

The Single Plan for Student Achievement

Washington Elementary School

School Name

01-61143-6090328

CDS Code

Date of this revision: April 29, 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: Washington Elementary School	School Year: 2014-15
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Summary of School Goals:

Goal #1: Academic Achievement: Washington Elementary School will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments.

- Actions: RTI/CARE staff development, RTI modeling/staff development. Teacher Collaboration, CARE/Best Practices teacher observation, coaching, mentoring each other 3 x year. Visit expert teachers at other schools. Intervention & Enrichment four times a week for all students.
- Academic Practices: TCRWP for Reading, Active library program, Lucy Calkins writing, BEAR spelling, Guided reading/guided reading plus, CORE Math Pilot materials, Foss Science, Social Studies based on State Standards.

Goal#2: Strategies to Promote Student Success: Washington Elementary School will implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

- Actions: Professional Learning Community: Collaboration for Performance, 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 twice yearly, SEL Toolbox, Positive Behavior Systems Strategies. Teaching Practices: 30 minute EL lessons daily, culturally relevant lessons, Each teacher will be a culturally relevant coach for 2 or 3 other teachers.
- Actions: Healthy food in our cafeteria, Gardening program K-5, Swimming for 2 grade levels, Music K-5, Art K-5, Field trips, PE program K-5 supported by SGC. Berkeley Mental Health and/or other counseling, new Learning Environment project: connecting the outdoors with curricular linking activities/structures/plans. After-School Programs: homework support, enrichment, tutoring, Buddy Reading groups, SAGE mentors, BUILD tutors, High School mentors, tutor coordinator.
- 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.

Action: Continue and improve intervention and enrichment time with an added emphasis on enrichment for students who have met grade level standards.

Goal #3: Partnerships With Families And Community / Cultural and Linguistic Responsiveness

Washington Elementary School will establish Partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.

- Actions: School-sponsored events: Back-to-School Night, Open House, Conference days, performance nights, Talent show, volunteer orientation, Kindergarten tours and information evening, SST meetings for struggling students, teacher communication in newsletters and emails, principal's newsletter and accessibility.
- Actions: PTA-sponsored events: New Family Welcome Picnic, Kindergarten play dates, Science Night, Black History Celebration, African American Unity Meetings Saturday BBQ. Coordinate the actions of the COS team for under-served families, PTA room parent coordinator, Outdoor Learning Project coordinator, fundraising events which build community connections (Walkathon, Readathon, and Benefit Auction), and monthly assemblies for students focused on health, science, the arts, or cultural topics.
- Actions: Regular meetings of principal with SGC chair and PTA president to continue improved communications and collaboration.
- Actions: Welcoming Japanese volunteers who work with student in various ways to improve cultural knowledge and connections.

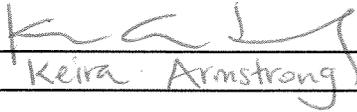
Site Committee Representatives:

Parents/Community	Staff
(Chair): Jennifer Kaufer	(Principal): Mel Stenger
(Co-Chair, if applicable):	(Teacher): Laura Jokela

	(Teacher): Janine Tong
	(Teacher): Ted Watson
	(Classified): Edith Brozoksy
	Teacher: Anne Muse-Fisher

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



 Keira Armstrong

DELAC Representative (District English Learner Advisory Committee):

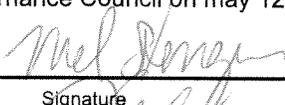
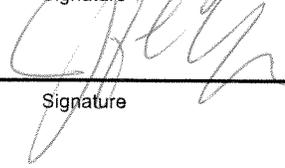
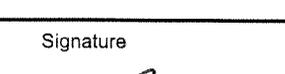
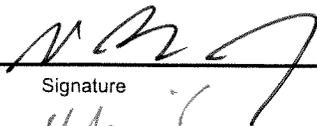
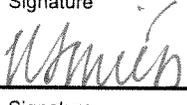
II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on May 12, 2014.
8. This school plan was adopted by the School Governance Council on may 12, 2014.

Mel Stenger Principal	 Signature	5/15/14 Date
Jennifer Kaufer School Governance Council Chair	 Signature	5/15/2014 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services	 Signature	6/10/14 Date

III. School Vision and Mission

Washington Elementary School is a 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 we work to 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 lower when compared to their counterparts . 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.

We are committed to setting high expectations for all students. All Washington School Staff work 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.

(It has been several years since the school community has gone through a process to review, refine and update its mission.)

IV. School Profile

Washington's Context

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, swim lessons for younger students at the YMCA and the help provided by many volunteers.

In recent years we have seen the enrollment of our school rapidly grow, and the parents and the staff have tried to maintain the quality program we had with a historical population of 350. Washington, currently a size of about 480 students, houses most classrooms within the main building. Three second grades and three fifth grade classes are in the portable buildings. One portable classrooms is reserved as flex space for science. We have 22 classrooms, 1 flex room for science, and a half size room for intervention and special ed. In year 2013-2014, we added Intervention and Enrichment time, 40 minutes, 4 days a week, for all students. I&E time is intended to be the time to provide intervention for ELD, reading, writing, math, or other curricular areas chosen by grade level teachers. It is also ideally used for special ed pullouts.

Washington's Enrichment Programs

While many school districts have 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. Science instruction is provided by a district teacher for all but third grade. Gardening is provided by a combination of district funding and site funds; beginning in 2014-15 there will be 45 minute sessions every other week, taught by an instructional specialist with the classroom teacher in attendance, and the program will be based on state science standards. Washington also has a special artist to work with students in the classroom. Music K-2 is supported by a grant from the Crowden School. All students in third grade learn about music and how to play the recorder. Fourth and Fifth graders learn a band or orchestra instrument. All students participate in a school PE program once a week and during recesses. Other classes for mostly K/1 students have been drumming and movement. Students in 2 grades walk to the YMCA for swimming lessons. Every class visits the library regularly. It is our intention to develop and implement a computer instruction program sometime this year; although its design will be guided by the state technology standards, the exact nature of the program, including which classes it will serve, and the frequency and length of the sessions are yet to be determined.

Before and After School Programs

Washington has three after school programs: Berkeley LEARNS, Berkeley Bears, and Parent sponsored classes. LEARNS provides enrichment classes in subjects like arts, crafts, games, or drama, homework time, tutors, mentors, and buddy readers. BEARS also provides an after school program and also provides before-school/holiday child care for students in their program. During the 2013-14 school year there was a pilot program of fee-based Spanish classes in response to parent interest. The Spanish classes will continue for the 2014-15 school year.

Washington Students and SEL (Social/Emotional Learning)

During the 2013-14 school year the SEL committee reviewed our practices for this area. In addition to the relationships teachers build with their students, we use positive reinforcement to encourage good student behavior. Staff give out "Way to Bee" tickets for good behavior. During the 2014-15 school year, we will implement/enhance three parts of our SEL program: Cross-Age Buddies, Class meetings, and the Toolbox (a program to teach emotional literacy and self-regulation for which teachers will receive training before the next school year starts.) Teachers conduct class meetings to teach listening skills and conflict resolution. We have many pairs of Buddy Classes for cross-age activities, especially reading.

If you are lucky enough to visit Washington on Monday or Friday mornings, you may witness something Washington is known for, its spirit. Every other week, the students gather for an assembly to share and learn about social/emotional skills. Common themes include cooperation, pride in accomplishment, respect and safety. Students gain confidence by presenting songs, dances, poems and other written works. Awards for given for being Scholars or Heroes, and being a "3 BEE" good citizen. Often the students break out into a rousing round of the school theme song, "We are Washington, mighty, mighty Washington..." The smallest kindergartner to the oldest fifth grader join in the song. 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 all the adults care so much about their success. In year 2013 and 2014, all fourth graders attended a 5-day camp with the Mosaic Project. In addition, all students learned Mosaic principles during assemblies.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

Washington is a Program Improvement School (Year 2, 2013) Typically when the school and all significant subgroups pass 800 API, the school is no longer in Program Improvement. "Significant subgroups" means a group of at least 50 students making up at least 20% of the total number of students tested.

1. State Accountability (API) (See Section VII, Table 1): In 2013, from 827 Growth, API was 869, an increase of 42 points compared to the 2012 base.

Washington has two statistically significant student populations and met the API Targets for one group. They are: White and Socioeconomically disadvantaged.

- Socioeconomically-disadvantaged: 101 students gained 28 points-757 API
- White: 113 students gained 30 points-959 API

Other student populations that are not statistically significant, but are important to our community, also showed API losses

- African-American: the number of students tested dropped from 48 to 43. The API went from 662-700, a gain of 38 points.
- English Language Learners: the number of students tested dropped from 47 to 41. The API went from 755 to 789, a gain of 34 points.

2. Federal Accountability (AYP) (See Section VII Tables 3 and 4, p. 15-16): In 2013 Washington met all Annual Measurement Objectives for English Language Arts, but not for Math. The school qualified for Program Improvement because it did not meet AMO's in 2013.

English Language Arts (Grades 2-5): Washington met the state target with a school wide proficiency 71.4%.

Math (Grades 2-5): Washington met the state target with a school wide proficiency 80.7%.

Economically-Disadvantaged students (total 100 students): 48% proficient in Language arts and 61% proficient in math

White Students (total 104 students): 92% proficient in Language Arts and 89.5% proficient in Math.

B. Surveys

The SGC worked with the PTA and the faculty during January and February to collect information and feedback about our current program and enrichment offerings. The responses were assembled and prioritized and made into recommendations for enrichment opportunities for the upcoming year. These meeting had a two-fold purpose: to gather input from the community about our program offerings and to provide a forum for folks to be heard and to listen to each other. The PTA president, SGC chair and the principal met regularly 7-8 times during this period

The School Governance Committee created an online survey using Survey Monkey and also sent home a paper version of the survey. In all 270 surveys were turned in representing just over 57% of Washington families. The survey focused on academic proficiency, closing the achievement gap, school climate, and parent involvement.

There was also a staff meeting devoted to program design as well as 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.

C. Classroom Observations

The school principal observes classrooms daily. 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, The Story of Units Mathematics, and Literacy BEST Practices

plans. All students engage in standards'-based Science curriculum, whether it is with a Science Release teacher, classroom teacher using FOSS kits, or UC Science partnership teaching.

In addition, all students are taught with the school-site CARE plan. (Collaborative Active Research for Equity). 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 intervention systems-PBIS) and COS Team/RTI supported, teacher-led student individual and whole-class plans. In addition, all classrooms teach Welcoming Schools and Toolbox 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 in 2 grade levels

Art-grades K-5

Gardening 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 (CARE).

D. Student Work and School Documents

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 works with teachers to assess and provide timely reading/writing data. Local math assessments are given at the end of each module of study.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. The tests given in the spring of 2014 were a state pilot using an online system and results will be used to analyse the effectiveness and validity of the test pilot, so no results will be given schools. The CELDT (Californai English Language Development Test) is administered to all EL (English Learner) students each fall to provide information on their academic progress. The EL Accord Test is administered more than once a year to assess progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Literacy assessments help decide on proficiency levels for Language Lab groups. 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/RTI curriculum) Each teacher is formally observed by the principal, and mentored by at least two other staff members for equity strategies.

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

VI. Description of Barriers and Related School Goals

- Significant work remains in closing the achievement gap. Administration needs to expand the responsibility of equity conversations from a small group of concerned teachers to all teachers and staff.
- We need to develop family partnerships with students of color in order to develop explicit, specific achievement goals and a network of emotional support.
- 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. Before lunchtime, teachers will teach the Lucy Calkins Reading and Writing program and Everyday Math. An added I&E period adds and strengthens individual student learning. All grade 1-5 students, divided into small groups, daily receive an extra 40 minutes of guided reading or EL instruction with a classroom, RTI teacher, or Literacy Coach.
- Discussion of time-on-task research also highlights the information that more classroom academic time must be tightly structured. Student transition time needs to be completed quickly and efficiently including coming in from the yard in the morning and after each recess. Teachers must ensure that all students are engaged by providing differentiated lessons when possible and by using engagement strategies aligned with the Common Core.
- More structured time for teacher collaboration for performance is optimal. Currently, teachers meet with their grade level teams four hours a month, but the focus is often not on student performance. There needs to be additional Professional Development about the focus and purpose of collaboration for performance.
- SEL (Social Emotional Learning) programs are needed to help students increase emotional intelligence, learn social skills, and achieve a sense of purpose, belonging and foresight. We will be implementing Toolbox (for emotional literacy and self-regulation), a cross-age buddies program to develop interpersonal skills, and regular class meetings to explicitly teach conflict resolution and restorative practices.
- Washington will have a counselor from Berkeley Mental Health or another provider. We may also add a second person to help with these needs.
- 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. To help with these needs we will have support from a counselor, and Coordination of Services team will collaborate to design a plan of intervention for those who need it. Beginning in 2014-15 Washington will have a part-time Family Engagement employee to help connect to families and support struggling students.
- English Learner students comprise about 15% of our population and Latino and African American students are 40% of our population. There are plans to increase Language Arts' teaching during school. To help parents support their students, we need to increase their partnership.
- More support in the classroom-Teachers need more adults in the classroom during Reading, Writing, and Math. Parent Volunteers, RTI Team members, and Student Teachers have provided us with help, but additional knowledgeable support adults would be optimal.
- Development and continuance of after-school reading programs will need financial support to pay trained literacy tutors.
- It would be optimal to engage parents in a structured plan to set goals for student academic achievement and to celebrate volunteer/parent/student success.

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	232	238		96	113		48	43		27	24	
Growth API	827	869		929	959		662	700		830	851	
Base API	849	826		930	929		673	663		865	830	
Target	A	A		A	A							
Growth	-22	43		-1	30							
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	33	29		47	41		94	101		36	32	
Growth API	733	817		755	789		729	757		680	702	
Base API	805	731		783	755		767	728		675	683	
Target							5	5				
Growth							-38	29				
Met Target							No	Yes				

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Washington Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	46	45	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	46	45	
Number Met	39	26	
Percent Met	84.8%	57.8%	
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	61	6	55	7		
Number Met	28	--	16	--		
Percent Met	45.9%	--	29.1%	--		
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	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	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		100	100		94	100		100	97	
Number At or Above Proficient	147	170		82	104		16	18		16	13	
Percent At or Above Proficient	64.2	71.4		85.4	92.0		34.0	41.9		59.3	54.2	
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		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	98	97		100	100		97	100		92	100	
Number At or Above Proficient	13	15		19	19		40	48		16	13	
Percent At or Above Proficient	40.6	51.7		40.4	46.3		43.0	47.5		47.1	40.6	
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	--	--		--	--		No	Yes		--	--	

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	98	99		100	100		92	100		100	97	
Number At or Above Proficient	163	192		87	107		15	19		22	18	
Percent At or Above Proficient	70.9	80.7		90.6	94.7		32.6	44.2		81.5	75.0	
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	No	Yes		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	97		100	100		97	100		95	100	
Number At or Above Proficient	15	24		28	28		46	61		15	19	
Percent At or Above Proficient	45.5	82.8		59.6	68.3		49.5	60.4		42.9	59.4	
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	--	--		--	--		No	Yes		--	--	

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
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1					3	75	1	25			4
2			3	33	5	56	1	11			9
3	1	17	2	33	2	33	1	17			6
4	1	6	9	50	7	39	1	6			18
5			4	57			1	14	2	29	7
Total	2	4	18	40	17	38	6	13	2	4	45

Grade	California English Language Development Test (CELDT) Results for 2013-14											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
1	2	33	1	17	3	50						6
2			1	25	3	75						4
3	2	25	1	13	2	25	3	38				8
4	2	29	3	43	1	14	1	14				7
5	2	15	7	54	4	31						13
Total	8	21	13	34	13	34	4	11				38

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 towards 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 /COS Meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles review and snapshot meetings

