

The Single Plan for Student Achievement

Washington Elementary School

School Name

01-61143-6090328

CDS Code

Date of this revision: April 11, 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

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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: Washington Elementary School	School Year:
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Summary of School Goals:

Goal #1: Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention

Actions: RTI/CARE staff development, RTI modeling/staff development in classrooms for 6 weeks, Teacher Collaboration, CARE/Best Practices teacher observation, coaching, mentoring each other 3 x year. Visit expert teachers at other schools.

Academic Practices: Lucy Calkins writing, Lucy Calkins reading, BEAR spelling, Guided reading/guided reading plus, Everyday Math, Foss Science

Goal#2: Strengthen the ability of BUSD staff to educate a diverse student body.

Actions: Professional Learning Community: Courageous Conversations, Teachers Coaching Teachers

Teams: observation, coaching, planning protocols of engagement and strategies for African American and Latino students, Target Student Assessment in CARE and Assessment Wall. Yearly cumulative focus list of target students and assessments; Coordination of Services Team, Snapshot meetings, Positive Behavior Systems Strategies and Plans. Teaching Practices: 30 minute EL lessons daily, daily culturally relevant lessons, Each teacher will be a culturally relevant coach for 2 or 3 other teachers.

Goal #3: Partner meaningfully with parents

Actions: Meetings with teachers and parents to inform parents about reading, math, expectations and how to help. Numerous parent and student events: Culture Night, Science Night, Black History Celebration, 3 Student performance evenings, Art night, Games night, Spring Fair, Talent Show. Parent classes, Latino Literacy meetings, African American Unity Meetings, PTA, SST meetings. Coordinate the actions of the Parent Facilitator for under-served families, After School Parent team, PTA room parent coordinator, Outdoor Learning Project coordinator.

Goal #4: Implement Programs and Environment to support the whole child

Actions: Healthy food, Cooking, Gardening, Swimming, Music, Art, Field trips, PE. Berkeley Mental Health and interns, new Learning Environment project: connecting the outdoors with curricular linking activities/structures/plans. After-School Programs: homework support, enrichment, tutoring, Quick Reads tutoring, K/1 Buddy Reading groups, SAGE mentors, BILD mentors, High School mentors, tutor coordinator.

Goal #5: Strengthen the plans for a safe school and positive climate

Actions: Safety plan communication and implementation, Positive Behavior System Activities, Student Training, Bi-weekly assemblies for recognition, motivation, COS team support for parent and student needs, behavior plan support. Continue to implement the Welcoming Schools' curriculum.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Charlotte Worsley	(Principal): Rita Kimball
(Co-Chair, if applicable):	(Teacher): Hannah Kessel
Abigail Surasky	(Teacher): Denisia Wash
Lindsey Turrettine	(Teacher): Richard Cobeen
Cynthia Dillman	(Classified): Nicky Welch
Vanessa Morero	Classified: Edith Brozosky
Anita Payne	
Alt: Marcela Morrero	
Alt: Erica Franco	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DELAC Representative (District English Learner Advisory Committee):

III. School Vision and Mission

Washington Elementary School is a very diverse school community. This expansive diversity, representing many culture and language backgrounds provides a very rich yet challenging environment for students, teachers, and the community. We are aware that inequities exist, and as a community school, we face issues that should enrich us rather than divide us.

Our mission at Washington is to engage and support all students in achieving high academic standards. To accomplish this goal, we must address the dramatic differences in student achievement, as reflected on State, Federal, and local assessment measures. Disproportionate numbers of Latino and African-American students on our site continue to score in the lower quintiles. Too few are achieving at the highest levels on our assessments. The challenge we give to staff, parents, and the community is to close this gap. We must all work together to address this difficult task.

Through staff commitment, continued professional development, parent involvement and community awareness we can create an environment at Washington that provides for the following:

- Equitable access to curriculum standards, programs, and materials regardless of race or achievement level.
- Equal success for all racial groups
- A school site where multiple cultural perspectives and experiences are valued and people of color feel respected and welcomed.
- A school site where practices that encourage bias are challenged, discussed openly, and eliminated
- Celebration of all groups throughout the curriculum and school events.

As the Principal at Washington, I am committed to setting high expectations for all students. I encourage all Washington's School Leaders to embrace diversity, respect the variety of cultures on our campus and promise to develop and implement educational programs that maximize academic achievement for all students regardless of race, color or creed.

The entire staff at Washington and the parents and community members must examine the role we all play in changing a system that has allowed this unacceptable achievement gap to emerge within our school. We are all held accountable to ensure that all students at Washington achieve at the highest level, meet district standards and are encouraged and supported in all areas in an equitable and meaningful way. Washington has historically believed and cooperated in making gains for all students. We have the ability and choice to make this equity vision a reality.

IV. School Profile

Because of strong growth for all racial and cultural student groups, Washington was twice honored as a Blue Ribbon Award School in 2009-2010 and 2010-2011, one of about 200 among 6,000 Title 1 California schools. Washington Elementary School is a vital and diverse student community, comprised of many cultures and 18 different languages. Washington is located in the heart of Berkeley, blocks from downtown Berkeley and across the street from Berkeley High School. This location affords the school many benefits, like being able to walk to Cal Performance events on the UC Berkeley campus, collaborations with Berkeley High and Cal students, buddy reading with seniors at the Senior Center, swim lessons for all kindergarten through third grade students at the YMCA and the help provided by many volunteers. Washington, currently a comfortable size of about 340 students, is able to house most classrooms within the main building, allowing separate classrooms reserved for music, cooking, science.

Washington's Enrichment Programs

While many schools in other districts have had to cut enrichment programs, Berkeley has been able to maintain these programs partially through BSEP (Berkeley Schools Excellence Project) measure money, PTA fundraising, and special grants. Class sizes are kept to twenty in grades kindergarten through third grade. Four years ago, as part of the California Nutrition Network grant, Washington created a school garden and nutrition/ecology program for all children kindergarten through fifth grade. We have full-time garden and cooking instructors who provide instruction to all students every other week. Washington also has a special artist to work with students in the classroom. All students in third grade learn about music and how to play the song flute. Fourth and Fifth graders learn a band or orchestra instrument. Kindergarten, First and Second graders have an Orff music class once a week provided by a grant with Crowden Music School. First, second, fourth and fifth grades attend special science classes each week. All students participate in a school sports program twice a week and during recesses. Students in grades K-3 walk to the YMCA for 6 weeks of swimming lessons.

Before and After School Programs

Excellent childcare is offered on site at Washington. The Berkeley Learns program, Washington's Kidz Club, provides enrichment, homework time, tutors, mentors, and buddy readers.

Washington Students

If you are lucky enough to visit Washington on Friday mornings at 8:30 a.m., you may witness something Washington is known for, it's spirit. Every other Friday, the students gather for an assembly to share and learn. Common themes include cooperation, pride in accomplishment, respect and safety. Students gain confidence by presenting songs, dances, poems and other written works in front of the school. Often the students break out into a rousing round of the school theme song, "We are Washington, mighty, mighty Washington..." The smallest kindergartener to the largest fifth grader join in the song and the school clap. No matter what culture they've come from, or background, when these students walk in the door each morning they are proud to be at a school where the principal, teachers and staff care so much about their success.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

B. Surveys

The School Governance Committee created an online survey using Survey Monkey and also sent home a paper version of the survey. In all 164 (including siblings the surveys represent about 180) surveys were turned in representing just over 48% of Washington families. The survey focused on prioritizing programs and also on parent involvement.

