

The Single Plan for Student Achievement

Thousand Oaks Elementary School

School Name

01-61143-6090310

CDS Code

Date of this revision: 5/5/11

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
Address: 2134 Martin Luther King Jr. Way
Berkeley, CA 94704
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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

School Name: Thousand Oaks Elementary School	School Year: 2011-2012
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Summary of School Goals:

1. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
2. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
3. Family/Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Nancy Greenan Hamill	(Principal): Julianna Sikes
(Co-Chair, if applicable): Matt Lipner (Teacher)	(Teacher): Sharon Strachan
John Paulding	(Teacher): Bill Briggs
Rachel Hurwitz	(Teacher): Matt Lipner
Diona Cox	(Classified): Flora Keilch
Hans Abramson-Ward	& Cherry Morris Van Muers

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:

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 5/4/11.

Julianna Sikes

Principal

Signature

Date

Nancy Greenan Hamill

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

At Thousand Oaks School we believe in developing and nurturing students' natural love of learning. We embrace and seek to expand the multitude of life experiences that students bring; promoting self-confidence and a respect for diversity. To prepare students for their role as successful global citizens, our program is centered on academic progress and success. We provide a rigorous educational program supporting the development of effective communicators, critical thinkers and creative problem solvers.

IV. School Profile

Thousand Oaks Elementary has a current enrollment of 452 students, representing the largest elementary school in the district. We have a diverse school with no racial population exceeding 50%. The three largest racial groups are Latino, White, and Multi-ethnic. Since 2003, there have been some demographic shifts. Our Latino, White, and Asian population has increased, while our African-American, Multi-ethnic, and English Learner population has decreased. Based on No Child Left Behind (NCLB), the student subgroups at Thousand Oaks considered numerically significant by having 50 or more students are: Latino, White, English Learner, and Students with Disabilities. The demographics of Thousand Oaks differ in comparison to the district for several student subgroups. Thousand Oaks has a considerably lower number of African American students, yet a higher number of Hispanic/Latino, and English Learner students. The population trend at Thousand Oaks for Asian, White, and Socio-Economically Disadvantaged students is similar to that of the district.

See attached data analysis powerpoint for more demographic and academic data.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

See attached Data Analysis file

B. Surveys

The SGC developed and administered a school survey to parents/guardians and staff. 110 parents/guardians took the survey. The purpose of the survey was to help determine the effectiveness of different programs, identify areas to improve, and measure the overall effectiveness of our school.

The results from the parent/guardian survey are attached.

C. Classroom Observations

The school principal observes teachers through informal classroom walkthroughs and formal observations. The formal observation process consists of teachers identifying and setting professional goals, formal observations by the principal, pre and post observation conferences, and a summative evaluation. Both informal and formal observations provide information about instruction, curriculum, and student learning. This information is used to plan staff development and guide staff/ collaboration meetings.

D. Student Work and School Documents

Teachers collaboratively meet during the year to analyze student work samples and plan instruction.

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests are given 3 times a year and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. Writing tests are given each trimester and measure students' proficiency in the areas of writing content and mechanics. Assessments are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies.

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

VI. Description of Barriers and Related School Goals

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	262	259	270	64	70	78	45	32	29	13	13	16
Growth API	796	824	837	956	978	973						
Base API	772	784	824	942	940	978	627					
Target	5	5	A	A	A	A						
Growth	24	40	13	14	38	-5						
Met Target	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	90	95	115	85	73	77	136	100	130	14	20	22
Growth API	690	720	758	702	723	729	703	724	736			
Base API	683	690	720	675	702	723	675	700	724			
Target	6	6	5	6	5	5	6	5	5			
Growth	7	30	38	27	21	6	28	24	12			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

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	100	100	100	100	100	100	100	100	100	94	100	100
Number At or Above Proficient	130	146	152	54	65	72	10	11	8	6	5	9
Percent At or Above Proficient	46.9	56.4	56.3	80.6	92.9	92.3	20.8	34.4	27.6	46.2	38.5	56.2
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	No	Yes	Yes	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	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	26	28	40	28	23	20	42	35	42	7	9	12
Percent At or Above Proficient	27.7	29.5	34.8	31.5	31.5	26.0	29.4	35.0	32.3	24.1	45.0	54.5
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	No	Yes	Yes	No	No	No	Yes	No	--	--	--

* = 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	99	100	100	99	100	100	100	100	100	94	100	100
Number At or Above Proficient	166	189	202	59	68	75	13	15	12	9	10	12
Percent At or Above Proficient	60.4	73.0	74.8	89.4	97.1	96.2	27.1	46.9	41.4	69.2	76.9	75.0
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	--	--	--	--	--	--

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	99	100	100	99	100	100	99	100	100	94	100	100
Number At or Above Proficient	48	53	76	48	39	43	68	57	75	9	12	10
Percent At or Above Proficient	51.6	55.8	66.1	54.5	53.4	55.8	47.9	57.0	57.7	33.3	60.0	45.5
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	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
	#	%	#	%	#	%	#	%	#	%	#
K						*		*			
1	1	6	10	56	5	28	2	11			18
2	3	12	6	24	6	24	5	20	5	20	25
3			1	7	9	64	2	14	2	14	14
4	2	11	1	6	10	56	4	22	1	6	18
5	1	5	10	53	5	26	2	11	1	5	19
Total	7	7	28	29	36	38	16	17	9	9	96

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 effective instruction, a challenging and engaging curriculum, and aligned assessments.

