0	\$0	\$1,200	\$0	\$0	\$0	\$635

## Appendix A - Program Summary: Berkeley Arts Magnet at Whittier

<b>Goal 1</b>	
Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.	
BSEP	\$23,098
Title I	\$28,906
PTA	\$4,600
EIA-LEP	\$15,903
EIA-SCE	\$0
TIP	\$2,162
Other	\$0
<b>Total</b>	<b>\$74,669</b>

<b>Goal 2</b>	
Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.	
BSEP	\$71,966
Title I	\$0
PTA	\$68,914
EIA-LEP	\$0
EIA-SCE	\$16,034
TIP	\$0
Other	\$8,000
<b>Total</b>	<b>\$164,914</b>

<b>Goal 3</b>	
Establish partnerships with our families and community to increase academic success for all students, and ensure that all systems are culturally and linguistically responsive to the the needs of our students and their families.	
BSEP	\$0
Title I	\$0
PTA	\$1,200
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$635
<b>Total</b>	<b>\$1,835</b>

<b>Total Expenditures</b>	
BSEP	\$95,064
Title I	\$28,906
PTA	\$74,714
EIA-LEP	\$15,903
EIA-SCE	\$16,034
TIP	\$2,162
Other	\$8,635
<b>Total</b>	<b>\$241,418</b>

<b>Total Allocation*</b>	
BSEP	\$95,064
Title I	\$28,906
PTA	\$74,714
EIA-LEP	\$15,903
EIA-SCE	\$16,034
TIP	\$2,162
Other	\$8,635
<b>Total</b>	<b>\$241,418</b>

<b>Funds to Allocate</b>	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
<b>Total</b>	<b>\$0</b>

\* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

## Appendix B - Budget Summary: Berkeley Arts Magnet at Whittier

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	34,562	28,906	8,500	15,903	16,034			<b>103,905</b>
Hourly Teachers			4,800			2,162		<b>6,962</b>
Monthly Classified			21,000					<b>21,000</b>
Hourly Classified			1,200					<b>1,200</b>
Coach Stipends								<b>0</b>
Hourly Tutors								<b>0</b>
Noon Directors	4,000		2,000					<b>6,000</b>
Materials/Supplies	9,450		1,000					<b>10,450</b>
Conference & Travel								<b>0</b>
BUSD Buses								<b>0</b>
Contracted Services	43,500		36,214				8,000	<b>87,714</b>
Other/Reserve	3,552						635	<b>4,187</b>
<b>Total</b>	<b>95,064</b>	<b>28,906</b>	<b>74,714</b>	<b>15,903</b>	<b>16,034</b>	<b>2,162</b>	<b>8,635</b>	<b>241,418</b>

Appendix C - BSEP School Site Discretionary Funds

Appendix C BSEP SCHOOL SITE DISCRETIONARY FUNDS School Year 2011-2012		Berkeley Arts Magnet	
		Location Code: 123	
<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE:</b>			
1102	LITERACY TEACHER/COACH (.12 FTE)	\$12,596	
1102	ULSS TEACHER/COORDINATOR (.30 FTE)	\$21,966	
<b>TOTAL CERTIFICATED MONTHLY:</b>			<b>\$34,562</b>
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE:</b>			
1116	HOURLY TEACHING	\$0	
1116	CURRICULUM DEVELOPMENT	\$0	
1116	HOURLY TEACHING	\$0	
1117	TEACHER STIPEND		
<b>TOTAL CERTIFICATED HOURLY:</b>			<b>\$0</b>
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE:</b>			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST	\$0	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2902	HOME SCHOOL LIAISON		
<b>TOTAL CLASSIFIED MONTHLY:</b>			<b>\$0</b>
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE:</b>			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR (280 hours)	\$4,000	
<b>TOTAL CLASSIFIED HOURLY:</b>			<b>\$4,000</b>
<b>SUB-TOTAL PERSONNEL:</b>			<b>\$38,562</b>
<b>NON-SALARIED CATEGORIES</b>			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$9,450	
4380	RESERVE FOR BUILD TUTOR PROG COORDINATION	\$2,500	
5751	FIELD TRIPS / BUSD BUSES	\$0	
5805	MENTAL HEALTH CONTRACT	\$43,500	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
<b>SUB-TOTAL NON-SALARIED:</b>			<b>\$55,450</b>
<b>TOTAL EXPENDITURES:</b>			<b>\$94,012</b>
<b>RESERVE FOR PERSONNEL VARIANCE &amp; SUBSEQUENT ALLOCATION (4380):</b>			<b>\$1,052</b>
<b>TOTAL FY 2012 BSEP ALLOCATION:</b>			<b>\$95,064</b>
<b>(DIFFERENCE):</b>			<b>\$0</b>
<b>NOTES:</b>			
<p>Priorities for Fall 2011 Carryover Funding:                      --Increase Instructional Materials by \$1,050 (total \$10,500)                      --Books                      --Hourly Teaching - Intervention                      --Professional Development</p> <p>BSEP FY 11 Carryover projected to be approximately \$23,000.</p>			

Appendix D – State and Federal Programs FY 2011-2012 Budget Projection

Berkeley Unified School District  
 State and Federal Programs  
 FY 2011 - 2012 Budget Projection

		Benefit Rates	RS 3010 Title I	RS 7091 EIA/ELL	RS 7090 EIA/SCE	6286 ELAP	GRAND TOTAL	
<b>School : BAM</b>		Obj#	(Basic)					
A	<b>CERT. TCHERS MONTHLY</b>		0.030	-	-		0.030	
	<i>Site TSA - Literacy Coach (Open, 0.5 FTE)</i>	1102	\$ 2,363	\$ -			\$ 2,363	
	<i>(0.03= Site Title I, 0.12= Site BSEP, 0.20= BSEP Program Support, 0.15= District PD)</i>						-	
	<i>Site TSA - Literacy Coach (0.50 FTE)</i>	1102	0.25	0.15	-		0.400	
	<i>(0.25= Title I, 0.15 = ELL, 0.10= District PD)</i>		15,653	9,392	-		25,044	
	<i>Site TSA - Intervention Coord. (0.50 FTE)</i>				0.20		0.20	
	<i>(0.20 = SCE, 0.30 = Site BSEP)</i>	1102			12,890		12,890	
	<b>Subtotal</b>		\$ 18,016	\$ 9,392	\$ 12,890	\$ -	\$ 40,298	
	<b>Fringe Benefits :</b>							
	STRS Monthly	3101	0.08250	1,486	775	1,063	-	3,325
	Medicare	3301	0.01450	261	136	187	-	584
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	2,018	400	1,041	-	3,459
	SUI	3501	0.00828	149	78	107	-	334
	WCOMP	3601	0.02450	441	230	316	-	987
	Retiree Benefits	3701	0.03000	540	282	387	-	1,209
	<b>Total</b>		\$ 22,912	\$ 11,292	\$ 15,991	\$ -	\$ 50,196	
B	<b>CERT. COUNSELORS</b>	1202						
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Fringe Benefits :</b>							
	STRS Monthly	3101	0.08250	-	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-	-	-
	SUI	3501	0.00828	-	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-	-
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
C1	<b>DAILY SUBS</b>	1116						
C2	<b>DAILY SUBS</b>	1116						
C3	<b>DAILY SUBS</b>	1116						
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Fringe Benefits :</b>							
	STRS	3101	0.08250	-	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-	-
	SUI	3501	0.00828	-	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-	-
	<b>Total</b>		15.98%	\$ -	\$ -	\$ -	\$ -	
D	<b>STIPEND</b>	1117						
E	<b>CURR. DEVELOPMENT</b>	1116						
F1	<b>TEACHER HOURLY</b>	1116						
F2	<b>TEACHER HOURLY</b>	1116						
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Fringe Benefits :</b>							
	STRS	3101	0.08250	-	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-	-
	SUI	3501	0.00828	-	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-	-
	<b>Total</b>		15.98%	\$ -	\$ -	\$ -	\$ -	
	<b>CLASSIFIED MONTHLY</b>							
G	Instructional Assistant	2102					\$ -	
H	Instructional Specialist	2182					-	
I	Clerical Assistant	2402					-	
J	Intervention Coordinator	2402					-	
K	School Svc Assistant	2902					-	
L	Home School Liaison	2902					-	
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Fringe Benefits :</b>							
	PERS	3202	0.10707	-	-	-	-	
	PERS REDUCTION	3802	0.01927	-	-	-	-	
	OASDI (FICA)	3312	0.06200	-	-	-	-	
	Medicare	3302	0.01450	-	-	-	-	
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	-	-	-	-	
	SUI	3502	0.00828	-	-	-	-	
	WCOMP	3602	0.02450	-	-	-	-	
	Retiree Benefits	3702	0.03000	-	-	-	-	
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -	\$ -	