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

Total Expenditures in this Goal: \$39,747

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Professional Learning Community 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.</p> <ul style="list-style-type: none"> 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. (CARE or other Equity program) Monthly, teachers will collaborate in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards-based strategies and lessons for the Core Curriculum. Monthly, Response To Intervention (RTI) coach and K-5 teachers will assess data and plan curriculum in connection to the progress evident on the reading and writing assessment wall. New CORE 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 Teaching in all K-5 classrooms. (Response to Intervention model) Quarterly, teachers will meet with CARE/Equity and RTI Leaders to assess and learn high level strategies/methods for Target Student growth. All Teachers will be able to observe expert teachers for one day to improve or refine their practice. 	September 2014- June 2015	1116: Certificated – Hourly	Subs: CARE (Equity)/Rtl coaching (22 classroom teachers and three specialty teachers- two rounds)	PTA 6,000 TIP 2,447
		1102: Certificated – Monthly	Lit Coaches - .40 (.25 BSEP, .15 LCAP)	BSEP 17,000
		4380: Other / Reserve		
		1116: Certificated – Hourly	substitutes for teachers to do observations.	BSEP 3,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> All students will participate in a regular library program. 				
<p>2. Academic Teaching Practices</p> <p>English Language Arts</p> <ul style="list-style-type: none"> Teachers will teach daily TCRWP reading and Lucy Calkins writing lessons; BEAR Spelling Strategies lessons EL, RTI, and classroom teachers will teach daily EL lessons. Teachers will teach literacy daily according to Best Practices . A daily Intervention and Enrichment period will strengthen individual student learning. All students will daily receive 40 minutes of intervention support, enrichment, or EL instruction with a classroom, special ed personnel, EL teacher, or RTI teacher. Teachers will assess students regularly and collaborate at least 4 hours per month to plan differentiated instruction. <p>Math</p> <ul style="list-style-type: none"> Teachers will continue to implement the new pilot math curriculum and develop proficiency in teaching it with regular student assessment and teaching interventions. There will be a math teacher leader to provide occasional training and to support teachers in understanding and implementing the new math curriculum. All classroom teachers will continue to receive math training provided by BUSD. <p>Science</p> <ul style="list-style-type: none"> Teachers will teach the FOSS science curriculum Gardening Instructional Specialist will teach gardening skills aligned with state science standards. 	September 2014- June 2015	2116: Classified – Hourly	School's portion of Gardening Program expense comes to \$15 per student, times 480 students, equals \$7,200.	PTA 7,200

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
3. Extended Learning Opportunities <ul style="list-style-type: none"> • After school teacher-led small Guided Reading/ Literacy group instruction for EL students • After school LEARNS-Homework Centers and Reading intervention. • During the school day continue and expand Instructional Assistant lessons for individual students using BEAR spelling program, Reading and Writing strategies. • During the school day continue and expand the English Learner student lessons. • After-school UC Berkeley BUILD tutors for students and provide them with basic literacy training 	September 2014-June 2015	5800: Contracted Services	BUILD Program Tutors - Contract paid for by LEARNS fees (\$2,500)	
		4380: Other / Reserve	Reserve for BSEP Personnel Variance	
4. Instruction and Materials <ul style="list-style-type: none"> • 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. • Fountas and Pinnel intervention reading and assessment programs (LLI) will support language arts groups. 	September 2014-June 2015	4300: Instructional Materials & Equipment	for reading, writing and math as needed; about \$150 per classroom	BSEP 3,600

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:	\$24,100	\$	\$13,200	\$	\$	\$2,447	\$0

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 in order to help them engage in learning and eliminate barriers to success.

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 / ULSS Snapshot Meetings

Positive Behavioral System (PBS) 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 PBIS Incident Report: "uh-Ohs" and Office Referral data