Student groups and grade levels to participate in this goal:

All students, K-5

All student subgroups: African-American, Asian, Latino/Hispanic, White, English Language Learners, Socio-economic Disadvantaged, Special Education Students

Anticipated annual performance growth for each group:

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

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

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal, and intervention staff will evaluate the progress of all students through:

Snapshot meetings

Assessment and Intervention wall meetings

ULSS case management meetings

SST meetings

Collaboration and staff meetings

Progress reporting periods

Group data to be collected to measure academic gains:

STAR/CST (grades 2-5)

Fountas & Pinnell reading assessment

EveryDay Math Assessments

BEAR Spelling

CELDT/ ELD blue card

Snapshot meeting results

Pre and Post Intervention assessments

District writing assessment

District math assessment

Progress monitoring assessment data

Total Expenditures in this Goal: \$181,090

Description of Specific Actions to Meet This Goal

Action #1:

Prepare all students for continued success in English Language Arts by providing high quality instruction geared to student needs including appropriate modifications and accommodations

Thousand Oaks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district adopted programs and practices within a dedicated literacy block. Teachers will implement the Columbia Teacher's College Reading Program (TCRWP), Caulkin's writing program, guided reading, literature circles, readers' workshop, and spelling lessons with the support of the Literacy Coach. The Coach will give ongoing training to teachers during staff meetings and will provide model lessons in classes. The Literacy Support Teacher will provide push-in support for students in grades 3-5 based on students' Fountas & Pinnell reading assessment level using Soar to Success and other intervention materials. Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction. Teachers who have not yet been trained can receive professional development to implement TCRWP. The Principal and teachers will develop common agreements and school-wide practices for implementing Reader's Workshop at all grade levels. All appropriate and necessary materials including leveled texts, literature circle materials, teacher resources, handwriting materials, listening centers/cds, books for classroom libraries, and writing materials will be provided.

Dedicated Literacy Block:

Instructional Minutes:

Kindergarten: minimum 60 minutes daily

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

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

Start and Completion Date:

August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Literacy Coach -.9 FTE including central .45 FTE. Increase to 1.0 FTE when BSEP Carryover is available.	1102: Certificated – Monthly	\$10,600	\$34,082					
Literacy Support Teacher - .60 FTE	1102: Certificated – Monthly	\$60,000						
Instructional Materials and Supplies	4300: Instructional Materials & Equipment			\$10,000				
Teacher Hourly	1116: Certificated – Hourly			\$9,000				
Teacher initiated Professional Development	1116: Certificated – Hourly						\$2,390	

Action #2:

Prepare all students for continued success in Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations

Thousand Oaks teachers and staff will ensure that all students are provided high quality mathematics instruction using EveryDay Math (EM) with fidelity:

Use district math assessments to monitor student progress; and increase use of assessments to backwards plan as well as to scaffold and differentiate instruction for students based on identified student need

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

Use EM assessment results to inform Response to Intervention (RtI) and after school intervention programs;

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

All necessary materials, journals and mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, geometric templates) will be purchased as needed.

Instructional minutes:

Kindergarten: 50 minutes daily, including interventions

1st-3rd grades: 60 minutes daily

4th-5th grades: 60 minutes daily

Start and Completion Date:

August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional materials and supplies Teacher hourly Teacher initiated Professional Development								

Action #3:

Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.

- Ensure every English Learner receives 30 minutes of systematic ELD daily at the appropriate CELDT level using the district adopted program
- Implement a system to monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level per year, using the ELD blue card as an active instrument to support ELs
- Participate in district professional development and provide site-level training in implementation strategies to ensure all student receive required ELD content
- Use ELD curriculum and GLAD strategies
- Allocate hourly funds and provide substitutes for teachers and support staff to administer CELDT
- Hold parent/guardian workshops on understanding the CELDT and the ELD program at Thousand Oaks
- Devote staff/collaboration time to analyze CELDT scores, levels, and ELD instruction
- Devote staff/collaboration time to strengthen instructional strategies for teaching ELs

Purchase supplemental ELD materials as needed.