**Berkeley Unified School District  
State and Federal Programs  
FY 2011 - 2012 Budget Projection**

		Benefit Rates	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	6286 ELAP	GRAND TOTAL
<b>School : BAM</b>		Obj#					
<u><b>CLASSIFIED HOURLY</b></u>							
M	Instructional Aide	2116			\$ -		-
N	Tutors	2146					-
O	Instructional Specialist	2183					-
P	Clerical Tech & Office Staff	2416					-
Q	Home School Liaison	2916					-
R	School Service Assistant	2916					-
S	Program Assistant	2916					-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Fringe Benefits :</b>							
	OASDI (FICA)	3312	0.06200	-	-	-	-
	Medicare	3302	0.01450	-	-	-	-
	SUI	3502	0.00828	-	-	-	-
	WCOMP	3602	0.02450	-	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
<u><b>BOOKS / SUPPLIES / MTLs</b></u>							
T1	Instructional Materials	4300			\$ -		\$ -
T2	Instructional Materials	4350					-
T3	Instructional Materials	4350					-
U1	Parent Involvement		635				635
U2	Parent Involvement						-
	Total		\$ 635	\$ -	\$ -	\$ -	\$ 635
<u><b>TRAVEL &amp; OUTSIDE SERVICES</b></u>							
V	Travel / Conference	5200					\$ -
W	Memberships / Dues	5300					-
X	Postage / Mailings	5910					-
Y	Field Trips / Transportation	5711					-
Z1	Professional Svcs	5800					-
Z2	Consultant Contracts	5805					-
A1	Print Shop Printing	5712					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
<u><b>CAPITAL OUTLAY</b></u>							
B1	Equipment (Less than \$5,000)	4400					\$ -
C1	Equipment (Over \$5,000)	6400					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
a.	<b>Total Projected Expenditure</b>		\$ 23,547	\$ 11,292	\$ 15,991	\$ -	\$ 50,831
b.	<b>Budget Allocation</b>		29,541	15,903	16,034		61,478
c.	<b>Add : Carryover</b>						-
d.	<b>Total Budgets (d = b + c)</b>		\$ 29,541	\$ 15,903	\$ 16,034	\$ -	\$ 61,478
e.	<b>Projected Unspent Funds (e = d - a)</b>		\$ 5,994	\$ 4,611	\$ 43	\$ -	\$ 10,647

\* Title I allocation included \$635 for Parent Involvement.  
10% reserve for PD is required for PI Schools

**Berkeley Unified School District  
Office of Educational Services  
Teacher Initiated PD Allocation (TIP)  
FY 2011 - 2012**

#	LOC	SCHOOL SITES	(2/9/11 Board Meeting)	5.2983/ Pupil
1	112	Cragmont	389	2,061
2	113	Emerson	310	1,642
3	116	Jefferson	308	1,632
4	118	LeConte	313	1,658
5	126	Malcolm X	441	2,337
6	128	John Muir	236	1,250
7	119	Oxford	299	1,584
8	124	Rosa Parks	434	2,299
9	120	Thousand Oaks	451	2,390
10	121	Washington	387	2,050
11	123	Arts Magnet	408	2,162
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>3,976</b>	<b>21,066</b>
1	132	King	964	5,108
2	127	Longfellow	406	2,151
3	131	Willard	543	2,877
<b>3</b>	<b>(B)</b>	<b>Total 6-8 Schools</b>	<b>1,913</b>	<b>10,136</b>
1	137	BHS	3,238	17,156
2	136	B-Tech	160	848
3	135	Independent Study	150	795
<b>3</b>	<b>(C)</b>	<b>Total 9-12 Schools</b>	<b>3,548</b>	<b>18,798</b>
<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,437</b>	<b>50,000</b>

Description	PD Budget
Measure A, Staff Development	50,000
CBEDS #	9,437
Per Pupil Allocation	5.2983

Notes for TIP Funding:

- \* Washington: CBEDS enrollment is increased by 20 pupils (to 387) due to an additional 1st grade class planned for FY 2011-2012.
- \* Independent Study receives funding for 150 students.
- \* Berkeley High's CBEDS enrollment is decreased by 150 pupils (to 3,238); those pupils are enrolled in the Independent Study program.

## Appendix E - Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

Met performance goal 2010 and remained in Program Improvement Year 4

On state assessments (CST -2010):  
Math - met AMO's  
English Language Arts - met AMO's

Local assessments (Fall/Winter/Spring) in spelling, writing, reading and math guide instruction and interventions.

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

Goal in progress.

Teachers use results of common district assessments to guide instruction and differentiate.  
ULSS Team uses snapshot meetings, academic data, and universal referral process to support interventions.

Student progress in reading and writing is tracked on assessment wall and to monitor intervention progress.

Leadership Team is supporting data-driven collaboration protocols, and will continue to build capacity in school year 2012. Literacy Coach and Berkeley Evaluation and Assessment Office will assist site to strengthen regular sharing and use of data to monitor student progress and support differentiation.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (NCLB)

Meeting Performance Goal. All staff are credentialed.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Goal in progress. The principal has participated in the first module on curriculum and instruction and use of data. Due to the uncertainty of funding she has not attended the other two modules.

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Meeting performance goal.

All teachers and principal participated in SB 472 math training in Everyday Math (2009) and 90% participated in Teacher College Reading and Writing Project professional development (2010)

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Meeting performance goal. All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to raise student performance.

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

Meeting performance goal but not consistently in all classrooms. Site literacy coaches and district math coaches/math teacher-leader are working with targeted grade levels and/or individual teachers. In 2011, all teachers had literacy coaching and this will continue in 2011.

8. Teacher collaboration by grade level (EPC)

Exceeding performance goals. Teachers have designated staff meeting time to collaborate, usually one hour per week. Sometimes the collaboration time is for grade level planning and sometimes it is used for district-led work regarding district math and English Language Arts curriculum.

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Inconsistent meeting of performance goal. Staff are implementing the district-adopted spelling and writing programs. Science, social studies and math have slightly more variance across classrooms.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Meeting performance goal in math, inconsistent in English Language Arts. Teachers have been instructed to spend 90 minutes daily on language arts and 60 minutes on math, and they generally adhere to this requirement. Daily schedules may not provide daily ELD instruction or intervention time. By restructuring the arts program, 4th and 5th grades have increased instructional time by 90 minutes since 2008. In 2012, an additional 45 minutes/week of instructional time will be implemented in 4th grade.

11. Lesson pacing schedule (EPC)

Meeting performance goal. The District has provided a pacing guide for math and writing, and the teachers have been held accountable through periodic local assessments aligned with the pacing guide.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Meeting performance goal. All students have the required texts in the subject areas.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Meeting performance goal. All teachers are using the adopted texts in each subject area: Scott Foresman social studies, FOSS science, Everyday Math, and a composite program for language arts including BEAR spelling, Teachers' College Reading and Writing programs (2011).