Total Expenditures in this Goal: \$138,380

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Professional Learning Community</p> <ul style="list-style-type: none"> Monthly 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. Continuous staff development and communication to develop best practice strategies for everyone working with students through the 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. Coordination of Services/RTI Team provide assistance to support of African American, Latino, Below Basic, EL, Socio-Economically disadvantaged students, and students with disabilities. (Weekly COS and RTI meetings and daily teacher support/feedback) School Service Assistant and Family Engagement Coordinator will monitor attendance, contact families, send letters, assist with student behavior support, and host parent/school SARC meetings. Twice yearly Snapshot meetings with every K-5 teacher to review student caseloads, devise positive student strategies, and support families. SGC will provide an additional Long-term sub if necessary, should a situation arise in 2014-2015. 	September 2014- June 2015	1116: Certificated – Hourly	substitute teachers to cover classes during snapshot days. \$144	BSEP 2,300
		1116: Certificated – Hourly	Additional long-term sub, if needed	BSEP 2,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>2. Teaching Practices</p> <ul style="list-style-type: none"> 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 (CARE). Classroom teachers develop and execute daily 30 minute EL lessons for CELDT 4-5 level second language students. Each teacher will be a culturally relevant coach for at least two other teachers(CARE observation). All teachers will present daily culturally relevant lessons for students. Every K-5 teacher will implement Toolbox curriculum, class meetings, and Buddies Activities. A counseling Intern will provide individual and group counseling for identified students. An instructional specialist will 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. Provide Universal breakfast---healthy food for morning break Provide healthy food choices at lunchtime Provide high-interest classes to complement academic subjects: <ul style="list-style-type: none"> Swimming class-2 grades Music class-Certificated music teacher-grades 3-5; Crowden music teacher-grades K-2 	September 2014- June 2015	2102: Classified – Monthly	Instructional Specialist - P.E.- 1.0 FTE total (.73 FTE BSEP, .27 FTE Afterschool Fees-Berkeley Learns)	BSEP 63,000
		5800: Contracted Services	PTA-supported enrichment classes	PTA 50,000
		5800: Contracted Services	Art Teacher for K-5 \$7,000 Arts Anchor Grant through SGC; additional through PTA	PTA 7,840
		5800: Contracted Services	\$6,000 for swimming at the YMCA	PTA 6,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> Art class-K-3 with one instructor; 4-5 with thematic instructors Field trips-Classroom trips to complement classroom teaching 				
3. Extended Learning Opportunities <ul style="list-style-type: none"> Berkeley Learns will provide a variety of culturally-rich after-school classes. Provide healthy snacks, experiences during the after-school program. Provide gardening and health-related after-school classes 	September 2014- June 2015			
4. SEL (Social/Emotional Learning) <ul style="list-style-type: none"> Positive community building through use of the the Positive Behavior Systems' strategies: awards, discipline plans, themes, contests, assemblies, and assessment Teachers will continue professional development in organizational communication and collaboration through SEEDS or another provider. Develop and implement Buddies Classes for explicit teaching of cross age social skills. Continuous staff development and communication to develop best practice strategies for everyone working with students through PBIS, RTI, and Coordination of Services Team to identify social, emotional, health, and academic needs of all students at the first sign of academic struggle or need. BUSD will purchase the program Toolbox. All teachers will be trained in its implementation. Teachers will guide their classes in participating 	September 2014- June 2015	5800: Contracted Services	Counselor: \$5,000 provided by BUSD and \$5,000 provided by a city of Berkeley grant.	
		4300: Instructional Materials & Equipment	25 Cross Age Buddies books from Caring Schools	BSEP 1,240
		5800: Contracted Services	Teachers continue PD with SEEDS	PTA 6,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>in Buddy Classes activities to teach cross age social skills.</p> <ul style="list-style-type: none"> Teachers will implement regular class meetings to explicitly teach social/emotional skills and restorative practices such as emotional literacy and conflict resolution. Counselors or other providers will support students in need of counseling based on current need. (\$5K from BUSD and \$5K from city). Training for at least 3 staff in CPI for crisis prevention and intervention. 				
<p>5. Instruction and Materials</p> <ul style="list-style-type: none"> Teachers will use monthly staff development research to enhance daily lessons for culturally relevant teaching. Teachers will use English Learner materials and curriculum in classrooms daily. BEST (Positive Behavior Intervention Systems) for development of protocols and materials for discipline and positive climate 				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$68,540	\$	\$69,840	\$	\$	\$	\$

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: \$60,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. <ul style="list-style-type: none"> • Build community through collaborative parent/teacher plans and identify and celebrate student academic goals and achievements. 	September 2014- June 2015			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> School-sponsored events: Back-to-School Night, Open House, Conference days, performance nights, Talent show, volunteer orientation, Kindergarten tours and information evening, SST meetings for struggling students, teacher communication in newsletters and emails, principal's newsletter and accessibility. 				
2. •Regular meetings of principal with SGC chair and PTA president to continue improved communications and collaboration.	September 2014-June 2015			
3. •PTA-sponsored events: New Family Welcome Picnic, Kindergarten play dates, Science Night, Black History Celebration, African American Unity Meetings Saturday BBQ. Coordinate the actions of the COS team for under-served families, PTA room parent coordinator, Outdoor Learning Project coordinator, fundraising events which build community connections (Walkathon, Readathon, and Benefit Auction), and monthly assemblies for students focused on health, science, the arts, or cultural topics.	September 2014- June 2015			PTA 60,000
4. •Welcoming Japanese volunteers who work with student in various ways to improve cultural knowledge and connections.	September 2014- June 2015			
5. <ul style="list-style-type: none"> Communicate and discuss school PBIS programs, safety plans, and school rules with students and parents. Include parents in activities to recognize and motivate students. Continue bi-weekly assemblies for improving student behavior and other SEL goals. 	September 2014- June 2015			

