

The Single Plan for Student Achievement

Malcolm X Elementary School

School Name

01-61143-6090286

CDS Code

Date of this revision: June 2, 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

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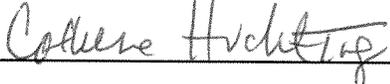
The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Malcolm X Elementary School		School Year: 2014-2015
Summary of School Goals: GOAL #1: All students will demonstrate grade level proficiency in literacy and mathematics, and English Learners will demonstrate at least one year of progress toward English fluency. GOAL #2: All students will receive the academic, social and emotional support services they need. GOAL #3: Students and their families will feel respected, welcome and connected to their schools.		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Sean Poremba/Babalwa Kwanele		(Principal): Alexander Hunt
(Co-Chair, if applicable): Babalwa Kwanele		(Teacher): Candyce Cannon
Catherine Huchting		(Teacher): Amy Fry
Rob Teigen		(Teacher): Meredith Gold
Ashley Davis		(Classified): LaChelle McDaniels
(Alternate) Joleen Ruffin		

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



DELAC Representative (District English Learner Advisory Committee):

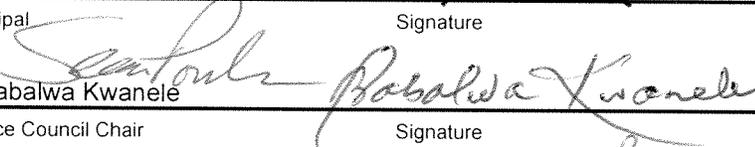
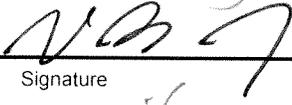
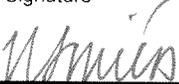
II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on April 9th, 2013.
8. This school plan was adopted by the School Governance Council on April 28th, 2014.

Alexander Hunt		
Principal	Signature	Date
Sean Poremba/Babalwa Kwanele		6/4/14
School Governance Council Chair	Signature	Date
Christina Faulkner		6-16-14
Director, Curriculum & Instruction	Signature	Date
Natasha Beery		6/16/14
Director, Berkeley Schools Excellence Program	Signature	Date
Neil Smith		6/16/14
Assistant Superintendent, Educational Services	Signature	Date

III. School Vision and Mission

At Malcolm X Arts and Academics Magnet Elementary School we strive to educate the whole child, acknowledging and fostering the individual talents and potential of our richly diverse student body within a safe and structured community of learners. This vision is achieved through an articulated curriculum, aligned to state standards, that combines the arts with high expectations of academic excellence.

Our school provides a stimulating and supportive learning environment that encourages individual achievement, collaborative problem-solving and mutual understanding and respect through an integration of arts and academics. We recognize and support a wide range of learning styles and modes of expression. The visual and performing arts provide opportunities to develop confident, creative, community-minded, disciplined individuals, encouraging teamwork, focus, and self-discipline. The arts also provide an avenue for appreciation and interaction between our students and our larger surrounding community.

IV. School Profile

Malcolm X Elementary School's focus on arts and academics is a formula that has led to the school's continued success. In the 2012 school year, Malcolm X was named a California Distinguished School for the second time. This accomplishment was based on our academic progress across all subgroups, and the success of the school's Signature Practices. Malcolm X was named a California Business for Educational Excellence Star School in 2012 and 2013, awarded to "high poverty, high achieving, achievement gap closing schools." At Malcolm X, our focus on the Visual and Performing Arts and Balanced Literacy promotes academic success, while engaging students and allowing them to develop a wide array of talents and interests.

Our arts programs nurture student creativity and expression. All students receive instruction in the four artistic disciplines—visual art, music, dance, and drama. This arts focus is present throughout the school year, either with a specialist or integrated into the academic curriculum, and students receive specific instruction to help them acquire the skills to express themselves through the arts. Students perform in grade level dramatic performances of increasing complexity every year. Weekly dance classes provide students with a lifelong form of physical exercise that encourages teamwork and self-expression, and helps to fulfill the state Physical Education requirements. In alignment with the state's Visual and Performing Arts standards, students also develop a sense of art history and an appreciation of the artistic traditions of many cultures. Every year all students are exposed to high-quality professional performances by local, national, and international dance, music, and theatrical groups. Connections made between the art disciplines and other academic areas help engage students in their learning, and build a sense of community at the school.

Malcolm X was named an Ashoka Changemaker School in 2013, recognizing our school's work in creating a school climate where students have an active role in creating a positive school climate. Malcolm X uses a school wide system of Positive Behavior Intervention & Support (PBIS) to promote positive student behavior through explicit behavioral expectations, recognition for positive behavior and clear consequences for infractions, and data analysis to guide school wide interventions. Teachers at Malcolm X use curriculum from the Toolbox Project to create a unified system for helping students to develop emotional regulation skills, and the Welcoming Schools curriculum to create an atmosphere free from bias based on gender, gender identity, and family structure. In 2014, Malcolm X received the Welcoming Schools Seal of Excellence because of our school's efforts to create an accepting environment for students from all kinds of families.

In addition to the arts, Malcolm X supports the education of the whole child through a diverse range of activities both during and after school. After the dismissal bell rings, the LEARNS X-Plus and BEARS after school learning programs provide academic support as well as a wide range of arts, fitness, and enrichment classes until 6:00 PM. Tutoring, mentoring, and community service are an important part of the after school program offerings. Teachers work directly with their own students who are in need of an academic boost through Project Connect, which is a 12 week school and community sponsored program that links students, parents, and teachers together to promote student success. BUILDS tutors work with students after school to provide additional literacy support to students through a partnership with the UC Berkeley. PTA-sponsored after school classes provide enrichment activities in a variety of areas for students.

Our 2.8-acre campus takes up the entire block, and is one of Berkeley's oldest school sites. It housed the Lorin School before the city of Berkeley annexed the area in 1892, when the school's name was changed to Lincoln School. The present school's main wing was built in 1920. An additional annex was added in the 1970's, when the school's name was changed to Malcolm X Intermediate. Malcolm X later became a K-5 elementary school in 1995, and in 1999, major renovations helped support this transformation, including seismic retrofitting, playground modernization, and dedicated spaces for the arts. We are now outfitted with an up-to-date library, auditorium with professional sound and lighting equipment, flexible rehearsal spaces, garden, after-school rooms, and outdoor amphitheater. In the realm of technology, students have access to the two mobile computer labs at the school, and each classroom contains computers and high speed internet access. In 2012, Malcolm X took a step forward in integrating technology into the classroom as a teaching tool, through a large private donation that the school received which provided each 1st through 5th grade classroom with a document camera and projector.

Currently, Malcolm X Arts and Academics Magnet School is Berkeley Unified School District's largest elementary school, with a population of 536 students. During the 2014-2015 school year, the school is projected to continue to expand through the addition of two Transitional Kindergarten classrooms. Our students reflect the racial, ethnic, and linguistic richness of the Berkeley community. The March 2010 US census shows the following ethnic distribution: European-American: 32.6%, African-American: 24%, Latino: 8.4%, Asian, Pacific Islander, Filipino, and Native American: 7.9%, multiple or mixed ethnicity: 30%. Our families represent a broad range of educational and socioeconomic backgrounds. Single parents, grandparents, guardians, and foster parents head many families. Historically, over 50% of our students

have qualified for free and reduced lunch, though this number has been declining in recent years due to demographic shifts in the community. Our school is one of four located on the Southeast Zone of Berkeley, and serves students in the South and Central zones. Most Malcolm X students go on to Willard Middle School, King Middle School, or Longfellow Arts and Technology Magnet Middle School.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

See attached Powerpoint document for an analysis of school performance data. The analysis was presented to the School Governance Council, and includes CST, CELDT, district assessments, attendance, and suspension data.

B. Surveys

The 2013-14 Parent Survey was completed in April 2014, with 242 responses in English and 4 in Spanish. The survey responses represented 246 of our 537 students (46%).

Of families of students of African-American descent, families representing 46 out of 114 responded which represents 40% of the African-American population. Paper surveys were distributed to each child, handed out at school events, and available in the office. Electronic surveys were available to fill out through SurveyMonkey, and login information was sent out in the Friday News, in a flyer, and through the MX eTree.

The overall rating of school programs, from academics to enrichment and after school programs was generally positive. 91% of parents reported that they felt welcomed at the school, and 93% reported that the school valued them as a partner in students' education. Over 86% of survey responses indicated that parents rated Art, Dance, Reading Recovery, Drama, Library, Project Connect and K-3 Music as "important" or "very important."

C. Classroom Observations

The principal monitors the implementation and alignment of the school's academic program on an ongoing basis through frequent classroom walk-throughs. The principal evaluates teachers through a process which includes the setting of professional goals, several classroom observations and a collaborative debrief. Temporary and probationary teachers are formally evaluated each year, and permanent teaching staff is evaluated every other year.

New teachers have the opportunity to visit classrooms at other schools through the Beginning Teacher Support and Assessment (BTSA) program, and all teachers have the opportunity to visit other classrooms and grades both on site and at other schools, including middle schools.

D. Student Work and School Documents

Teachers use a variety of assessments during the year to measure students' progress towards grade level proficiency and beyond. Teachers administer the Teachers' College Reading and Writing Project reading assessment individually with each student 3 times per year and record student accuracy, fluency, and comprehension levels. District assessments for math and spelling (BEAR) are also used to assess student performance, and local spelling and math assessments are given frequently. Teachers administer standards-based writing prompts each trimester, and score these writing samples using writing rubrics with their grade level team. Teachers meet during their collaboration time to use the results of these assessments to revise lesson goals and individualize learning.

The Literacy Coach has instructed staff on the use of our school-wide Assessment and Intervention Walls to post most-recent reading/writing data. Teachers visit the Assessment wall with the intervention and literacy specialist every six weeks and plan intervention strategies. The staff also looks at student work as a regular part of collaboration and case management.

California is in the process of field testing a new statewide assessment of the Common Core Standards for students in 3rd through 5th grade called the Smarter Balanced Assessment. Individual and school-wide results from this test will not be available until after the 2015 administration of the test. Identify student proficiency and provide data for analysis of effective instructional practice. California English Language Development Test (CELDT) is administered to all EL students each fall to provide information on their progress in English Language Development. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and grade-level collaboration time is used by teachers to study assessments, develop backwards planning, and work on specific plans for targeting instruction for students who have not yet achieved proficiency.

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

VI. Description of Barriers and Related School Goals

There are several barriers which may interfere with student achievement at Malcolm X. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The level of parent education or language barriers can limit parental involvement with homework assistance. The school day is not of sufficient length to provide remedial support for lowest-achieving students, and not all under-performing students are able to participate in after school programs.

Key Barriers:

- Tardies, and inconsistent attendance in extended day programs impact available instructional time
- behavioral, emotional, and social issues which impact student engagement or student achievement
- lack of access to sufficient instructional coaching in Common Core State Standards and student engagement strategies
- lack of adequate instructional minutes to provide interventions for students below grade level
- inadequate resources or strategies to encourage active participation of all parents
- language barriers which impede the school's outreach to English Learners

Malcolm X has developed several key strategies to address the needs of the high number of economically disadvantaged students, but these strategies are not universally successful. Although our programs at Malcolm X are committed to serving under-performing students, funding restrictions limit our capabilities in some areas. The larger class size in fourth and fifth grades limits the amount of individual attention the classroom teacher can provide; the upper grades would benefit from additional certificated staff for small group literacy support and remediation. Project Connect serves students who are still working to achieve grade level proficiency. Many students require more than twelve weeks of Project Connect intervention during the extended school day to reach proficiency. Although 90% of our teachers participated in Project Connect after-school tutoring, not all students in need of this kind of support chose to participate. Coordination between the Berkeley LEARNS after-school learning program, and staff is excellent; however, students would benefit from increased communication with afterschool programs housed off campus. Currently we rely on a few Spanish speaking staff and parent volunteers for translation for limited- English speaking families, but we have few resources for families who speak other languages.

Key Strategies:

- Parent Engagement Coordinator maintains Parent Resource Center, and provides personal contact to families in need of support
- Breathmobile provides on-campus health services for students with asthma, to reduce absences due to asthma hospitalizations
- Literacy Coach provides support to teachers in effective teaching strategies
- School Service Aide supports attendance notifications
- Project Connect provides mentoring, parent education, and tutoring
- Counseling provided by a partnership with Bay Area Community Resources
- Coordination between the school day and after school program through Teacher Liaisons with LEARNS and BEARS afterschool program.

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	296	303		104	119		79	72		26	24	
Growth API	870	890		967	977		757	749		877	865	
Base API	866	870		971	967		766	758		859	877	
Target	A	A		A	A		5	5				
Growth	4	20		-4	10		-9	-9				
Met Target	Yes	Yes		Yes	Yes		No	No				

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	30		44	40		140	125		47	34	
Growth API	833	826		808	787		798	800		671	777	
Base API	836	834		804	808		809	799		655	673	
Target							A	1				
Growth							-11	1				
Met Target							No	Yes				

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Malcolm X Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	44	45	
Percent with Prior Year Data	97.7%	100.0%	
Number in Cohort	43	45	
Number Met	29	30	
Percent Met	67.4%	66.7%	
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	41	11	46	8		
Number Met	18	--	19	--		
Percent Met	43.9%	--	41.3%	--		
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	99	98		98	97		100	100		100	100	
Number At or Above Proficient	218	226		97	111		39	35		21	16	
Percent At or Above Proficient	73.6	74.6		93.3	93.3		49.4	48.6		80.8	66.7	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	Yes		Yes	Yes		No	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		97	92	
Number At or Above Proficient	18	16		26	19		78	68		21	18	
Percent At or Above Proficient	54.5	53.3		59.1	47.5		55.7	54.4		44.7	52.9	
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	No		--	--	

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	98		98	97		100	100		100	100	
Number At or Above Proficient	228	232		100	112		44	36		21	18	
Percent At or Above Proficient	77.0	76.6		96.2	94.1		55.7	50.0		80.8	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	No		Yes	Yes		No	No		--	--	

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	100		100	100		100	99		97	92	
Number At or Above Proficient	24	18		30	21		89	73		20	23	
Percent At or Above Proficient	72.7	60.0		68.2	52.5		63.6	58.4		42.6	67.6	
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	No		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
1			3	43	2	29	2	29				7
2	1	13	1	13	5	63	1	13				8
3	5	50	2	20	2	20	1	10				10
4	4	31	4	31	5	38						13
5	1	14	4	57	2	29						7
Total	11	24	14	31	16	36	4	9				45

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			1	25	3	75					4
2	2	25	1	13	4	50			1	13	8
3			1	14	4	57	2	29			7
4	1	14	5	71	1	14					7
5	6	67	2	22	1	11					9
Total	9	26	10	29	13	37	2	6	1	3	35

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 Learners (ELs)

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:

Response To Intervention (RTI) Snapshot Meetings (monthly with whole RTI committee, weekly with subgroup)

Professional Learning Community (PLC) Data Meetings (every 6 weeks with Literacy Coach at Intervention wall)

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

SBAC data (when available)

California English Language Development Test (CELDT)

Teacher College Reading and Writing Project Assessment (TCRWP)

Reclassification (RFEP) rates for English Learners

Total Expenditures in this Goal: \$61,445

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Continue to build staff capacity through peer collaboration, staff development, and coaching within a Professional Learning Community:</p> <ul style="list-style-type: none"> Teachers will observe peers across grade levels in order to reflect on best practices and support consistency in school-wide instructional practices. Literacy Coach will meet with teachers during collaboration time to review student results on the assessment wall, and plan strategies to improve student achievement on a six week cycle. Literacy Coaches facilitate discussions and leads staff development sessions in reading and writing strategies, Common Core standards and curriculum with full staff during staff meetings. Curriculum Coordinator to provide training in arts integration at staff meetings and coaching and modeling with individual teachers Annual staff retreat for collaborative curriculum planning/evaluation and reflection Two full-day district-wide staff development days plus additional district-wide and site-based professional development during collaboration time Complete end of year evaluation in order to plan for upcoming year. 	August, 2014 to June, 2015	1102: Certificated – Monthly	Literacy Coach - .25 FTE (+ .75 BUSD funded Lit Coach)	Title I 25,630
		1102: Certificated – Monthly	Intervention Specialist - .2 FTE (Reading Recovery, small group literacy)	
		1102: Certificated – Monthly	Curriculum Coordinator - .40 FTE (includes .07 FTE Arts Anchor funding \$7,175)	BSEP 33,825
		1102: Certificated – Monthly	Intervention Specialist .20 FTE (RTI intervention)	
		5800: Contracted Services	Annual Retreat (contract, PTA funded)	
<p>2. Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> