

The Single Plan for Student Achievement

Berkeley Arts Magnet at Whittier

School Name

01-61143-6097729

CDS Code

Date of this revision: May 15, 2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Berkeley Arts Magnet at Whittier	School Year: 2014-2015
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Summary of School Goals:

The school has identified these primary goals:

1. All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.
2. All students will receive the academic, social and emotional support services they need.
3. Students and their families will feel respected, welcome and connected to their schools.

PRIORITIES FOR ADDITIONAL FUNDS: Unfunded needs that support these goals are priorities for any additional funding during the 2014-2015 school year:

1. Reading Recovery
2. Intervention (teacher hourly)

CONTINGENCY PLAN: On May 15, 2014, the BAM SGC adopted a contingency plan in the event the Berkeley Board of Education does not approve the LCAP funding priorities that are budget assumptions in this Site Plan. A copy of the contingency plan authorizes some reallocation of expenditures and is available through the SGC Secretary, Parent Bruce Nordman.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Myron Berkman	(Principal): Kristin Collins
(Co-Chair, if applicable): Jeremy Alberga	(Teacher): Breianna Davis
Bridgett Bernhard	(Teacher): Ben Wilkins-Malloy
Bruce Nordman	(Teacher): Betsy Sako
Monica Robinson	(Classified): Ann Marie Callegari
Derethia Duval	(Teacher) Renee Harris

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DELAC Representative (District English Learner Advisory Committee):

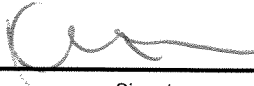


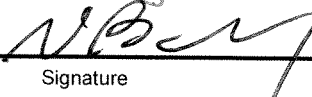

II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
School Leadership Team, RtI Team, PBIS Team, PTA Budget Committee, PTA Budget Parent/Caregivers (February 2014 Parent Engagement Survey)
Staff (Staff Survey March 2014)

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on SGC April 23, 2014.
8. This school plan was adopted by the School Governance Council on April 23, 2014.

Kristin Collins Principal	 Signature	5/16/2014 Date
Myron Berkman School Governance Council Chair	 Signature	5/16/14 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	5-16-14 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services	 Signature	6/16/14 Date

III. School Vision and Mission

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

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

Berkeley Arts Magnet strives for:

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

IV. School Profile

School demographics 2013-2014:

2013-2014 enrollment: 439 (District average: 381)

Asian 11% (District average: 8%)

Latino 18% (District average: 21%)

African American 14% (District average: 21%)

White 34% (District average: 33%)

Other/Multi-Ethnic 16% (District average: 11%)

English Learners: 14% (District average: 12%)

Socio-economically disadvantaged population: 44% (District average: 41%)

Projected enrollment for 2014-2015: 425 students

The school is Program Improvement Year 5 (2013-2014).

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

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

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

Our special events for families in the 2013-2014 school year included: BAM Back-to-School Night, Fall BAM Jam celebration (October), New Families Welcome Event, Latino Heritage Celebration and Potluck, Winter Multi-Cultural Celebration and Potluck, Black History Celebration and Potluck, BAM PTA Starry Night silent auction and dinner, Family Math Night, Teacher Appreciation Lunches, BAM Open House

A weekly newsletter is produced by the PTA/Principal. Special events, leadership opportunities and performances put on by our students in 2013/2014 included:

monthly Community Meetings recognizing students who demonstrate school citizenship themes,
monthly Spirit Days organized by our Student Council,
Annual Halloween Parade,
Kindergarten Sing-a-Long,
Martin Luther King Commemoration and Community Peace March,
Black History performances,
the Cesar Chavez Program "si se puede",
Harvey Milk Day,
5th grade week at Outdoor Education/Science camp,
Annual Berkeley Symphony Orchestra performance,
Talent Showcase,
LEARNS school carnival,
individual class plays and performances,
Buddy Reading,
Green Team,
Student Council,
field trips (including Zellerbach performances);,
and many after-school program (LEARNS, Berkeley Bears, PTA classes) performances and celebrations.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

ACADEMIC ACHIEVEMENT

Berkeley Arts Magnet is a Program Improvement School (Year 5, 2014) .

State Accountability (API) (See Section VI, Table A): API (2013) 872 (a decrease of 25 points compared to 2012).

BAM has two statistically significant student populations: White and socio-economically disadvantaged:

Economically-disadvantaged students - 815 API

White students - 952 API

Other student populations that are not statistically significant:

African-American students - 757 API

Latino/Hispanic students - 831 API

English Language Learners - 833 API

Federal Accountability (AYP) (See Section VI Tables 3 and 4): In 2013, Berkeley Arts Magnet met all Annual Measurement Objectives. The school remains in Program Improvement because it did not meet AMO's in 2011; the school did meet AMO's in 2010.

English Language Arts (Grades 2-5): Berkeley Arts Magnet had a school wide proficiency of 71.9%:

Economically-disadvantaged students (total 147 students): 56% proficient

Black or African-American students (total 48 students): 48% proficient

White students (total 90 students): 92% proficient

Latino/Hispanic students (total 49 students): 67% proficient

English Language Learners (total 41 students): 44% proficient

Asian students (21 students): 67% proficient

Students with disabilities (total 35 students): 49%

Math (Grades 2-5): Berkeley Arts Magnet had a school wide proficiency of 74.9%:

Economically-disadvantaged students (total 146 students): 64% proficient

Black or African-American students (total 48 students): 54% proficient

White students (total 90 students): 90% proficient

Latino/Hispanic students (total 48 students): 63% proficient

English Language Learners (total 40 students): 60% proficient

Asian students (21 students): 86% proficient

Students with disabilities (total 33 students): 53%

B. Surveys

The school conducted a Parent Engagement survey in February 2014 to gather information specifically about our community's experiences regarding school culture, climate, home/school partnership and communicational. The school will participate in the District survey at the end of the 2014 school year.

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

C. Classroom Observations

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

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

SCHOOL CULTURE AND CLIMATE DATA

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

D. Student Work and School Documents

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

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

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

See Section VI and Appendix B.

VI. Description of Barriers and Related School Goals

School Goals:

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

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

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

#4 - Students will have access to specialized instruction in the arts and physical fitness.

Barriers and needs in order to meet goals:

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

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

Action Steps

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

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

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

3. MEET instructional minute requirements and implement Rtl.

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

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

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

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

5. IMPROVE student attendance.

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

6. IMPLEMENT Social and Emotional Curriculum, Welcoming Schools, Positive Behavior Supports and culturally and linguistically responsive practices and instruction

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

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

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

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

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

8. ENSURE culturally competent and response practices at the school

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

GOAL #4 - Students will have access to specialized instruction in the arts and physical fitness.

Action Steps: Provide arts education with specialists; Support PE and recess with YMCA and additional personnel.

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	268	250		91	89		44	48		31	21	
Growth API	897	872		971	951		789	757		901	914	
Base API	854	897		945	971		690	789		876	901	
Target	A	A		A	A							
Growth	43	-25		26	-20							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	49	47		54	41		107	127		34	33	
Growth API	853	825		832	801		826	805		797	720	
Base API	843	859		795	833		796	828		700	795	
Target							4	A				
Growth							30	-23				
Met Target							Yes	Yes				

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	29	40	
Percent with Prior Year Data	96.6%	97.5%	
Number in Cohort	28	39	
Number Met	--	22	
Percent Met	--	56.4%	
NCLB Target	56	57.5	
Met Target	*	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	48	4	51	5		
Number Met	11	--	13	--		
Percent Met	22.9%	--	25.5%	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	*	Yes	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	
Mathematics			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99		99	98		94	98		100	100	
Number At or Above Proficient	201	179		87	82		22	23		20	14	
Percent At or Above Proficient	75.6	71.6		95.6	92.1		52.4	47.9		64.5	66.7	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		97	99		95	100	
Number At or Above Proficient	32	28		31	18		61	69		20	17	
Percent At or Above Proficient	65.3	59.6		57.4	43.9		58.1	54.3		62.5	51.5	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	--	--		Yes	--		Yes	No		--	--	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		98	98		100	100	
Number At or Above Proficient	214	185		89	80		24	26		25	18	
Percent At or Above Proficient	79.9	74.6		97.8	89.9		54.5	54.2		80.6	85.7	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		99	98		99	98		100	95	
Number At or Above Proficient	35	28		38	24		70	78		25	17	
Percent At or Above Proficient	71.4	60.9		70.4	60.0		65.4	61.9		73.5	54.8	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	--	--		Yes	--		Yes	No		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
1			2	50	1	25	1	25				4
2	1	14	4	57	2	29						7
3	1	8	1	8	7	54	3	23	1	8		13
4	4	44	3	33	1	11			1	11		9
5	2	29	3	43	1	14	1	14				7
Total	8	20	13	33	12	30	5	13	2	5		40

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	10	5	50	3	30	1	10			10
2			2	50	2	50					4
3	1	13	5	63	2	25					8
4	1	8	9	75	2	17					12
5	4	57	1	14	1	14			1	14	7
Total	7	17	22	54	10	24	1	2	1	2	41

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: ACADEMIC ACHIEVEMENT

Goal Statement:

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

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

English Language Learners (EL)

Grades 2-5 scoring at Far Below Basic and Below Basic on local assessments.

Anticipated annual performance growth for each group:

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the Teacher College Reading and Writing Project Assessment (TCWRP).

1.2 Increase the percentage of English Learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

Means of evaluating progress toward this goal:

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

RTI and case management meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

SBAC in English Language Arts and Math

California English Language Development Test (CELDT)

Teacher College Reading and Writing Project Assessment (TCWRP)

Re-Designation (RFEP) Records

The Single Plan for Student Achievement

Total Expenditures in this Goal: \$54,605

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Literacy Coach (.45 FTE site expense; total Lit Coaches = 1.2 FTE) Instructional Materials Staff Retreat Technology Professional Develop (TIP funds)	August 2014 - June 2015	2102: Classified – Monthly	Literacy Coach (1.2 FTE) BSEP= .20 FTE Title I = .25 FTE	BSEP 18,000 Title I 23,494
		4300: Instructional Materials & Equipment	Instructional materials (BSEP Carryover, \$4,000)	BSEP 9,000
		4300: Instructional Materials & Equipment	Technology (BSEP Carryover \$4,000)	
		5200: Conference & Travel	Staff Retreat (BSEP + BSEP Carry over) \$1,700	BSEP 1,924
		1116: Certificated – Hourly	Professional Develop (TIP funds)	TIP 2,187

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$28,924	\$23,494	\$	\$	\$	\$2,187	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

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

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

Special Education Students

Students defined as "at-risk" through excessive absences or suspensions

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

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

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

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

Means of evaluating progress toward this goal:

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

RTI Meetings

Positive Behavioral System (PBIS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBS Report

Students in-class appropriately for entire school day;

Autonomous student resolution of minor conflicts.

Total Expenditures in this Goal: \$71,456

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. 1. Rtl Coach/Coordinator (Total .60 FTE) 2. Counseling/social-emotional service 3. Reading Recovery 4. Intervention (hourly) 5. Puberty Education (5th Grade) 6. Noon Supervision	August 2014 - June 2015	1102: Certificated – Monthly	Rtl Coach/Coordinator (.20 BSEP)	BSEP 16,000
		5800: Contracted Services	Counseling/social-emotional services	BSEP 20,000
			Children's Therapy Institute (plus \$10,000 from BUSD/COB)	PTA 10,000
		1116: Certificated – Hourly	Reading Recovery	BSEP 16,000
		1116: Certificated – Hourly	Intervention	BSEP 5,450
2.		5800: Contracted Services	Puberty Education (5th Grade, Planned Parenthood)	BSEP 500
		2916: Noon/Recess Director - Hourly	Noon Supervision (BSEP Carryover, \$3,000)	
		4380: Other / Reserve	Reserve for Personnel Variance	BSEP 3,506

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$61,456	\$	\$10,000	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS

Goal Statement:

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

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders
African-American and Hispanic / Latino Students and Families

Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child’s education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:
Professional Learning Community (PLC) Data Meetings to review survey results
Other Collaboration / Staff Meetings

Group data to be collected to measure academic gains:

Parent Survey
SGC Ethnicity Report
CALPADS

Total Expenditures in this Goal: \$538

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Parent Outreach Professional Development	August 2014- June 2015	4380: Other / Reserve	Parent Outreach, Title I	Other 538
		1116: Certificated – Hourly	Professional Development (BSEP Carryover, \$3,300)	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$538

VIII. Planned Improvements in Student Performance (continued)

Goal #4: ARTS EDUCATION AND PHYSICAL EDUCATION

Goal Statement:

Students will have access to specialized instruction in the arts and physical fitness

- YMCA coaches will support recess and PE.
- School will provide extra noon supervision to support safe play.
- These programs will be funded by PTA.

Student groups and grade levels to participate in this goal:

All TK/K-5 students

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Arts assessments by teachers and instructional specialists;

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$73,350

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Arts Education TBD YMCA Contract Garden	August 2014-June 2015	5800: Contracted Services	Arts Education TBD (Grant \$7,000)	PTA 41,900
		5800: Contracted Services	Garden Program	BSEP 6,450
		5800: Contracted Services	YMCA	PTA 25,000
		4380: Other / Reserve		

	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$6,450	\$	\$66,900	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date		Object Code/Item			Proposed Expenditure(s)		Funding Source/Cost	
	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other		
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$		

Appendix A - Program Summary: Berkeley Arts Magnet at Whittier

Goal 1	
ACADEMIC ACHIEVEMENT	
BSEP	28,924
Title I	23,494
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,187
Other	
Total	54,605

Goal 2	
STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	61,456
Title I	
PTA	10,000
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	71,456

Goal 3	
PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	538
Total	538

Goal 4	
ARTS EDUCATION AND PHYSICAL EDUCATION	
BSEP	6,450
Title I	
PTA	66,900
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	73,350

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Total Expenditures	
BSEP	96,830
Title I	23,494
PTA	76,900
EIA-LEP	
EIA-SCE	
TIP	2,187
Other	538
Total	199,949

Total Allocation*	
BSEP	96,830
Title I	23,494
PTA	76,900
EIA-LEP	
EIA-SCE	
TIP	2,187
Other	538
Total	199,949

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

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

Appendix B - Budget Summary: Berkeley Arts Magnet at Whittier

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	37,506	23,494						61,000
Hourly Teachers	21,450					2,187	3,300	26,937
Monthly Classified								
Hourly Classified								
Coach Stipends								
Hourly Tutors								
Noon Directors							3,000	3,000
Materials/Supplies	9,000						4,000	13,000
Conference & Travel								
BUSD Buses								
Contracted Services	20,500		76,900				18,700	116,100
Other/Reserve	8,374	538						8,912
Total	96,830	24,032	76,900			2,187	29,000	228,949

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Berkeley Arts Magnet (123)

CERTIFICATED MONTHLY SALARIES & FRINGE			
1102	Literacy Teacher/Coach (.20 FTE)	\$18,000	
1102	Rtl Teacher/Coordinator (.20 FTE)	\$16,000	
1102	Teacher		
TOTAL CERTIFICATED MONTHLY:		\$34,000	
CERTIFICATED HOURLY SALARIES & FRINGE			
1116	Hourly Teaching - Reading Recovery (431 hrs)	\$16,000	
1116	Hourly Teaching - Intervention (147 hrs)	\$5,450	
TOTAL CERTIFICATED HOURLY:		\$21,450	
CLASSIFIED MONTHLY SALARIES & FRINGE			
2102	Instructional Assistant		
2182	IS - Garden	\$6,450	
TOTAL CLASSIFIED MONTHLY		\$6,450	
CLASSIFIED HOURLY SALARIES & FRINGE			
2146	Hourly Tutors		
2916	Noon Supervisor		
TOTAL CLASSIFIED HOURLY		\$0	
SUB-TOTAL PERSONNEL:			\$61,900
NON-PERSONNEL CATEGORIES			
4300	Instructional Materials	\$9,000	
5800	Counseling Contract	\$20,000	
5800	Contracted Services - Puberty Education	\$500	
5800	Contracted Services - Staff Retreat	\$1,924	
SUB-TOTAL NON-PERSONNEL:			\$31,424
TOTAL EXPENDITURES:			\$93,324
RESERVE FOR PERSONNEL VARIANCE:			\$3,506
TOTAL FY 2014 BSEP ALLOCATION:			\$96,830
(DIFFERENCE):			\$0

Priorities for anticipated Fall 2014 Carryover:

- Instructional Materials \$4,000
- Noon Supervision \$3,000
- Professional Development \$3,300
- Staff Retreat \$1,700
- Technology \$4,000

BSEP FY 2014 Carryover projected to be approximately \$16,000

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budget Projection**

		Benefit Rates	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	GRAND TOTAL
School : BAM		Obj #				
A	CERT. TCHERS MONTHLY		0.250	-	-	0.250
	Site TSA - Lit. Coach (0.80 FTE, DDF 019) (0.25 = Title I, 0.25 = Measure A, PD, 0.30 = BSEP CSR Program Support)	1102	\$ 19,554	\$ -	\$ -	\$ 19,554
	Site TSA - Literacy Coach & ELD (0.50 FTE) (0.20 = Site BSEP, 0.20 = LCAP Lit Coach, 0.10 = LCAP ELD)	1102	-	-	-	-
	Site TSA - RTI Coordinator (0.60 FTE) (0.60 = Site BSEP)	1102	-	-	-	-
	Subtotal		\$ 19,554	\$ -	\$ -	\$ 19,554
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	1,858	-	1,858
	Medicare	3301	0.01450	284	-	284
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	801	-	801
	SUI	3501	0.00058	11	-	11
	WCOMP	3601	0.02050	401	-	401
	Retiree Benefits	3701	0.03000	587	-	587
	Total		\$ 23,494	\$ -	\$ -	\$ 23,494
B	CERT. COUNSELORS	1202				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
C1	DAILY SUBS	1116				
C2	DAILY SUBS	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117				
E	CURR. DEVELOPMENT	1116				
F1	TEACHER HOURLY	1116				
F2	TEACHER HOURLY	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
G	CLASSIFIED MONTHLY					
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Clerical Assistant	2402				-
J	Intervention Coordinator	2402				-
K	School Svc Assistant	2902				-
L	Home School Liaison	2902				-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	PERS	3202	0.11771	-	-	-
	PERS REDUCTION	3802	0.00000	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budget Projection**

		Benefit Rates	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	GRAND TOTAL
School : BAM		Obj #				
<u>CLASSIFIED HOURLY</u>						
M	Instructional Aide	2116			\$ -	-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	Child Care	2916	-			-
S	Program Assistant	2916				-
Subtotal			\$ -	\$ -	\$ -	\$ -
Fringe Benefits :						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Materials	4300			\$ -	\$ -
T2	Instructional Materials	4350				-
T3	Instructional Mtls	4350				-
U1	Parent Involvement		538			538
U2	Parent Involvement					-
Total			\$ 538	\$ -	\$ -	\$ 538
<u>TRAVEL & OUTSIDE SERVICES</u>						
V	Travel / Conference	5200		\$ -	\$ -	\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Consultant / Contract	5800				-
Z1	Professional Svc	5800				-
Z2	Professional Svc	5800				-
A1	Personnel Variance		-	-	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
Total			\$ -	\$ -	\$ -	\$ -
a. Total Projected Expenditure			\$ 24,032	\$ -	\$ -	\$ 24,032
b. Budget Allocation			24,032	-	-	24,032
c. Add : Carryover						-
d. Total Budgets (d = b + c)			\$ 24,032	\$ -	\$ -	\$ 24,032
e. Projected Unspent Funds (e = d - a)			\$ 0	\$ -	\$ -	\$ 0

* Title I allocation included \$538 for Parent Involvement.

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		Total K-5 Schools	\$21,906	\$4,971	\$19,380	\$46,257	Total K-5 Schools		1
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		Total 6-8 Schools	\$12,111	\$2,749	\$7,845	\$22,705	Total 6-8 Schools		3
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		Total 9-12 Schools	\$983	\$223	\$1,095	\$2,301	Total 9-12 Schools		3
1	262	Early Childhood					Early Childhood	262	1
1		Total Pre-k					Total Pre-k		1
18		TOTAL DISTRICT	\$35,000	\$7,943	\$28,320	\$71,263	TOTAL DISTRICT		1
			\$13.47/ FRM Student		\$15/ FRM				

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
11	(A)	Total K-5 Schools	4,373	\$22,719

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
3	(B)	Total 6-8 Schools	1,926	\$10,006

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
3	(C)	Total 9-12 Schools	3,325	\$17,275

17	D=A+B+C	TOTAL DISTRICT	9,624	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

Notes for TIP Funding:

- * Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- * Independent Study receives funding for 150 students.
- * Berkeley High School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

Appendix E - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Met performance goal 2012 (remains in Program Improvement Year 5).

State assessment (CST -2012) data:

Math - met AMO's

English Language Arts - met AMO's

Local assessment (Fall/Winter/Spring) data guide instruction and interventions:

Spelling

Writing

Reading

Math

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

Goal in progress.

Ways school uses data:

Teachers use results of common district assessments to guide instruction and differentiate;

Rtl Team uses snapshot meetings, academic data, and universal referral process to develop and support interventions;

Leadership Team, Rtl Team and PBIS Team design collaboration and data protocols;

Literacy Coach, BUSD Professional Development staff and Berkeley Evaluation and Assessment Office assist site to use data to monitor student progress and support differentiation;

Data is used by after school program to plan and implement academic and reading support before and after school; and

Teachers regroup across grade level to differentiate and support Rtl.

Staffing and Professional Development

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

Meeting Performance Goal.

All staff are credentialed and appropriately placed.

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

Goal in progress.

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

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

Meeting Performance Goal.

All teachers and principal participated in SB 472 math training in Everyday Math (2009); 90% participated in Teacher College Reading and Writing Project professional development (2010); New teachers participated in TCRWP in the 2012-2013 school year; and Model classrooms at BAM are used to support district and site professional development in literacy.

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

Meeting Performance Goal.

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

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

Meeting Performance Goal but not consistently in all classrooms.

Site literacy coaches and district math coaches/math teacher-leader are working with targeted grade levels and/or individual teachers.

8. Teacher collaboration by grade level (EPC)

Exceeding Performance Goal.

Teachers have designated staff meeting time to collaborate, usually one hour per week; Some grade levels meet regularly during lunch, or before/after school; Site alternates grade level collaboration with cross-grade level collaboration and case management (progress monitoring); and Teachers participate in District-led professional development and curriculum implementation in math and English Language Arts.

Teaching and Learning

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

Meeting Performance Goal.

Staff are implementing the district-adopted programs and curriculum. Grade levels collaborate for consistent implementation.

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

Meeting Performance Goal in math, inconsistent in English Language Arts.

Regrouping and other Rtl interventions support ELD instruction for CELDT levels 1 and 2.

Teachers have been instructed to spend 90 minutes daily on language arts and 60 minutes on math, and they generally adhere to this requirement.

Daily schedules may not provide daily ELD instruction or intervention time.

By restructuring the arts program, 4th and 5th grades have increased instructional time by 90 minutes since 2008. An additional 45 minutes/week of instructional time was implemented in 4th grade in 2011-2012.

11. Lesson pacing schedule (EPC)

Meeting Performance Goal.

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

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

Meeting Performance Goal.

All students have the required materials.

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

Meeting Performance Goal.

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

Opportunity and Equal Educational Access

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

Goal in progress.

The school provides many resources to underperforming students within the regular program including:

Reading Recovery;

Small reading groups with literacy coaches/interventionists;

Small group push-in and pull-out services with education specialists;

Access to BUILD tutors and Sage mentors under supervision by literacy coaches, designated teachers on special assignment and after school coordinator;

Social-emotional supports as necessary to support academic success.

Rtl interventions during school day (2012-2013) are serving more students than in 2010-2011 and 2011-2012.

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

Meeting Performance Goal.

The principal in coordination with the literacy and math coaches, Rtl Team, PBIS Team and BUSD Professional Development Office ensure that all teachers are using best practices to raise student achievement.

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

Meeting Performance Goal (for students who can access programs).

BAM offers two on-site after school programs* that include homework help and other academic support.

Teachers regroup to add differentiated instructional time to support students.

Trained teachers provide Reading Recovery (intensive reading instruction to 1st grade students reading below grade level).

Literacy coaches and teachers on special assignment train and support BUILD Tutors (reading) and afterschool staff.

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

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

Goal in progress.

Students with IEP's have transition meetings so that staff is prepared to meet the students' needs once enrolled at the school.

Involvement

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

Goal in progress.

The school offers many resources to underperforming students and families:

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

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

Goal in progress.

The school and parent leadership (PTA, SGC, PBIS, Family Now, Family United) are working together to improve school climate to make all families feel welcome and to bring all families into a working partnership with the school. The Spring 2011, 2012 and 2013 Parent Engagement surveys provided additional data to guide planning at the school. The school's Positive Behavior Intervention Support Team meets regularly and this leadership group is identifying ways to support family involvement, and create a welcoming school culture.

In 2012-2013, a site-based Family Engagement Coordinator was assigned to the site and is supporting 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)

Meeting Performance Goal.

SGC has met regularly, evaluated programs and student data, and approved a Site Plan and budget to promote student success.

Leadership Team, RtI Team, and PBIS Team contributed to plan.

SGC liaised with PTA to coordinate PTA funding to support school goals.

SGC was trained to assume responsibilities for English Language Learners (2011-2012 and 2012-2013) in lieu of English Language Learner Advisory Committee (ELAC). Two ELAC meetings were held prior to this change.

Funding

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

Exceeding Performance Goal.

The SGC allocated categorical funds for the following purposes:
to implement RtI protocols and provide appropriate interventions;
to support social-emotional needs of students and families;
to extend learning; and
to provide a safe learning environment for all students.

22. Fiscal support (EPC)

Not meeting Performance Goal.

All Districts and schools in California are underfunded. The school struggles to provide all necessary programs and purchase all needed materials. The school relies on over \$100,000 in family donations through the PTA to provide core programs and support classrooms (e.g., materials and enrichment).

Appendix F - Home/School Compact

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

Student Pledge:

STUDENT

I will do my best to:

Be Responsible

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

Be Respectful

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

Be Safe

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

Parents Pledge:

FAMILY

I will partner with my child's school by:

Being Responsible

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

Being Respectful

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

Being Safe

- Teaching my child the importance of safety at school.

Staff Pledge:

PRINCIPAL

I will partner with families and my staff by:

Being Responsible

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

Being Respectful

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

Being Safe

- Ensuring a safe and secure learning environment.

STAFF

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

Being Responsible

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

Being Respectful

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

Being Safe

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