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$60,000	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

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: \$0

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1.		5800: Contracted Services		
3.		5800: Contracted Services		
4.		5800: Contracted Services		

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$0

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: Washington Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	24,100
Title I	
PTA	13,200
EIA-LEP	
EIA-SCE	
TIP	2,447
Other	0
Total	39,747

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	68,540
Title I	
PTA	69,840
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	138,380

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	
Title I	
PTA	60,000
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	60,000

Goal 4	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	0
Total	0

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

Total Expenditures	
BSEP	92,640
Title I	
PTA	143,040
EIA-LEP	
EIA-SCE	
TIP	2,447
Other	0
Total	238,127

Total Allocation*	
BSEP	108,330
Title I	
PTA	143,040
EIA-LEP	
EIA-SCE	
TIP	2,447
Other	
Total	253,817

Funds to Allocate	
BSEP	15,690
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	15,690

* 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	17,000							17,000
Hourly Teachers	7,800		6,000			2,447		16,247
Monthly Classified	63,000		7,200					70,200
Hourly Classified								
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	4,840							4,840
Conference & Travel								
BUSD Buses								
Contracted Services			69,840				19,500	89,340
Other/Reserve			60,000					60,000
Total	92,640		143,040			2,447	19,500	257,627

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Washington (121)

CERTIFICATED MONTHLY SALARIES & FRINGE			
1102	Literacy Teacher/Coach (.25 FTE)	\$17,000	
1102	Teacher		
1102	Teacher		
TOTAL CERTIFICATED MONTHLY:		\$17,000	
CERTIFICATED HOURLY SALARIES & FRINGE			
1114	Teacher Subs	\$7,800	
1116	Hourly Teacher		
TOTAL CERTIFICATED HOURLY:		\$7,800	
CLASSIFIED MONTHLY SALARIES & FRINGE			
2102	Instructional Assistant		
2182	Instructional Specialist - PE (.73 FTE)	\$63,000	
TOTAL CLASSIFIED MONTHLY		\$63,000	
CLASSIFIED HOURLY SALARIES & FRINGE			
2146	Hourly Tutors		
2916	Noon Supervisor		
TOTAL CLASSIFIED HOURLY		\$0	
SUB-TOTAL PERSONNEL:			\$87,800
NON-PERSONNEL CATEGORIES			
4300	Instructional Materials	\$4,840	
5800	Counseling Contract		
5800	Contracted Services		
5800	Contracted Services		
SUB-TOTAL NON-PERSONNEL:			\$4,840
TOTAL EXPENDITURES:			\$92,640
RESERVE FOR PERSONNEL VARIANCE:			\$15,690
TOTAL FY 2014 BSEP ALLOCATION:			\$108,330
(DIFFERENCE):			\$0

Priorities for anticipated Fall 2014 Carryover:

- Art for Grades 4 and 5 \$7,000
- Teacher Hourly \$3,000
- Instructional Materials \$12,000

BSEP FY 2014 Carryover projected to be approximately \$6,000

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)

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. The ADEPT EL test was also administered to students. This test informs teaching practices and student growth.

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, Reading and Writing Workshop, enrichment through art, music, gardening, and after school programs.

In addition teachers formally plan and assess their own teaching plans and delivery (CARE/equity curriculum/ RTI Team mentoring and teaching) Each teacher is formally observed, coached and mentored for equity strategies 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 snapshot 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 and RTI team uses Powerschool and Illuminate software information management systems 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.

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

District-mandated curriculum materials are adopted, then staff receives hours of District and Site-level training. All classroom teachers have been trained in math and literacy adoptions, The Story of Units Common Core Mathematics, and Lucy Calkins Reading and Writing Curriculum. Teachers attend workshops and training in their classrooms, Wednesday afternoons, and whole or 1/2 day workshops. Teachers have begun to learn the new CORE standards for math and reading.

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 Lead 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 core standards to specific content areas and themes.

All curriculum areas adhere to the standards and 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/Literacy strategies. Washington's four reading and learning specialists work every day in teachers' classrooms during the Literacy block of time. 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.

Students also attend differentiated Intervention and Enrichment Time. During this time, the EL students meet for instruction.

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 with the help of an instructional specialist.