Start and Completion Date:

August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional Materials and Supplies	4300: Instructional Materials & Equipment							
Teacher Hourly for PD, CELDT testing, Committee work (\$1,500 from S&F c/o if avail)	1116: Certificated – Hourly							\$1,500
Teacher initiated Professional Development								

Action #4:

Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.

Extend learning of K-5 programs with an afterschool intervention learning program that supports classroom learning and grade level proficiency:

- Provide time for structured collaboration between afterschool staff and teachers
- Provide additional training on instructional strategies for afterschool staff to use during academic hour
- Expand the afterschool intervention program to incorporate all grades levels, which supports students in reaching grade level proficiency
- Purchase state intervention materials to support student learning (math and ELA)

Continue using Academic Liaisons (classroom teachers) to model lessons, teach instructional strategies, and develop instructional materials to be used by the WRAS Instructional Technicians during Academic hour

Start and Completion Date:

August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
2011 Single Plan for Student Achievement	15 of 34							

Instructional Materials and Supplies	4300: Instructional Materials & Equipment	
Teacher hourly	1116: Certificated – Hourly	
Professional Development	1116: Certificated – Hourly	
BUILD Tutor contract	4380: Other / Reserve	\$2,500

Action #5:
 Implement a continuum of academic, behavioral, and/or other intervention strategies through the Universal Learning Support System (ULSS), as ULSS is the district's model of Response to Intervention and Instruction (RtI2).

- Use research based curriculum such as Read Naturally as part of Tier I & II interventions
 - Hold snapshot meetings (twice a year). Substitutes/ teacher hourly funds will be provided for teachers and necessary support staff to attend Snapshot meetings
 - Continue to implement Response to Intervention (RtI) three tiered response (classroom, small group, and learning center), with an emphasis on Tier I support.
- Develop a structured intervention time within the school day to be delivered by classroom teachers and support staff.
- Provide push-in intervention support (tier I and II) for identified groups of students within the classroom by members of the ULSS team (ULSS Coordinator, Full Inclusion Teacher, Resource Teacher, Literacy Coach, Literacy Support, and other identified support staff)
- Provide additional Spanish support in core content areas for identified students as they transition from 3rd grade bilingual to 4th grade and for 5th grade students requiring extra support.
- Provide pull-out intervention support (tier II and III) for identified students by members of the ULSS team (Full Inclusion Teacher, Resource Teacher, Literacy Support, tutors, and other identified support staff)
 - Provide staff with professional development in differentiation and RtI practices with a focus on strengthening Tier I interventions (both academic and social-behavioral) using 4-6 week progress monitoring systems based on common assessments.
 - Continue case management of student support services including: hearing, vision, dental, homelessness, and other health and social service related issues
- Expand behavioral interventions to identified students, classes, or grade levels based on input from the ULSS team, counseling, PBS team, and teachers.

ULSS Team will meet regularly to collaborate and reflect on school-wide systems in place to meet the needs of identified students
 Classroom teachers will meet during collaboration time and during assessment/intervention wall time to analyze data on identified students and develop additional instructional strategies to implement when working with focus students

Start and Completion Date:
 August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Teacher hourly	1116: Certificated – Hourly							
Bilingual Instructional Assistant	2102: Classified – Monthly					\$11,000		
ULSS/ RtI Coordinator - .20 FTE	1102: Certificated – Monthly	\$17,000						
Spanish Support Teacher - .20 FTE	1102: Certificated – Monthly	\$3,611			\$4,458	\$8,931		
Reserve for Personnel Variance	4380: Other / Reserve	\$6,018						

Action #6:
 Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, as well as the transitions from Special Education and English Learner status to the mainstream:

- Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes
 - Hold transition meetings for 5th grade Special Education students for middle school placement
 - Hold transition meetings for Pre-K Special Education students for Kindergarten placement
- Continue PTA sponsored Kindergarten welcoming gatherings such as summer meetings and the annual Kindergarten potluck to smooth the transition from Pre-K to K.
 Continue Middle School visitations by 5th grade students as organized/scheduled by the district
 Hold reclassification ceremony/celebrations for English Learner students who become reclassified

Start and Completion Date:
 August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Action #7:

Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards

- Review Special Education goals during IEP meetings, ULSS meetings, and staff collaboration time
- Meet regularly with Special Education Area Supervisor, Full Inclusion Teacher, and Resource Teacher to review IEP goals for students and overall case load
- Ensure that IEP goals for Special Education students are measurable, aligned with state standards, and include a gradual increase of anticipated achievement while reflecting high expectations for students

Substitutes will be provided to release teachers and allow for Special Education teachers to hold IEP meetings and conduct assessments during the school day

Start and Completion Date:

August 2011 to June 2012

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

Action #8:

Teachers will conduct data driven and results-based collaboration.

- Berkeley office of Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement
 - Teachers and support staff will use the information gathered to plan and adjust targeted instruction
- Classroom teachers will meet during collaboration and assessment/intervention wall time to analyze data on identified students and develop additional instructional strategies to implement when working with focus students
 Literacy coach, ULSS staff, and classroom teachers will develop a data focused meeting format to implement during collaboration time in order to assess students' academic needs on an ongoing basis

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Total Expenditures in this Goal:	\$97,229	\$34,082	\$21,500	\$4,458	\$19,931	\$2,390	\$1,500
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VIII. Planned Improvements in Student Performance (continued)

Goal #2: II. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

Goal Statement:

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.

Student groups and grade levels to participate in this goal:

All students, K-5

All student subgroups: African-American, Asian, Latino/Hispanic, White, English Language Learners, Socio-economic Disadvantaged, Special Education Students

Anticipated annual performance growth for each group:

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

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

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal, and intervention staff will evaluate the progress of all students through:

Snapshot meetings

Results meetings

ULSS case management meetings

Assessment and Intervention wall meetings

SST meetings

Collaboration and staff meetings

Progress reporting periods

Group data to be collected to measure academic gains:

STAR/CST (grades 2-5)

Fountas & Pinnell reading assessment

EveryDay Math Assessments

BEAR Spelling

CELDT/ ELD blue card

Snapshot meeting results

Pre and Post Intervention assessments

District writing assessment

District math assessment

Progress monitoring assessment data

Total Expenditures in this Goal: \$73,500

Description of Specific Actions to Meet This Goal

Action #1:

Thousand Oaks will focus on educational equity by:

- Staff will participate in ongoing professional development from the district Supervisor of Culturally and Linguistically Responsive Systems and by using a variety of books and articles related to race, class, and privilege and how these impact students in our school
- Staff will discuss and implement culturally responsive teaching strategies such as Sharroky Hollie and other practices as identified by the Equity team, Leadership Team, teachers, and the district
- Staff will engage in peer observation and coaching on culturally responsive teaching techniques and student engagement strategies

Staff will identify specific strategies and actions to address educational equity

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional materials and supplies								
Substitutes								
Professional Development								

Action #2:

Thousand Oaks will continue to implement the district adopted programs: Positive Behavior Support (PBS), Second Step, and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, prevent bullying, and promote positive behavior support.

- School-wide rules and expectations will be posted in all common areas, school communications, and communicated to parents/guardians
- PBS Team will develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year
- All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, use of common language, and by modeling expected behavior
- All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies
- Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year.
- Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices
- Teachers and Principal will work collaboratively to identify and calendar key lessons in Second Step, Welcoming Schools, and PBS lessons to be taught at each grade level.
- Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum and PBS resources to address issues of bullying and bias-related harassment
- Noon duty supervisors and WRAS Instructional Technicians along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise
- Staff will participate in professional development related to PBS, Restorative Discipline, and student management strategies

Implement School-wide Information System (SWIS) to monitor and analyze student discipline data

Develop specific behavior interventions for individual students (as needed) and communicate student progress from one grade level to the next.

Materials and supplies such as books, posters, dvds, walkie talkies, safety vests, software, and other supervision equipment will be purchased to support this implementation

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
School Service Aide	2102: Classified – Monthly				\$24,000			
Teacher Hourly	1116: Certificated – Hourly							
Instructional Materials and Supplies	4300: Instructional Materials & Equipment							
Bay Area Children First Counseling contract	5800: Contracted Services	\$7,854		\$4,146				

Action #3:

Thousand Oaks will continue to implement a system of recognizing students for following school-wide behavior expectations as part of a positive behavior support system. This will include:

- Using teacher-hourly for team meetings,
- Using student certificates of acknowledgment, and positive reinforcement coupons
- Holding regular assemblies to recognize students
- Displaying/recognizing students in school newsletters and/or on school and class bulletin boards
- Training teachers and staff on Active Supervision methods
- Involving students in selecting a school-wide rewards when a designated number of positive reinforcement coupons have been earned

Involving students in teaching school-wide expectations

Identifying other ways to recognize student success

Involve students in recognizing other students when they are observed following school-wide behavior expectations.

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Teacher hourly	1116: Certificated – Hourly							
Instructional Materials and Supplies	4300: Instructional Materials & Equipment							

Action #4:

Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research:

- Thousand Oaks staff will observe colleagues that are effectively implementing culturally responsive teaching strategies and best practices. Substitutes will be provided to release teachers to conduct observations. Information from observations will be shared during staff and collaboration meetings
- Teachers who participated in GATE Certificate Training will present strategies and information to staff during meetings and collaboration.
- Supplemental curriculum, materials, and instruction that provides depth, complexity, and challenges students exceeding the core standards-based curriculum will be implemented in classrooms during the school day.

Start and Completion Date:

August 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Teacher Hourly	1116: Certificated – Hourly							
Instructional Materials and Supplies	4300: Instructional Materials & Equipment							

Action #5:

Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.

- Time will be spent during collaboration meetings to develop lessons in visual arts to be implemented throughout the school year
- Students in grades 3-5 will continue to participate in the BUSD music program.
- Regular communication with the Visual and Performing Arts District coordinator will occur

Implement MOCHA visual arts lessons or other lessons from Arts organizations as identified by teachers

Continue Playworks program aimed at increasing the physical activity level of students, providing structured game time, and junior coaches -if funds are made available

Additional materials and resources for specific school-wide projects may be purchased on an as need basis as funds become available.

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional Materials and Supplies	4300: Instructional Materials & Equipment							
Playworks contract (if funds are available from PTA)	5800: Contracted Services			\$23,500				\$2,000
MOCHA Visual Arts contract (PTA & Arts Anchor grant)	5800: Contracted Services			\$4,000				\$8,000

Action #6:
Support all teachers in developing programs to personalize the learning environment for all students:

- Thousand Oaks teachers and staff will provide specific differentiation, intervention, or remediation for students who excel, are GATE identified students, need additional time to learn, are designated as Special Education students with Individual Education Plans (IEP), or are underperforming students.
- Collaboration and Staff meeting time will be spent discussing focus students (gifted and talented students (GATE), English Language Learner students, newcomers, or students who have a significant history of low achievement).
- Teachers will create individualized learning plans for focus students based on information from assessment and intervention wall meetings

Explore options to expand the bilingual program from K-3 to the upper grades in order to fully support bilingual students in language development and academics and to also better prepare bilingual students for Middle School

Start and Completion Date:
August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Substitutes	1116: Certificated – Hourly							
		BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:		\$7,854	\$0	\$31,646	\$24,000	\$0	\$0	\$10,000

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Establish partnerships with our families and community to increase academic success for all students.

Goal Statement:

Establish partnerships with our families and community to increase academic success for all students.

Student groups and grade levels to participate in this goal:

All students K-5, and families/guardians will participate

Anticipated annual performance growth for each group:

Increased parent /guardian participation and involvement

Means of evaluating progress toward this goal:

Participation in all school-wide events and committees

Group data to be collected to measure academic gains:

Sign in sheets
School-wide survey
Committee rosters

Total Expenditures in this Goal: \$1,100

Description of Specific Actions to Meet This Goal

Action #1:

Strengthen parents' capacity to be effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.

Thousand Oaks will provide parent forums and educational events on topics identified as critical by diverse parent/ guardian groups, including:

- Workshops and meetings for English Language Learner families, such as understanding the CELDT and teacher conferencing
- Parenting workshops

Counseling workshops

Workshops focused on the core academic programs (Ex: literacy strategies, math) and district/site based initiatives (Ex: PBS, Welcoming Schools)

Increase parent/guardian input on school events and programs by making survey more accessible, holding parent/guardian forums, and holding other informational events.

Specific parent groups will be formed based on input and interest from parents

Teacher hourly and other funds will be provided to pay for meeting facilitators, child care, translation, materials, and food.

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Teacher hourly	1116: Certificated – Hourly							
Translation	1116: Certificated – Hourly		\$344					
Child care	2116: Classified – Hourly							\$756

Action #2:

Thousand Oaks staff will partner with the Family and Community Partnerships office, district PTA, DELAC, and other district parent/guardian groups train and support site parent/guardian groups to strengthen their capacity to collaborate with the principal and school staff on issues that impact student achievement and wellbeing.

These groups include: Thousand Oaks PTA, ELAC, SGC, and other parent/guardian groups to be formed based on parent/guardian interest.

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Translation	2116: Classified – Hourly							

Action #3:

Thousand Oaks will hold school-wide community events, such as Back to School Night, Open House, assemblies, and other events as identified by the PTA and school staff to involve parents/guardians in our school community

- All school communications such as newsletters, informational letters, and other correspondence will continue to be translated into Spanish
- Translation will be provided for all school events

Identify successful events as determined by high parent/guardian participation build on those successes

Funding for events: PTA, grants, Parent Involvement funds

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Translation	2116: Classified – Hourly							

Action #4:

Thousand Oaks will provide direct support to parents/guardians at our school by:

Forming specific parent/guardian groups to partner with teachers, based on parent interest and input

Identifying ways to further involve parents/guardians in supporting students academically

Providing trainings to assist parents/guardians in providing academic support for their children in Everyday Math and Literacy

Identifying ways that parents/guardians can volunteer and become involved in school events, activities, and in the classroom

Assisting parents in understanding and accessing school service support systems and community based support organizations (Ex: SST process, counseling, School Linked Health Services)

Start and Completion Date:

August 2011 through June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
		BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:		\$0	\$344	\$0	\$0	\$0	\$0	\$756

Appendix A - Program Summary: Thousand Oaks Elementary School

Goal 1	
Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.	
BSEP	\$97,229
Title I	\$34,082
PTA	\$21,500
EIA-LEP	\$4,458
EIA-SCE	\$19,931
TIP	\$2,390
Other	\$1,500
Total	\$181,090

Goal 2	
II. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.	
BSEP	\$7,854
Title I	\$0
PTA	\$31,646
EIA-LEP	\$24,000
EIA-SCE	\$0
TIP	\$0
Other	\$10,000
Total	\$73,500

Goal 3	
Establish partnerships with our families and community to increase academic success for all students.	
BSEP	\$0
Title I	\$344
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$756
Total	\$1,100

Total Expenditures	
BSEP	\$105,083
Title I	\$34,426
PTA	\$53,146
EIA-LEP	\$28,458
EIA-SCE	\$19,931
TIP	\$2,390
Other	\$12,256
Total	\$255,690

Total Allocation*	
BSEP	\$105,083
Title I	\$34,426
PTA	\$53,146
EIA-LEP	\$28,458
EIA-SCE	\$19,931
TIP	\$2,390
Other	\$12,256
Total	\$255,690

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

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

Appendix B - Budget Summary: Thousand Oaks Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	91,211	34,082		4,458	8,931			138,682
Hourly Teachers		344	9,000			2,390	1,500	13,234
Monthly Classified				24,000	11,000			35,000
Hourly Classified							756	756
Coach Stipends								0
Hourly Tutors								0
Noon Directors								0
Materials/Supplies			10,000					10,000
Conference & Travel								0
BUSD Buses								0
Contracted Services	7,854		31,646				10,000	49,500
Other/Reserve	6,018		2,500					8,518
Total	105,083	34,426	53,146	28,458	19,931	2,390	12,256	255,690

Appendix C - BSEP School Site Discretionary Funds

Appendix C BSEP SCHOOL SITE DISCRETIONARY FUNDS School Year 2011-2012		Thousand Oaks School	
		Location Code: 120	
CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER - LITERACY COACH (.10 FTE)	\$10,600	
1102	TEACHER - LITERACY SUPPORT (.60 FTE)	\$60,000	
1102	TEACHER - ULSS/RII COORDINATOR (.20 FTE)	\$17,000	
1102	TEACHER - SPANISH SUPPORT (.20 FTE)	\$3,611	
TOTAL CERTIFICATED MONTHLY:			\$91,211
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	TEACHER HOURLY - ELD INSTRUCTION (140 hours)	\$0	
1116	CURRICULUM DEVELOPMENT		
1116	HOURLY TEACHING		
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST	\$0	
		0	
TOTAL CLASSIFIED MONTHLY:			\$0
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR		
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$91,211
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS	\$0	
4300	MATERIALS & SUPPLIES	\$0	
4400	EQUIPMENT (\$500-\$5,000)	\$0	
4380	RESERVE FOR SPECIAL PROJECTS	\$0	
5200	TRAVEL / MILEAGE & CONFERENCES	\$0	
5805	MENTAL HEALTH (BACF) CONTRACT	\$0	
SUB-TOTAL NON-SALARIED:			\$0
TOTAL EXPENDITURES:			\$91,211
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$13,872
TOTAL FY 2012 BSEP ALLOCATION:			\$105,083
(DIFFERENCE):			\$0
NOTES:			
<p>Priorities for anticipated Fall 2011 Carryover: --Increase Literacy Coach to full time - .20 FTE additional - \$21,200 --Mental Health Contract - Bay Area Children First - \$7,854</p> <p>BSEP FY 2011 Carryover projected to be approximately \$15,000.</p>			

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

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

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL
School : Thousand Oaks							
A	CERT. TCHERS MONTHLY		0,300	-	-	-	0,300
	<i>Site TSA - Literacy Coach (0.30 FTE)</i>	1102	\$ 24,008	\$ -	\$ -	-	\$ 24,008
	<i>(0.30 = Title I)</i>						
			0,050	-	-	-	0,050
	<i>Site TSA - Literacy Coach (0.60 FTE, Open, Job Share)</i>	1102	\$ 4,001	\$ -	\$ -	-	\$ 4,001
	<i>(0.05 = Title I, 0.10 = Site BSEP, 0.25 = District PD, 0.20 = BSEP Program Support)</i>						
			-	0,052	0,105	-	0,157
	<i>Site TSA - Spanish Support Tchr (0.20 FTE, Retired Tchr)</i>		\$ -	\$ 4,161	\$ 8,402	\$ -	\$ 12,563
	<i>(0.052 = ELL, 0.105 = SCE, 0.043 = Site BSEP)</i>						
	Subtotal		\$ 28,009	\$ 4,161	\$ 8,402	\$ -	\$ 40,572
	Fringe Benefits :						
	12.5	3101	0.08250	2,801	-	-	2,801
	Medicare	3301	0.01450	406	60	122	588
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	413	66	130	609
	SUI	3501	0.00828	232	34	70	336
	WCOMP	3601	0.02450	686	102	206	994
	Retiree Benefits	3701	0.03000	840	-	-	840
	Total		\$ 33,387	\$ 4,424	\$ 8,930	\$ -	\$ 46,740
B	CERT. COUNSELORS	1202					
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	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	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
C1	DAILY SUBS	1116					
C2	DAILY SUBS	1116					
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	STRS	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	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117					
E1	TCHR HRLY (Curr. Development)	1116					
E2	TCHR HRLY (Prof. Deve.)	1116					
F1	TCHR HRLY (Transation, \$344, 3.1)	1116		297			297
F2	TCHR HRLY (Intervention)	1116					
	Subtotal		\$ 297	\$ -	\$ -	\$ -	\$ 297
	Fringe Benefits :						
	STRS	3101	0.08250	25	-	-	25
	Medicare	3301	0.01450	4	-	-	4
	SUI	3501	0.00828	2	-	-	2
	WCOMP	3601	0.02450	7	-	-	7
	Retiree Benefits	3701	0.03000	9	-	-	9
	Total		\$ 344	\$ -	\$ -	\$ -	\$ 344
			15.98%				
G	CLASSIFIED MONTHLY						
H	Instructional Asst (0.3 FTE)	2102		\$ -	\$ 8,113		\$ 8,113
I	Instructional Specialist	2182					
J	Clerical Assistant	2402					
K	After School Coordinator	2402					
L	School Svc Assistant (0.6 FTE)	2902		0.60			0.60
	Home School Liaison	2902		17,420			17,420
	Subtotal		\$ -	\$ 17,420	\$ 8,113	\$ -	\$ 25,533
	Fringe Benefits :						
	PERS	3202	0.10707	1,865	869	-	2,734
	PERS REDUCTION	3802	0.01927	336	156	-	492
	OASDI (FICA)	3312	0.06200	1,080	503	-	1,583
	Medicare	3302	0.01450	253	118	-	370
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	1,953	733	-	2,686
	SUI	3502	0.00828	144	67	-	211
	WCOMP	3602	0.02450	427	199	-	626
	Retiree Benefits	3702	0.03000	523	243	-	766
	Total		\$ -	\$ 24,000	\$ 11,000	\$ -	\$ 35,001

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

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL
School : Thousand Oaks							
<u>CLASSIFIED HOURLY</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		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits :							
	OASDI (FICA)	3312	0.06200	-	-	-	-
	Medicare	3302	0.01450	-	-	-	-
	SUI	3502	0.00828	-	-	-	-
	WCOMP	3602	0.02450	-	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>							
T1	Instructional Materials	4300					\$ -
T2	Instructional Materials	4300					-
T3	Office Supplies	4350					-
U1	Parent Involvement		800				800
U2	Parent Involvement						-
	Total		\$ 800	\$ -	\$ -	\$ -	\$ 800
<u>TRAVEL & OUTSIDE SERVICES</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>CAPITAL OUTLAY</u>							
B1	Equipment (Less than \$5,000)	4400					\$ -
C1	Equipment (Over \$5,000)	6400					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 34,531	\$ 28,424	\$ 19,930	\$ -	\$ 82,885
b.	Budget Allocation		35,182	28,458	19,931	-	83,571
c.	Add : Carryover						-
d.	Total Budgets (d = b + c)		\$ 35,182	\$ 28,458	\$ 19,931	\$ -	\$ 83,571
e.	Projected Unspent Funds (e = d - a)		\$ 651	\$ 34	\$ 1	\$ -	\$ 686

* Title I allocation included \$756 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
11	(A)	Total K-5 Schools	3,976	21,066
1	132	King	964	5,108
2	127	Longfellow	406	2,151
3	131	Willard	543	2,877
3	(B)	Total 6-8 Schools	1,913	10,136
1	137	BHS	3,238	17,156
2	136	B-Tech	160	848
3	135	Independent Study	150	795
3	(C)	Total 9-12 Schools	3,548	18,798
17	D=A+B+C	TOTAL DISTRICT	9,437	50,000

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)

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Local assessments in reading, math, and writing guide instruction. Reading Tests, Fountas and Pinnell Reading assessment, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice in the areas of English Language Arts, Math, and Science (5th grade). CELDT is administered to all EL students each fall to provide information on their academic progress. The CogAt GATE test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students (GATE), and teachers differentiate curriculum for them. Teachers can receive training on using differentiated instruction to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, differentiated instruction, Writing Workshop, enrichment through art, music, cooking, gardening, and after school programs. In addition every teacher formally plans and assesses their own teaching plans and delivery.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The ULSS team uses this assessment information along with datawise information to identify students for intervention services.

Staffing and Professional Development

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

All teaching staff at Thousand Oaks are certificated and teaching within their credentialed area. In addition, all teachers are CLAD certified, enabling them to teach English Language Learners.

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

The principal has previously completed AB 75/SB430 training.

All teaching staff and the principal have attended SB472 training on implementing our district adopted Everyday Mathematics curriculum. New staff attended Math Orientation training and receive assistance and coaching from the district math coach and the site Math Lead teacher.

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

All teaching staff and the principal attended SB472 training on implementing our district adopted Everyday Mathematics curriculum.

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

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

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

Literacy instructional assistance is provided by our site-based Literacy Coach. The Literacy Coach provides ongoing support and assistance for teachers through collaborative planning, co-teaching, and small group instruction. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques.

District math coaches along with our math teacher leader, model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

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

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

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

1.Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculums)

30 English Language Development

60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Language Development
60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)
30 English Language Development and other English Language Arts interventions
50 Math, including interventions

11. Lesson pacing schedule (EPC)

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide

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

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners and students in the bilingual program access to the core curriculum.

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

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum.

Opportunity and Equal Educational Access

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

There are during school and after school support services that enable underperforming students to meet standards. The services include: Reading Recovery, support through the ULSS program, math clinic, reading clinic, writing clinic, ELD, and school-based support from the Resource Teacher and Full Inclusion Teacher.

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

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods.

Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives

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

Afterschool academic interventions taught by teachers provide students who are struggling academically the opportunity to develop skills and concepts necessary to reach grade level proficiency. Volunteers provide additional assistance during this time.

The afterschool programs provide a structured environment for students to complete their homework in grade level groups. Instructional Technicians and contracted tutors provide mentoring and support for students during this time.

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

Transition meetings are held for Special Education preschool students entering Kindergarten. The Full Inclusion teacher attends these meetings in order to inform staff of the student's needs once the student is enrolled in kindergarten. In addition, Kindergarten teachers regularly contact preschool teachers to learn additional information about students in their class. At times, preschool programs contact the school to observe kindergarten classes and meet with teachers in order to better prepare students for Kindergarten.

Involvement

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

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teacher and Full Inclusion Teacher work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support.

Other support services include: Adaptive Physical Education, Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students and our counselors provide free parenting trainings and talks.

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

Thousand Oaks has an active PTA and ELAC and parents are involved in our SGC. Parents also regularly volunteer in classrooms and with special events such as Cinco de Mayo, Black History Month potluck, and Feliz Friday. There are numerous celebrations, evening activities, informational trainings, and assemblies that occur throughout the year where parents can be involved.

While parent involvement is strong, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups. This is a goal for 2009-2010.

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)

School Governance Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team.

An annual survey is conducted by the SGC and given to parents/guardians. The survey information is used to develop priorities for the school and identify areas to improve.

Funding

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

22. Fiscal support (EPC)

Thousand Oaks represents the largest Elementary school in the district. We truly have a diverse student population, including a high percentage of English Language Learners, a number of GATE identified students, and over half of our students receiving free and/or reduced lunch. This diversity enriches our school and also poses challenges as at times we have limited resources to best meet the needs of our students. Students would benefit from increased resources in the areas of Literacy support, Speech and Language, and ULSS support. It is our hope that through strategic budgeting and by identifying and acquiring additional funding sources (such as grants) that we can more fully serve our growing and diverse student population.

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 realize my education is important and I am responsible for my success. I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Be safe, respectful and responsible at all times.
- Be an attentive and cooperative learner.
- Make good decisions and work out conflicts in positive, nonviolent ways.
- Arrive at school on time every day and arrive at class on time after every recess.
- Follow school-rules and adult directions.
- Give my parent(s)/guardian(s) corrected work and notes from the school.

Parents Pledge:

I understand that my involvement in my child's education is essential to his/her success. I will:

- Communicate and model the importance of learning to my child.
- Attend Back to School Night, Parent Conferences, and Open House and other school events.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Guarantee that my child arrives to school on time every day.
- Make sure my child gets an adequate night's rest and has a healthy diet.
- Provide a designated place for my child to complete homework.
- Read to my child or encourage my child to read every day
- Treat my child's teacher and other school staff with courtesy and respect.
- Encourage my child to resolve conflicts in positive, nonviolent ways.
- Support and respect the school district's homework, discipline and attendance policies.
- Read all communications from the school.
- Work as part of a supportive team with my child's teacher and other school staff

Staff Pledge:

We understand the importance of school to every child and our role as educators and role models. We will:

- Provide high-quality curriculum and instruction based on State standards
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an engaging, safe, and caring learning environment.
- Help children resolve conflicts in positive, nonviolent ways.
- Maintain positive, professional relationships with students, parents, guardians, and families.
- Respect the cultural differences of students and their families.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.