There was also a survey given to staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing spending for next year. Staff also identified areas of priority for professional development.

A student survey was given to all students, K-5. and focused on what they valued, as well as their sense of belonging and community.

C. Classroom Observations

The school principal observes classrooms weekly. The bi-yearly teacher observation process involves teacher goal-setting/plans and principal observation, collaboration, and evaluation.

In the classroom, all students are taught with specific District-mandated curriculum, such as the Lucy Calkins writing and reading program, English Learner curriculum, EveryDay Mathematics, and Literacy BEST Practices plans. All students engage in standards'-based Science curriculum, whether it is with a Science Release teacher, classroom teacher, or UC Science partnership teaching.

In addition, all students are taught with the school-site CARE/GLAD plan. (Collaborative Active Research for Equity/Guided Language Aquisition Development). This plan integrates equity trait teaching, teacher action research, engagement protocols, student assessment, thematic integration, differentiation, and enhanced practices for language development into a comprehensive plan.

All teachers plan and integrate discipline/school climate protocols. These include BEST practices (positive behavior systems-PBS) and COS Team/Ulysses/RTI supported, teacher-led student individual and whole-class plans. In addition, all classrooms teach Welcoming Schools curriculum, learning how to treat everyone with respect.

Enrichment times are provided by the classroom teacher/support teaching staff during the week:

Music class-District certificated music teacher for grades 3,4,5; Arts' Grant supported Crowden music teacher for grades K,1,2.

Swimming lessons at the YMCA-grades K-3

Art-grades K-5

Gardening-K-5

Cooking-K-5

Physical Education-K-5

Library-K-5

All teachers engage in collaboration, student work analysis, mentoring, and coaching of at least 2 other staff members.

This school year, 2010-2011, Washington successfully integrated our CARE target student research program with the RTI Literacy strategies and assessment plan.

D. Student Work and School Documents

Teachers collaboratively analyze student work samples using the Collaborative Analysis of Student Work format. (specific to the CARE/GLAD program)

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

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, given 3 times yearly, record student decoding, 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 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. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

In addition every teacher formally plans and assesses their own teaching plans and delivery. (CARE/GLAD/RTI curriculum) Each teacher is formally observed, coached and mentored by at least two other staff members.

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

VI. Description of Barriers and Related School Goals

More than one school year with a proficient teacher. Research shows that students excel when taught for two years with the same highly competent teacher.

The looping plan has been partially implemented during the last 5 years when several teachers took their current students to the next grade. However, in 2010-2011, only one teacher taught the same students for a second year. To fully implement this plan, our school will need district support to stabilize the number of classrooms at each grade level. For instance, there should be 3 classrooms each for grades K-3 and 2 classrooms each for grades 4-5 to enable full looping plans for every Washington teacher. This school year, Washington has 4 Kindergarten classrooms, so stabilizing a specific number of classrooms for each grade level does not seem possible.

Time on Task (Student Extended Day) and Increased Teacher Collaboration-Research shows that the time spent on academic study is in direct proportion to student learning. Research also reports that increased teacher collaboration time enhances student learning. The principal has designated specific restricted language arts' blocks of time for every grade level. Within this reading time block, there can be no interference, so the RTI program pushes in for staff development and individualized student groups are also taught during this time by Literacy/Special Education teachers.

To internally increase academic time, the principal arranges for most pull-out classes to be held in the afternoons. Mornings are best for higher-level thinking activities, but our school has limited control over these schedules. For example, the music schedule is staffed with music teachers who rotate to other schools. Also, we share a cooking teacher and science teacher with other schools. So, a.m. pull-out classes still exist. Some gardening and cooking classes take 1/2 the students at a time, and teachers can implement a smaller group individualized teaching design. Therefore, dedicated Literacy and Math instruction does have first priority within the limits of organizational scheduling.

Discussion of time-on-task research also highlights the information that more classroom academic time must be tightly structured. Students transition within activities quickly and efficiently, and teachers must ensure that all students are engaged. As a result of RTI team push-in for staff development, many teachers have become expert in using time efficiently.

More structured time for teacher professional development is optimal. Currently, teachers meet with their grade level teams four hours a month.

- More positive family connections would enhance teaching practices and parent involvement would positively encourage student academic achievement. Students' lives are often burdened by personal trauma or instability, and although we have increased staff development (Discipline/Behavior training and Welcoming School's curriculum), support from the city mental and health resources, and concentrated Coordination of Services team collaboration, it would be optimal to engage parents in a structured plan to highlight student academic achievement and to celebrate volunteer/parent/student success.

In addition, English Learner students comprise about 15% of our population and Latino and African American students are 40% of our population. SGC has financed a parent communication facilitator to enhance communication between under-represented families, staff, PTA. This important position depends on yearly SGC funding. PTA has also contributed funding and effort in connecting families and teachers, implementing weekend work days and weekly events and celebrations. In addition PTA volunteers have implemented the Outdoor Learning Project, enhancing the playground and designing long-term plans. A continued high level of volunteer parent commitment will be necessary to continue the exceptional community building growth made this year.

- State and Federal Supplemental Services no longer provided funds for after-school teaching. However, our PTA money has paid teachers for working after school with students.
- More support in the classroom-Teachers need more adults in the classroom during Reading, Writing, and Math. Parents, RTI Team members, and Student Teachers have provided us with help, but more knowledgeable support adults would be optimal.
- More Quick Reads Tutor Support. This third-year program has improved in number of students served, quality of tutors, and success of students. Under the direction of an excellent coordinator, students in grades 3,4, and 5 receive support. Financial support will be needed to continue this worthy program.
- Development and continuance of after-school reading programs will need financial support to pay teachers and trained literacy tutors.

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	169	191	194	50	55	60	33	40	35	26	32	27
Growth API	783	811	851	887	923	950						
Base API	715	775	811		883	923						
Target	5	5	A		A	A						
Growth	68	36	40		40	27						
Met Target	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	29	30	40	50	34	44	89	82	103	16	26	23
Growth API							708	730	785			
Base API				669	719		634	701	730			
Target							8	5	5			
Growth							74	29	55			
Met Target							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	98	100	99	97	100	99	98	100	98	100	100	100
Number At or Above Proficient	79	102	117	36	46	54	7	8	13	16	18	17
Percent At or Above Proficient	46.2	53.4	60.3	72.0	83.6	90.0	21.2	20.0	37.1	59.3	56.3	63.0
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	--	--	--	--	--	--

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	98	100	100	100	100	100	99	96	100	92
Number At or Above Proficient	3	12	16	18	12	13	23	27	43	3	11	10
Percent At or Above Proficient	10.0	40.0	40.0	34.6	35.3	29.5	25.6	32.9	41.7	15.8	42.3	43.5
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	--	--	--	Yes	--	--	Yes	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	98	100	99	97	99	99	98	100	98	100	100	100
Number At or Above Proficient	107	131	150	39	48	54	11	19	20	21	26	21
Percent At or Above Proficient	62.6	68.9	77.3	78.0	88.9	90.0	33.3	47.5	57.1	77.8	81.3	77.8
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	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	100	100	98	100	100	100	100	99	99	96	97	92
Number At or Above Proficient	15	16	33	32	20	29	46	45	70	4	14	15
Percent At or Above Proficient	50.0	53.3	82.5	61.5	58.8	65.9	51.1	55.6	68.0	21.1	56.0	65.2
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	--	--	--

* = 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	4	24	7	41	3	18	2	12	1	6	17	
2					4	50	1	13	3	38	8	
3	2	14	3	21	7	50	2	14			14	
4	2	15	3	23	5	38	2	15	1	8	13	
5			4	67	2	33					6	
Total	8	14	17	29	21	36	7	12	5	9	58	

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:

By Ethnicity: K-5

African American Students

Latino Student

White Students

Asian Students

Multi-Ethnic Students

English Learner Students

Socio-Economically Deprived Students

Disability Students

Anticipated annual performance growth for each group:

All students will maintain California State Test proficiency levels. No student will score below the previous year's levels.