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 sixth 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 school-wide data 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. 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. Teachers meet 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 one Literacy Coach, a part-time EL teacher, a part-time Rti teacher, 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 specified lessons, 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 with Teacher Leadership Team to ensure cultural norms and best teaching 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 reading curriculum (TCRWP), 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 under-performing students. English Learner Students are CELDT-tested and organized by ability, then taught in small EL curriculum-based groups. 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, The Story of Units Common Core Mathematics, 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 CoS/Rtl system supports teachers in discovering issues: COS referrals, Assessment, Attendance data, Datawise and Illuminate assessments. Team meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Powerschool), 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 Rtl teachers, classroom teachers, CAL tutors, BEAM volunteers, SAGE volunteers, BUILD volunteers, Berkeley High reading buddies, Berkeley Mental Health counselors, and City Nursing services intervention. Additional community agencies help with specific, short-term 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 supports for teachers in meeting the needs of under-performing students.

Parents are engaged in various group activities and programs. The parent group for African American 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) 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, writing, 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, word-building, and writing 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.

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. I&E time gives students another "dose" of language instruction for differentiated groups of students.

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)

Parents of preschool students visit Washington's Kindergarten classes every Spring. Meetings between preschool teachers and K teachers are held to discuss some individual plans. New parents have access to the principal as well as PTA parents to help address issues and answer questions.

Involvement

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

Berkeley Learns after school program serves over 100 students with homework help, academic enrichment time and other enrichment activities. In addition to one full-time and 6 part time staff, tutors and parents are recruited to better the adult/student ratio. BEARS program has 25 students. It continues to offer before and after school child care for families who qualify.

Berkeley Learns 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, Dance, Chess, African Dance, Hip Hop, Girls' group

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.

Healthy 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 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 curriculum-knowledge instruction for all teachers and support days for teachers to develop units. Teachers, with support from the CoS 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.

Free and Reduced price meals help students receive balanced nutrition. Our garden classes acquaint students and parents with good foods and how to grow them. In Dulci Jubilo Foundation Grants, Berkeley Schools Fund 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.

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, 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, emails, texts, 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.

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 and to develop and monitor the overall school plan. 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)

It is also used for materials to support and increase the academic abilities of second language learners. Teachers are trained in the EL program and all use Guided Reading Plus (enhanced guided reading strategies) in their classrooms. English Learner staff development and mentoring are provided by an English Learner Coach, who also teaches pull-out EL classes for all students.

The entire staff has benefited from developing culturally relevant teaching strategies to use with African American/Latino focus students. Teacher teams 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 (Rtl Team) instructs all teachers in the techniques of in-class guided reading and Lucy Calkins literacy block curriculum. Three members of Rtl teach one-on-one reading strategies to the lowest groups of students. In the beginning of the year, students 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 under-performing students. Under-performing students receive assistance from Rtl 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 instructional specialist 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 generous gifting from our PTA and individual donations, corporate matching grants, 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.

Student Pledge:

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.
2. Work hard in school, pay attention, do your best.
3. Complete homework and nightly reading.
4. Eat more good food for a healthy body and mind. Keep chips, cookies, soft drinks, and candy to a minimum in your diet.
5. Challenge your body to play and work hard.
6. Help each other to learn and to become members of a caring community.
7. Act in a manner that does not hinder the learning of other students.
8. Help take care of the classroom and our school.
9. Respect everyone and use kind words. Use Washington's Toolbox steps to solve problems:

Parents Pledge:

Parental Responsibilities

Washington School believes firmly in parental involvement and support in the education of their children. 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. 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. Nightly Reading: In kindergarten and first grade, read out loud to your child for at least 20 minutes a night. In second and third grade when they become fluent readers have them read to you for 20 minutes, gradually switching over to silent reading. Students in grades 4 and 5 should be silently reading 30 to 60 minutes each 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, and other events.
8. Form teacher-parent partnerships by attending conferences and communicating with the teacher.
9. Become as active as possible in the life of the school by volunteering in the classroom, tutoring, helping on trips, serving on PTA committees, the SGC, or PTA leadership

Staff Pledge:

Staff Responsibilities

Teachers and Administration 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. We instructors will:

1. Teach and monitor student progress toward the achievement of state learning goals.

2. Guide children in SEL (Social and emotional learning) so as to insure school safety, courtesy and a nurturing environment. We will consistently and fairly deal with misconduct.
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 _____