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Goal in progress. The school provides many resources to underperforming students within the regular program including Reading Recovery, small reading groups with literacy coaches/interventionists, small group push-in and pull-out services with education specialists, and extra math support. Classroom teachers offered before and after school interventions for focus students February-May 2011. In 2012, a .50 FTE Rtl coordinator/interventionist will provide additional intervention during the school day.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Meeting performance goal. The principal in coordination with the literacy and math coaches ensure that all teachers are using best practices to raise student achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Meeting performance goal (for students who can access programs). BAM offers two on-site afterschool programs that include homework help and other academic support.

Not all of our underperforming students can or do take advantage of these programs.

17. Transition from preschool to kindergarten (Title I SWP)

Goal in progress. Students with IEP's have transition meetings so that staff is prepared to meet the students' needs once enrolled at the school. Improving communication and information exchange between the school and Head Start and BUSD preschools is a goal for 2012.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Goal in progress. The school has offered many resources to underperforming students and families:

counseling and inclass social groups/interventions to promote positive behavior;  
partnership with Berkeley Public Health to support health management for families and school;  
family support referrals, and parent workshops;  
parent volunteers for reading support;  
in-school interventions for reading and math;  
in-class supports with education specialists;  
small group instruction/support in Learning Center; and  
before and after school interventions.

19. Strategies to increase parental involvement (Title I SWP)

Goal in progress. The school and parent leadership (Families United@BAM, PTA, SGC) are working together to improve school climate to make all families feel welcome and to bring all families into a working partnership with the school. The 2009 spring survey was designed to elicit family input about their experience in the school, and to then guide next steps for creating an equity-based welcoming school. The Spring 2011 Parent Engagement survey is providing additional data to guide planning at the school. The school's Positive Behavior Support Team meets regularly and this leadership group is identifying ways to support family involvement, and create a welcoming school culture.

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

Not meeting performance goal. The school needs consistent representation at DELAC and DAC. The school represented at GATE meetings. At the site-level, PTA and Families United@ BAM are involved with SGC in planning and implementation of the site plan.

Funding

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

Exceeding performance goal. SGC allocated categorical funds for before and after school interventions, ELD instruction during the school day, Rtl support and literacy coaching for teachers to improve instruction. The school has also obtained grants to support teacher interventions after school.

22. Fiscal support (EPC)

Not meeting performance goal. The school is underfunded and struggles to provide all necessary programs and purchase all needed materials.

## Appendix F - Home/School Compact

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

### Student Pledge:

I will do my best to:

Be Responsible

- Work hard.
- Follow directions and ask for help when I don't understand something.
- Complete assignments and return homework.

Be Respectful

- Cooperate with others.
- Respect other children's culture and differences.

Be Safe

- Follow all directions.
- Understand and cope with my feelings.
- Cooperate with others.
- Ask an adult when I need help in a conflict.

### Parents Pledge:

I will partner with my child's school by:

Being Responsible

- Ensuring my child attends school regularly.
- Talking with my child about his/her activities.
- Reading to and encouraging my child to read every day.
- Attending Back-to-school Night and Parent-Teacher Conferences.
- Attending other school events whenever possible.

Being Respectful

- Communicating regularly with my child's teacher about their progress.
- Honoring the cultural difference of students and their families.
- Treating students, other families, and staff with courtesy and respect.

Being Safe

- Teaching my child the importance of safety at school.

### Staff Pledge:

Principal:

I will partner with families and my staff by:

Being Responsible

- Creating a welcoming and positive learning environment at our school.
- Sharing the school's mission, goals and data.

Being Respectful

- Supporting building partnerships between families and staff.
- Respecting families' involvement in decisions that affect their child.
- Honoring the cultural difference of students and their families.
- Providing appropriate professional development and training for staff.

Being Safe

- Ensuring a safe and secure learning environment.

Staff:

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

Being Responsible

- Sharing high expectations for students, other staff members, and ourselves.
- Providing quality instruction and engaging learning experiences.
- Teaching California State standards.

Being Respectful

- Honoring the cultural difference of students and their families.
- Communicating regularly with families regarding their child's progress.
- Treating students, families, and other staff with courtesy and respect.

Being Safe

- Providing a physically and emotionally safe learning environment for every student.
- Helping children resolve conflict.
- Helping children solve problems and manage their feelings.