In reading, writing, and math, 100% of students who are proficient as measured by the CST, will remain proficient or move to the advanced level.

90% of Below-proficient students will make more than one year's growth on the CST by moving up at least one level on the CST.

Progress will be monitored by using the BUSD reading assessments, district writing scores, math chapter tests, and trimester math assessments.

SPECIFIC GOALS FOR STUDENT GROUPS:

African American Students-API from 715 to 720

English Language Arts:

BUSD Reading: K-2: from 51.5% proficiency to 60% proficient 2-5: from 71.9% proficiency to 80% proficient.

Standardized Test: English/Language Arts-From 38% proficiency to 55% proficiency (Grades 2-5)

Writing Content: from 61.2% proficiency to 75% proficiency. Writing Mechanics: from 35.8% proficient to 50% proficient

BEAR Spelling Test-Grade level spelling proficiency from 58% to 70% for K-5 students

Math:

Standardized Test: Math-from 56% proficiency to 70% proficiency

BUSD Everyday Math Assessment-from 61% proficiency to 75% proficiency

Latino Students-API from 767 to 772

BUSD Reading-grade level proficiency: K-2: from 58.3% proficiency to 70% proficiency. 2-5: from 75% proficiency to 85% proficiency

Standardized Test English/Language Arts-From 30% proficiency to 55% proficiency

BEAR Spelling Test-Grade level spelling proficiency from 52.8% to 65% K-5 students.

Writing Content: from 62.9% proficiency to 70% proficiency. Writing Mechanics: from 36.1% proficiency to 50% proficiency

Math:

Standardized Test: Math-from 70% proficiency to 80% proficiency
BUSD Everyday Math Assessment-from 67% proficiency to 80% proficiency

Multi-Ethnic Students

BUSD Reading-grade level proficiency: K-2: from 83.9% proficiency to 95% proficiency. 2-5: from 76.7% proficiency to 85% proficiency
Standardized Test English/Language Arts-From 62% proficiency to 75% proficiency
BEAR Spelling Test-Grade level spelling proficiency from 73.8% to 80%. (K-5 student)
Writing Content: from 73.8% proficiency to 80% proficiency. Writing Mechanics: from 63.1% proficiency to 75% proficiency
Math:
Standardized Test: Math-from 74% proficiency to 85% proficiency
BUSD Everyday Math Assessment-from 70% proficiency to 80% proficiency

White Students-API from 950 to 955.

English Language Arts:

Standardized Test: English/Language Arts-from 89% proficiency to 95% proficiency (Grades 2-5)
BUSD Reading-Grade level proficiency: K-2: from 88.9% proficiency to 95% proficiency. 2-5: from 88.9% proficiency to 95% proficiency
BEAR Spelling Test-from 86.1% proficiency to 95% proficiency (K-5 students)
Writing Content: from 85.2% proficiency to 95% proficiency. Writing Mechanics: from 83.6% proficiency to 90% proficiency
Math:
Standardized Test: Math-from 89% proficiency to 95% proficiency
BUSD Everyday Math Assessment- from 88% proficiency to 95% proficiency

Asian Students

English Language Arts:

BUSD Reading-grade level proficiency: K-2: from 66.7% proficiency to 75% proficiency. 2-5: from 72.7% proficiency to 85% proficiency
Math:
BUSD Everyday Math Assessment- from 80% proficiency to 90% proficiency

Socio-Eco. Disadvantaged Students

English Language Arts:

Standardized Test: English/Language Arts-from 45% proficient to 55% proficient (Grades 2-5)
Math:
Standardized Test: Math-from 71% proficiency to 80% proficiency

ELL Students

English Language Arts:

Standardized Test: English/Language Arts-from 28% proficiency to 45% proficiency (Grades 2-5)
Math:
Standardized Test: Math-from 64% proficiency to 75% proficiency

Disability Students

English Language Arts:

Standardized Test: English/Language Arts-from 62% proficient to 75% proficient (Grades 2-5)
Math:
Standardized Test: Math-from 54% proficiency to 70% proficiency

Means of evaluating progress toward this goal:

Staff will use CST data, district assessments and classroom-based assessments to evaluate progress for each student. All students will be monitored through case management team meetings beginning with snapshot meetings in September. Mid-year snapshot meetings at the second report card period will allow teachers to confer with the case management team about students whose progress has not been adequate in order to push for more progress in the final trimester. Teachers will meet regularly in grade level teams to review the reading data on the assessment wall. Teachers will meet 4 times yearly with CARE and RTI Team Leaders to review assessments, and learn/implement additional strategies/methods for target student growth.

Group data to be collected to measure academic gains:

- English Language Arts/Writing/Math data from Standardized Testing for 2-5
- BUSD Reading assessment data
- BEAR Spelling Test for K-5
- Writing data from Standardized Testing for Grade 4
- BUSD EveryDay Math Assessment
- Physical fitness assessment

Total Expenditures in this Goal: \$70,532

Description of Specific Actions to Meet This Goal

Action #1:

Professional Learning Community

- For three days of the school year, teachers will observe, coach and plan with their grade level teams and cross-grade level teams to evaluate student progress and implement teaching strategies and curriculum.
- Monthly, teachers will work in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards' based literacy strategies and lessons, with targeted emphasis on EL curriculum and strategies.
- Monthly, Response To Intervention (RTI) coaches and K-5 teachers will assess data and plan curriculum at the reading, writing assessment wall.
- Research-based literacy and math curriculum will be monthly staff development topics.
- Literacy Teachers and Learning Center teachers (RTI Team) will lead staff development and model guided reading, Lucy Calkins Writing, and effective Language Arts Block Teaching in all K-5 classrooms. (Response to Intervention (RTI) model)
- Monthly, teachers will collaborate in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards-based Everyday Math strategies and lessons.
- Quarterly, teachers will meet with CARE and RTI Leaders to assess and learn high level strategies/methods for Target Student growth.

Start and Completion Date:

September 2011 to June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Subs: CARE/Rtl coaching - \$3,000 (20 classroom teachers - one round)(from BSEP C/O)	1116: Certificated – Hourly							\$0
Literacy Teacher(s) - .55 FTE	1102: Certificated – Monthly		\$29,251		\$16,740	\$2,700		

Action #2:

Professional Learning Community

- Yearly teacher-led staff development for the whole child: the arts, nutrition, health/physical education.
- Continuous staff development/communication to develop best practice strategies for everyone working with students through the Universal Learning Support System/ Coordination of Services (COS) Team to identify academic, social, emotional, and health needs of all students at the first sign of academic struggle or need.
- Staff development for the implementation of differentiated instruction and universal access strategies in the curriculum to support, engage and challenge the range of students in each classroom.

Start and Completion Date:

2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Action #3:

Academic Teaching Practices

English Language Arts

- Teachers will teach daily Lucy Calkins reading and writing lessons; BEAR Spelling Strategies lessons; Guided Reading /Guided Reading Plus lessons for all students.
- Teachers will teach daily Best Practices literacy block.
- Teachers will assess students regularly to plan differentiated instruction.

Math

- Teachers will plan whole-year math curriculum and develop proficiency in teaching the Everyday Math Curriculum with weekly student assessment and teaching interventions.
- Teachers will teach the FOSS science curriculum

Start and Completion Date:

September 2011-May 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
EL Support Teacher - .20 FTE	1102: Certificated – Monthly	\$12,000				\$7,341.		
Daily Substitutes for CELDT testing - 10 days @ \$160 a day = \$1,600 (from C/O)	1116: Certificated – Hourly							\$0
After School Intervention Teacher-\$700 (from Title 1 C/O)	1116: Certificated – Hourly							\$0

Action #4:

Extended Learning Opportunities

- After school teacher-led small Guided Reading/ Literacy group instruction for Basic to Far Below Basic students
- After school Kidz Club-Homework Centers and Instructional Technician.-trained staff in Quick Reads Program, Reading intervention, and Spelling Strategies.
- During the school day continue and expand Instructional Assistant lessons for individual students using the Quick Reads' program, BEAR spelling program, and Writing strategies.
- During the school day continue and expand the volunteer program for one-on-one Quick Reads' and English Learner student lessons.
- After-school UC Berkeley BUILD tutors for students and provide them with basic literacy training (Simone Miller, Literacy Teacher)

Start and Completion Date:

October 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Quick Reads Coordinator - \$3,000 (Grant funding TBD)	5800: Contracted Services							\$0
BUILD Program Tutors - Contract	5800: Contracted Services					\$2,500		\$0

Action #5:

Instruction and Materials

- Instruction of all students will be maximized through the use of the RTI model (using Lucy Calkins' Reading/Writing curriculum and standards' based, researched-based literacy lessons and strategies) and include special education and regular education students. Delivery of instruction will be differentiated for whole group, small group, and individual students.
- Specific materials for phonics, fluency, spelling, and comprehension instruction will be used and purchased for student and teacher use, including the Lucy Calkins Reading and Writing and BEAR spelling materials.
- Guided Reading books will be purchased for every reading level.
- EveryDay Math materials will be purchased and used for all K-5 teachers and students.
- FOSS Science materials will be purchased for all K-5 teachers and students.

Start and Completion Date:

October 2011-May 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:		\$12,000	\$29,251	\$0	\$16,740	\$12,541	\$0	\$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:

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:

Ethnicity: K-5

African American students

Latino Students

White Students

Asian Students

Multi-Ethnic Students

English Learner Students

Socio-Economically Deprived Students

Disability Students

Anticipated annual performance growth for each group:

- Student attendance will average over 96% a month.
- The number of students with a history of excessive tardies (3 tardies a month of over 30 minutes and/or more than 6 tardies of less than 30 minutes a month) will decrease by 50% as measured by monthly attendance reports.
- Incidents of student referrals and suspendable offenses will be significantly reduced.
- Low-scoring student populations will significantly increase achievement on local and standardized assessments. Students who score below proficient must make more than one year's growth. For students scoring below proficient on the CST, 90% will make more than a year's growth to move up at least one level. Progress will be monitored by the BUSD reading tests, district writing scores, math chapter tests, and the trimester math assessments.

Means of evaluating progress toward this goal:

Staff will use attendance reports, student referral reports, academic data, and CARE student reports to determine the effectiveness of strategies for increasing motivation and achievement of under-performing groups of students. Assessment of data will occur during grade-level collaboration, CARE collaboration, COS meetings, RTI meetings, and Snapshot meetings.

Group data to be collected to measure academic gains:

- Attendance reports
- Office Discipline reports
- Suspension reports
- Local and Standardized test results
- CARE student reports

Total Expenditures in this Goal: \$0

Description of Specific Actions to Meet This Goal

- Action #1:**
Professional Learning Community
- Monthly Courageous Conversations for equity-centered staff development to strengthen personal goals and develop strategies to address issues of race, class, and privilege for families and students.
 - Teacher teams' observation, coaching, and planning for the development of protocols of engagement and strategies for African American and Latino students. (3 or more staff development days a year)
 - Grade-level target student assessment of African American/Latino student work samples. (at least 4 times yearly)
 - Coordination of Services Team (including ULYSS team and Literacy Teachers) provide ongoing one-on-one assistance to support of African American, Latino, Below basic, EL, Socio-Economically deprived students, and students with disabilities. (Weekly COS meetings and daily teacher support/feedback)
 - Coordination of Services Team will monitor attendance, contact families, send letters, and host parent/school SARC meetings.
 - Snapshot meetings with every K-5 teacher to review student caseloads, devise positive student strategies, and support families. (twice a year)
 - Positive community building through use of the Positive Behavior Systems' strategies: awards, discipline plans, assemblies, and assessment
 - Welcoming Schools' Diversity/Respect Curriculum taught in every classroom

Start and Completion Date:

September 2011 -May 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Equity Leadership for CARE - \$1,000 (Funding TBD)	1116: Certificated – Hourly							\$0
								\$0

- Action #2:**
Teaching Practices
- Each K-5 teacher will plan, write, teach, and share three culturally relevant teaching lessons and assessments to maximize protocols and academic success for African American/ Latino students.
 - Every K-5 teacher will develop and execute daily 30 minute EL lessons for all second language and language-needs' students.
 - Each teacher will be a culturally relevant coach for at least two other teachers.
 - All teachers will present daily culturally relevant lessons for students.

Start and Completion Date:

September 2011-May 2012

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

- Action #3:**
Extended Learning Opportunities
After School KidzClub (Berkeley Learns) will provide a variety of culturally-rich after-school classes.
- Jr. Coach/Mediator training for students to build leadership skills and build a positive school climate

Start and Completion Date:

September 2011-June 2012

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

Action #4:

Instruction and Materials

- Teachers will use monthly staff development research, N'Saka Sum Sun research, and Bridging Cultures research to enhance daily lessons for culturally relevant teaching.
- Teachers will use English Learner materials and curriculum in classrooms daily.
- BEST (Positive Behavior Systems) for development of protocols and materials for discipline and positive climate.

Start and Completion Date:

September 2011-June 2012

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

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:

Ethnicity: K-5

African American Students

Latino Students

White Students

Asian Students

Multi-ethnic Students

English Learner Students

Socio-Economically Deprived Students

Disability Students

Anticipated annual performance growth for each group:

Double the participation of families, especially participation of African American, Latino, EL, and Socio-economically deprived students.

Means of evaluating progress toward this goal:

Parent leadership teams' assessment of:

- Goals for Parent Facilitator
- Student Success Meetings
- Assessment of positive family engagement with their children/school.
- Classroom volunteer information
- Staff participation in working with parent support team.

Group data to be collected to measure academic gains:

- Student local and standardized assessments in English Literacy and Math.
- Local testing for reading, spelling, writing, and math.

Total Expenditures in this Goal: \$570

Description of Specific Actions to Meet This Goal

Action #1:

- Build community through collaborative parent/teacher plans and identify and celebrate academic goals and achievements.

Start and Completion Date:

2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent support - food, materials	4300: Instructional Materials & Equipment		\$0					\$570
Parent Communication Facilitator (Parent Liason) - \$13,520 (Funding TBD)	2116: Classified – Hourly							

Action #2:

Coordinate various adults who are working to facilitate and enhance communication---- Parent Facilitator, After-school Program Parent Liaison, PTA Room Parent Coordinator, Outdoor Learning Project Coordinator, SGC Chair, and PTA President--with Washington Staff members.

Start and Completion Date:

September 2011-June 2012

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

Action #3:

Broaden types of school events to increase opportunities for participation from a wider range of families.

Start and Completion Date:

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
								\$)
Total Expenditures in this Goal:		\$0	\$0	\$0	\$0	\$0	\$0	\$570

VIII. Planned Improvements in Student Performance (continued)

Goal #4: Implement Programs and environment to support the whole child.

Goal Statement:

Implement Programs and environment to support the whole child.

- Provide physical and mental health support for students.
- Support differentiated student needs by providing high-interest, supportive classes.

Student groups and grade levels to participate in this goal:

All Washington Students, Grades K-5

Anticipated annual performance growth for each group:

- At least one year's academic growth during the school year
- Development of mental and physical health
- Engagement and interest in academic and special interest areas.

Means of evaluating progress toward this goal:

Governance and Teacher assessments of:

- Yearly surveys from parents, students, staff
- Standardized and local data
- Teacher and Staff observation
- COS team report, including reports from city-linked nursing services/support and Berkeley Mental Health report.

Group data to be collected to measure academic gains:

- Surveys
- Test data
- Teacher observation
- Individual student reports from COS team, city services, and Berkeley Mental Health

Total Expenditures in this Goal: \$89,166

Description of Specific Actions to Meet This Goal

Action #1:

- Provide weekly physical education classes for physical skills, games/social skills, leadership, and endurance during and after school.
- Incorporate the P.E. teacher's expertise in planning and programs for student emotional/physical support.

Start and Completion Date:

September 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional Specialist. - P.E. - 1.0 FTE	2102: Classified – Monthly	\$77,916						\$3,250

Action #2:

Provide a healthy, nutritious experience during the school day.

- Monthly garden and cooking classes
- Universal breakfast--healthy food for morning break
- Healthy food choices at lunchtime

Provide healthy snacks, experiences during the after-school program.

- Cooking, gardening, health-related after-school classes
- Nutritious snacks

Start and Completion Date:

September 2011-2012

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

Action #3:

Provide high-interest classes to complement academic subjects:

- Swimming class-grades K-3
- Music class-Certificated music teacher-grades 3-5; Crowden music teacher-grades K-2
- Art class-K-5
- Field trips-Classroom trips to complement classroom teaching

Start and Completion Date:

- September 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Art Program Contract	5800: Contracted Services			\$-----				\$8,000

Action #4:

Provide individual and group counseling for identified students.

Start and Completion Date:

September 2011--2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Berkeley Mental Health - \$5,000 (from BSEP C/O & TBD)	5800: Contracted Services							\$0

Action #5:

Whole School Learning Environment Project: Partnership with Washington PTA, teachers, community support, and BayTree Architecture Co.
Whole School Learning Team consisting of 6 Staff Members and PTA members
Use of parent/teacher surveys to continue a design process

Start and Completion Date:

2011-2012

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

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$77,916	\$0	\$0	\$0	\$0	\$0	\$11,250

VIII. Planned Improvements in Student Performance (continued)

Goal #5: Strengthen the plans for a safe school and positive climate.

Goal Statement:

Strengthen the plans for a safe school and positive climate.

- Develop and communicate safety plans for before, after, and during school
 - Implement the Positive Behavior System (BEST) for increased student discipline and positive environment
- °Implement the Welcoming Schools' Curriculum

Student groups and grade levels to participate in this goal:

By Ethnicity: K-5

African American Students

Latino Student

White Students

Asian Students

Multi-ethnic Students

English Learner

Socio-Economically Deprived

Disabled Students

Anticipated annual performance growth for each group:

Fewer behavior referrals to the office

Effective growth (COS team data) of students with behavior plans

Fewer accidents

Knowledge of fire, earthquake drill procedures

Knowledge of school rules and safety procedures

Increased school attendance

Means of evaluating progress toward this goal:

Assessment of:

Behavior/Discipline reports

Individual student reports

Accident reports

Earthquake, fire drills

Attendance reports and SARC meetings

Group data to be collected to measure academic gains:

Behavior/Discipline reports

Individual student reports

Accident reports

Earthquake, fire drill reports

Attendance reports and SARC meeting reports

Total Expenditures in this Goal: \$0

Description of Specific Actions to Meet This Goal

Action #1:
 Develop and communicate safety plans for before, after, and during school. Use the parent information packet, school newsletter, and the school handbook to communicate updated safety information and plans.

Start and Completion Date:
 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Action #2:
 Implement the Positive Behavior System (BEST) for increased student discipline and positive environment.
 Communicate and discuss school rules with students and parents.
 Plan more activities to recognize and motivate students.

Start and Completion Date:
 September 2011-June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Action #3:
 • Implement the Welcoming Schools' Curriculum in all grade level classrooms.

Start and Completion Date:
 2011-2012

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
Total Expenditures in this Goal:	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Appendix A - Program Summary: Washington Elementary School

Goal 1	
Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.	
BSEP	\$12,000
Title I	\$29,251
PTA	\$0
EIA-LEP	\$16,740
EIA-SCE	\$12,541
TIP	\$0
Other	\$0
Total	\$70,532

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.	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
Total	\$0

Goal 3	
Establish partnerships with our families and community to increase academic success for all students.	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$570
Total	\$570

Goal 4	
Implement Programs and environment to support the whole child.	
BSEP	\$77,916
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$11,250
Total	\$89,166

Goal 5	
Strengthen the plans for a safe school and positive climate.	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
Total	\$0

Total Expenditures	
BSEP	\$89,916
Title I	\$29,251
PTA	\$0
EIA-LEP	\$16,740
EIA-SCE	\$12,541
TIP	\$0
Other	\$11,820
Total	\$160,268

Total Allocation*	
BSEP	\$90,171
Title I	\$29,251
PTA	\$0
EIA-LEP	\$16,740
EIA-SCE	\$13,949
TIP	\$2,050
Other	\$11,820
Total	\$163,981

Funds to Allocate	
BSEP	\$255
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$1,408
TIP	\$2,050
Other	\$0
Total	\$3,713

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

Appendix B - Budget Summary: Washington Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	12,000	29,251		16,740	10,041			68,032
Hourly Teachers								0
Monthly Classified	77,916						3,250	81,166
Hourly Classified								0
Coach Stipends								0
Hourly Tutors								0
Noon Directors								0
Materials/Supplies							570	570
Conference & Travel								0
BUSD Buses								0
Contracted Services					2,500		8,000	10,500
Other/Reserve	255				1,408	2,050		3,713
Total	90,171	29,251	0	16,740	13,949	2,050	11,820	163,981

Appendix C BSEP SCHOOL SITE DISCRETIONARY FUNDS School Year 2011-2012		Washington School	
		Location Code: 121	
CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER - EL (.13 FTE)	\$12,000	
1202	COUNSELOR	\$0	
TOTAL CERTIFICATED MONTHLY:			\$12,000
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	TEACHER HOURLY	\$0	
1116	CURRICULUM DEVELOPMENT		
1116	HOURLY TEACHING		
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST - P.E. (.96 FTE)	\$77,916	
2182	INSTRUCTIONAL SPECIALIAST	\$0	
2902	HOME SCHOOL LIAISON		
TOTAL CLASSIFIED MONTHLY:			\$77,916
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY		
2916	NOON DIRECTOR		
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$89,916
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	MATERIALS & SUPPLIES (INCLUDES SOFTWARE)	\$0	
4350	OTHER SUPPLIES / POSTAGE		
4380	RESERVE FOR MENTAL HEALTH COUNSELING	\$0	
5200	TRAVEL / MILEAGE & CONFERENCES		
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
SUB-TOTAL NON-SALARIED:			\$0
TOTAL EXPENDITURES:			\$89,916
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$255
TOTAL FY 2012 BSEP ALLOCATION:			\$90,171
(DIFFERENCE):			\$0
NOTES:			
<p>Priorities for anticipated Fall 2011 Carryover: --CARE Observation Coaching Days for Classroom Teachers (Teacher Subs) - \$3,000 --Berkeley Mental Health contract - \$5,000</p> <p>BSEP FY 2011 Carryover projected to be approximately \$5,700.</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

	Obj#	Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL	
School : Washington								
A	CERT. TCHERS MONTHLY		0.220	0.180	0.050		0.450	
	<i>Site TSA - Literacy Coach (0.45 FTE, Job share)</i> <i>(0.22 = Title I, 0.18 = EL, 0.05 = SCE)</i>	1102	\$ 16,216	\$ 13,268	\$ 3,661		\$ 33,145	
							-	
	<i>Site TSA - EL Coach (0.29 FTE, Effective Jan 3, 2012)</i> <i>(0.09 = SCE, 0.20 = Site BSEP)</i>	1102			0.090		0.090	
				\$ 5,252			5,252	
			0.100	-	-		0.100	
	<i>Site TSA - Literacy Coach (0.55 FTE, Job Share)</i> <i>(0.10 = Title I, 0.25 = District PD, 0.20 = BSEP CSR)</i>	1102	7,876	-	-		7,876	
							-	
							-	
	Subtotal		\$ 24,092	\$ 13,268	\$ 8,913	\$ -	\$ 46,273	
	Fringe Benefits :							
	STRS Monthly	3101	0.08250	1,988	1,095	735	-	3,818
	Medicare	3301	0.01450	349	192	129	-	671
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	1,433	797	937	-	3,167
	SUI	3501	0.00828	70	110	74	-	254
	WCOMP	3601	0.02450	590	325	218	-	1,134
	Retiree Benefits	3701	0.03000	723	398	267	-	1,388
	Total		\$ 29,246	\$ 16,184	\$ 11,274	\$ -	\$ 56,704	
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	-	-	-	-	-
	SUI	3501	0.00828	-	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-	-
	Total		15.98%	\$ -	\$ -	\$ -	\$ -	
D	STIPEND	1117						
E	CURR. DEVELOPMENT	1116						
F1	TEACHER HOURLY	1116						
F2	TEACHER HOURLY	1116						
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	
	Fringe Benefits :							
	STRS	3101	0.08250	-	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-	-
	SUI	3501	0.00828	-	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-	-
	Total		15.98%	\$ -	\$ -	\$ -	\$ -	
	CLASSIFIED SAL MONTHLY							
G	Instructional Assistant	2102					\$ -	
H	Instructional Specialist	2182						
I	Clerical Assistant	2402						
J	Program Specialist	2402						
K	School Svc Assistants	2902						
L	Home School Liaison	2902						
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	
	Fringe Benefits :							
	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	-	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -	

**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 : Washington		Obj#					
<u>CLASSIFIED SAL HOURLY</u>							
M	Instructional Aide	2116					-
N	Tutors	2146					-
O	Instructional Specialist	2183					-
P	Clerical Tech & Office Staff	2416					-
Q	Home School Liaison/ Parent Comm. Facilitator	2916			-		-
R	School Service Assistant	2916					-
S	Child Care	2916					-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
<u>Fringe Benefits :</u>							
	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	Other Supplies	4350					-
T3	Office Supplies	4350					-
T3	Library Materials	4200					-
U	Parent Involvement (\$570, 3.1)		570				570
	Total		\$ 570	\$ -	\$ -	\$ -	\$ 570
<u>TRAVEL & OUTSIDE SERVICES</u>							
V	Travel / Conference	5200					\$ -
W	Memberships / Dues	5300					-
X	Postage / Mailings	5910					-
Y	Field Trips / Transportation	5711					-
Z1	Prof. Svcs (BUILD Program Tutors, \$2,500, 1.4)	5800			2,500		2,500
Z2	Prof. Svcs	5800					-
Z3	Prof. Svcs	5800					-
A1	Print Shop Printing	5712					-
	Total		\$ -	\$ -	\$ 2,500	\$ -	\$ 2,500
<u>CAPITAL OUTLAY</u>							
B1	Equipment (Less than \$5,000)	4400					\$ -
C1	Equipment (Over \$5,000)	6400					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
a.	TOTAL PROJECTED BUDGET		\$ 29,816	\$ 16,184	\$ 13,774	\$ -	\$ 59,774
b.	Budget Allocation		29,816	16,740	13,949	-	60,505
c.	Add : Carryover						-
d.	Total Budgets (d = b + c)		\$ 29,816	\$ 16,740	\$ 13,949	\$ -	\$ 60,505
e.	Projected Unspent Funds (e = d - a)		\$ 0	\$ 556	\$ 175	\$ -	\$ 731

* Title I allocation included \$565 for Parent Involvement.

**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)

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests 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 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. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

A new GATE test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students, and teachers differentiate curriculum for them. Each teacher has been trained on using the model 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, Math Assessment Collaborative (MAC), differentiated instruction, Writing Workshop, enrichment through art, cooking, gardening, and after school programs.

In addition teachers formally plan and assess their own teaching plans and delivery (CARE/GLAD curriculum/ RTI Team mentoring and teaching) Each teacher is formally observed, coached and mentored by at least two other staff members.

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 whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans 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 Coordination of Services Team, ULYSSES, and RTI team uses datawise information to choose students for specific intervention services.

Staffing and Professional Development

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

All the teachers at Washington hold a full credential. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Washington hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
District-manadated curriculum materials are adopted, then staff receives many hours of District and Site-level training. In 2008-2010, classroom teachers were trained monthly in the new math adoption, EveryDay Mathmatics. In addition to training on staff development days and Wednesday afternoons, teachers each took a 5-day class to maximize and deepen math skills, planning, and intervention strategies. In August 2010 teachers were trained in the new Lucy Calkins Literacy Curriculum.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district.

All teachers have access to AB 466 training.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Staff, Principal, Math and Literacy Leader Teachers collaborate to align all curriculum with the content standards. Teachers build standards based thematic units for the entire year. Content standards are woven into these major social studies and science themes. By grade level, teachers map out an entire year's curriculum, matching the standards to specific content areas and themes.

All curriculum areas adhere to the standards. For example, teachers meet Wednesdays to collaboratively plan standards' based units, assess effectiveness, and share teaching strategies. Our Teacher Leader Team guides staff development for every teacher to observe and coach each other's standards' based curriculum as it is implemented with CARE/GLAD/Literacy strategies. Washington's four reading and learning specialists work every day in teachers' classrooms during the Literacy block of time for 6-8 weeks per teacher. During this daily literacy block:

The classroom teacher---

observes how the specialists set up learning groups, craft lessons for each child, teach the lessons, and assess students.

The specialists---

organize students for optimal learning, bring in the best materials, demonstrate specific teaching methods, coach teachers, and continually assess for moving students ahead.

The arts' program follows state standards for each grade level and is integrated into the math, literacy, science, and social studies curriculum. The standards' based P.E. program is taught by classroom teachers, and BSEP supported P.E. staff.

Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams for study and collaborative action in teaching, assessing, and using the best strategies of instruction. For the fourth year, staff development opportunities have been increased from twice monthly after school meetings to weekly meetings for the purpose of assessing and tracking student performance, ensuring consistency of standards and curriculum, sharing and implementing effective intervention strategies, and using schoolwide data -- usually in the form of the Assessment wall -- to guide instruction.

Staff development also focuses on closing the achievement gap and is guided by the lead CARE (Collaborative Action Research for Equity) project teachers. Each team develops specific goals, shares classroom data and strategies to increase the academic abilities of African American and Latino students. Three times yearly, cross-grade level and grade level teams of 3 teachers devise equity lessons, observe and coach each other. Teachers are the staff developers in areas of math, language arts, GATE strategies, and equity. In addition, staff has attended numerous out-of-building staff development. All Washington's teachers have attended GLAD training activities where they collaboratively build and design standards-based units. Lead teachers research best practices for Latino/African American students. These CARE coaches lead seminars, observation and coaching of all Washington teachers in their work. Staff studied the research on student work assessment and implemented Collaborative Assessment of Student Work practices into their CARE/GLAD teacher coaching times. Beginning in 2009-2010, teachers met with RTI and CARE leaders to assess and implement enhanced strategies for Target Students. Other areas of staff development attended by staff include writing and math.

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

Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of two Literacy Teachers and two Special Education (Learning Center) teachers. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques. After observing for two weeks, teachers then are coached while they teach every leveled group.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

CARE Leaders (Collaborative Active Research for Equity) plan monthly Courageous Conversations and facilitate teacher research/coaching activities.

District math leaders model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

Coordination of Services Team meets weekly and assists teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.

All systems to support families, students, and teachers are integrated. For instance, Coordination of Services Team consists of RTI Team members as well as other in-school and city service providers. The RTI TEAM and CARE TEAM collaborate as one school Leadership Team to ensure cultural norms and GLAD strategies are integrated with the teaching of reading, writing, and spelling. Leadership Team guides teachers in using assessment data to further teacher expertise in differentiating the curriculum.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. That collaboration includes curriculum planning, action research for equity, analysis of student work, and planning lesson strategies and materials in areas of literacy, math, science, social studies. In addition, teachers meet three whole-days to write equity lessons and assessment strategies, model lessons for peers, and observe partner-teachers' lessons. They all then serve as coaches to evaluate teaching effectiveness and brainstorm additional teaching practices and curriculum for others and themselves. They are supported in evaluation and implementation of strategies by CARE and RTI leaders.

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 Learner 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 Learner Development

60 math

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

Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

11. Lesson pacing schedule (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. For example, Washington Teachers use the English Learner curriculum, EL-specific guided reading books, and the Lucy Calkins Units of Study reading and writing program to better meet the needs of English Learner students. The newly adopted EL materials are used by all teachers.

The RTI team assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of Title I students, GATE students, and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

Opportunity and Equal Educational Access

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

All students are taught grade-level standards using state-mandated materials. The Language Arts' Curriculum, Houghton Mifflin, Best Practices for Literacy, Lucy Calkins writing, and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students. The standards-based Washington developed CARE/GLAD/RTI plan assists teachers in planning equitable lessons that have specific protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

The math curriculum, EveryDay Math, guides teachers in extending learning for under-performing students and presenting content in various formats and with more frequent repetitions/interventions.

Assessment data is used to carefully monitor under-performing students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our ULYSS system supports teachers in Discovering issues: COS referrals, Assessment Walls, Attendance data, Datawise assessments.

Various meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Datawise), grade-level meetings, weekly and monthly COS meetings, Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Under-performing students receive services from the RTI teachers, classroom teachers, after-school program, CAL tutors, BEAM volunteers, SAGE volunteers, BUILD volunteers, Berkeley High reading buddies, literacy trained Quick Reads adult volunteers, Berkeley Mental Health counselors, and City Nursing services intervention. Additional community agencies help with specific interventions.

District supported Math and English Learner coaches, an outstanding Professional Development office for staff development, as well as an excellent data support system, are excellent supports for teachers in meeting the needs of under-performing students.

Parents are engaged in various group activities and programs. The parent groups for African American, Latino, and other parents in PTA, meet monthly to coordinate fundraising, positive school climate events, and celebrations, such as the Black History Month, Cultures Night, Playground clean-up days, Welcome Barbeques, and potlucks. Parent education events, such as parenting classes, how to assist students in math and reading, and equity discussions, support parents in helping their children. Parents volunteer in classrooms and throughout the school.

15. Research-based educational practices to raise student achievement at this school (NCLB)
Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Washington teachers have combined these practices, CARE (Collaborative Action Research for Equity) and GLAD (Guided Language Acquisition Strategies) with Best Literacy strategies in a curriculum that maximizes achievement. Each teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. They 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 have been taught specific BEARS' spelling lessons to deliver one-on-one targeted phonics and word-building lessons.

16. Opportunities for increased learning time (Title I SWP and PI requirement)
The classroom teacher and principal manage the teaching schedule to maximize learning time. Learning time for individual students is maximized through the use of small group instruction and centers-based learning. Parents, community volunteers, and university students volunteer to support student learning.

Individualized learning time is increased from one teacher to 5 in each classroom through use of our RTI, Response to Intervention staff development model. The modeled differentiated instruction ensures that what a classroom teacher learns in 6-8 continuous weeks can be continued (often with volunteer, educational assistant support) for the remainder of the school year.

Increased learning time also occurs when special education and literacy teachers work with small groups or individual students (Reading Recovery). Students receive increased, specific instruction daily.

The Quick Reads' volunteer program began in 2008-2009. Volunteers are trained in teaching comprehension and fluency, then meet for 3 sessions during each week with one student. A grant-funded coordinator has coordinated schedules for training and management of students, volunteers, and teachers. About 38 students have been served this school year and we continue to build a larger volunteer team.

The after-school program uses I.T. staff and volunteers to work with students in homework centers with support for individual learners. Teachers also keep basic-below basic students for individualized instruction after school.

17. Transition from preschool to kindergarten (Title I SWP)
Preschool students visit Washington's Kindergarten classes every Spring. Meetings between preschool teachers and K teachers are held to discuss some individual plans.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
Now in its 7th year of operation, Kidz Club (BerkeleyLearns) after school program serves over 100 students with homework help, academic enrichment time and other enrichment activities. In addition to one full-time and 5 part time staff, tutors and parents are recruited to better the adult/student ratio. BEARS is a smaller after-school program that continues to operate in the morning and after school for families who qualify.

Berkeley Learns (Kidz Club)

Academic Support:

Homework Assistance- all LEARNS staff are NCLB qualified

Students receive assistance with their homework four days per week during the after school program. Berkeley Learns and BEARS' staff monitor homework success and completion and communicate with school day staff when they are concerned about students performance.

Mentors

Over 100 mentors (UC Berkeley and Berkeley High School students) volunteered at Washington, during and after school this year. UC Berkeley mentors work in the classroom of their mentees and support the class as a tutor, as needed. This program increased the school day support for most classroom teachers.

Volunteers

Sage Project provided 80 volunteers; Cal Corps provided 100 volunteers, Berkeley High School provided 25 volunteers, and BEAM provided 5 teaching volunteers during the 2009-2010 school year

Whole Child:

Enrichment activities

Cultural Arts -African Drumming

Visual Arts

Yoga – Niroga

Indian Dance; Chess; African Dance; Hip Hop; Chorus; Tap Dancing; Cooking; Book Club; Theatre; Film; Ballet; Science;Art

Recreation activities- Washington elementary participated in partnership with City of Berkeley to provide swimming, soccer and softball. Additional Berkeley Learns recreation activities include: Lacrosse, European Handball, Basketball, Football, Tennis and Capoeira.

Middle School Interscholastic Sports

Heathly snacks are provided daily by BUSD Nutrition Services.

After school program staff are involved in SST's whenever relevant and add to the supports for students. Through grants and volunteer individuals and organizations, low performing students may receive small group or individual tutoring during and after school by tutors and in some cases classroom teachers. Special projects, such as the Read-a-Thon, support families and learning. What began as a Healthy Start grant in 2000, has provided support staff and linkages for referrals to both on and off-site services related to social/emotional, physical and educational needs. A Partnership with Berkeley Mental Health and Governance funding provides practicum students as counselors for our students.. A partnership with City Services supports individual students and families.

The school district provides instruction for all teachers in the curriculum knowledge and support days for teachers to develop units. Teachers, with support from the C.O.S. team, further communicate and enhance resources through the use of Parent 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. Spanish translations on important documents are sent to English Learner families. DEAR day lets students enjoy a book read by a community member, who encourages students to read for lifetime success. Three student night assemblies and potlucks highlight student talent and family engagement.

Free and Reduced price meals help students receive balanced nutrition. Our garden/cooking classes acquaint students and parents with good foods and how to prepare them. In Dulci Jubilo Foundation Grants, Berkeley Public Education Foundation Grants , the Arts' Block grant, and Alameda County/Crowden Music school grant provide funding for specialized projects and materials. Our Special Education staff and Special Education teachers (RTI model) provide a range of services as well. The Psychologist provides testing and student/family support, and a Speech Therapist works with students needing Language and Articulation Therapy. Our two Special Education teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program.

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

Parent involvement continues to grow. PTA has focused on room parents as a group to build community and increase family engagement.

A model that had some success has been the combination of all parent groups into one steering committee. The steering committee meets once a month to plan family events and learning formats.

Parent training, helping children with reading and math, and equity issues have all been meeting topics. In addition, celebrations, such as the Winter Concert, Black History month, Cesar Chavez Night, Cultures Night, pancake breakfasts, morning coffees, Back to school nights, and Welcoming Bar-b-ques enhance a culture of togetherness and positive climate.

Phone messages, parent flyers, newsletters, and parent meetings are the avenues of communication.

Parents are encouraged to work as volunteers for school projects, such as weekend beautification days, and in the classroom as support for students.

A new position of Parent Communication Facilitator was added to increase the engagement and support of under-represented families.

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 monthly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination/voting process to become members of this team. It has been successful, through a variety of print based, web based, and phone based communication to encourage a large group of diverse parents to "run for office." For the past two years, this process has ensured a diverse governing parent group.

Yearly, Governance Team surveys parents, teachers, and students. Survey information is used to develop priorities for the school. They also research all the programs and curriculum areas in the school. With this information, the Council develops the site plan and budget to lead the instructional program at Washington.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
Funding is provided for an after-school coordinator to develop after-school academic programs for under-performing students. It is also used for materials to support and increase the academic abilities of second language learners. Teachers are trained in the newly adopted EL program and all use Guided Reading Plus (enriched guided reading strategies) daily in their classrooms. English Learner staff development and mentoring are provided by a District-paid English Learner Coach

The entire staff has benefited from goal setting and CARE teacher-led whole-staff development, Courageous Conversations. For example, each grade level has chosen culturally relevant teaching strategies to use with African American/Latino focus students. Teacher cross-grade-level teams of 3, develop racially enriched GLAD lessons, observe and coach each other three times yearly. Data guides assessment of the teams' work. In addition, the Reading Recovery/ Literacy Coach Teacher and Special education teachers (RTI Team) instructs all teachers in the techniques of in-class guided reading and literacy block curriculum. Three members of RTI teach one-on-one reading strategies to the lowest group of first graders. In the beginning of the year, first graders are assessed and ranked according to need. Then, they are given intense daily training until they have met grade level expectations. Funding is provided for professional development and teacher collaboration to develop units and strategies that reinforce the curriculum and engage underperforming students. Underperforming students receive assistance from RTI teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

A physical education teacher works with students to teach physical skills, fairness, leadership skills, and responsibility. His Junior Coach program helps students learn to deal with others and learn to support the school.

22. Fiscal support (EPC)
Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

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.

Students have the right to:

1. Learn and develop to their maximum potential as whole human beings.
2. Have a safe, secure environment for learning.
3. Be accepted by teachers, staff and other students.
4. Have their achievement and competence acknowledged.
5. Be challenged to explore, inquire, discover, and make choices.
6. Develop creativity and learn to enjoy the arts.

Student Responsibilities

Students are expected to:

1. Arrive on time. Arriving by 8:10 a.m. on the playground allows school to begin at 8:15 a.m. Those desiring to eat breakfast should arrive at 8:00 a.m. [Just a suggestion – the attendance article I wrote last year said that kids should arrive by 8:10. I eliminated the school-end times and put them in the drop-off/pick-up section. They'll probably be in your last section also.]
2. Eat more good food for a healthy body and mind. Keep chips, cookies, soft drinks, and candy to a minimum in your diet.
3. Challenge your body to play and work hard.
4. Take full advantage of the opportunities made available for learning.
5. Help each other to learn and to become members of a caring community.
6. Act in a manner that does not hinder the learning of other students.
7. Respect everyone and use kind words.
8. Help take care of the classroom and our school.
9. Use Washington's TINS/CANS steps to solve problems:

T - Tell the truth.

I - Don't interrupt.

N - No name calling.

S - Solve the problem.

After students agree to the TINS' rules, problem solving begins. Each child has a chance to talk. The CANS steps help the mediator remember this conflict-solving process:

C - Conflict: Define the conflict. Can you tell us what happened? How did it make you feel? Why?

N - Needs: Finding the needs of the person. What do you need to solve this problem?

S -Solution: What can you do now to find a solution to the problem? Can you find a solution that can work if this happens again? Has there been a solution to this problem? If so, thank the mediators and each other. If not, talk some more about what each person needs.

Parental Responsibilities

Washington School believes firmly in parental involvement in the education of their children. In other words, it is felt that success in the classroom greatly hinges upon the degree to which parents in particular, and the community in general, involve themselves in the education process. Hence, parents are urged to:

1. Assure your child arrives on time each day and keep absences to a minimum.
2. Call school and send a written excuse the next day after your child is absent or tardy.
3. Review your child's homework nightly.
4. Read out loud to your child for at least 20 minutes a night.
5. Ensure that your child gets enough sleep each night (pre-teens usually need about 10 hours).
6. Keep chips, cookies, soft drinks, and candy to a minimum, and avoid packing them in lunches. Pack a healthy lunch (e.g., a sandwich, fruit and milk) or purchase lunch or milk at school.
7. Attend Washington's parent meetings: PTA, African American Unity, Latino Literacy Nights, Kidz' Club Events, and Leadership Team (described below).
8. Form teacher-parent partnerships by attending conferences with the teacher.
9. Become as active as possible in the life of the school by volunteering in the classroom, tutoring, helping on trips, etc.

Staff Responsibilities

Teachers will participate in forming partnerships with students, parents, staff and other interested members of the community for the benefit of the students' academic and emotional development.

Accordingly, instructors will:

1. Teach and insure the keeping of school rules courteously, consistently, and fairly, and deal with misconduct quickly, firmly, and impartially.
2. Partner with parents in discussions on the academic progress and conduct of children on a regular basis.
3. Demonstrate by attitude and actions genuine concern and respect for each student.
4. Plan and conduct a program of instruction that captures the interest and meets the needs of each student.
5. Manage classroom routines to contribute to the program of instruction and the development of civic responsibility.

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Student Signature _____ Date _____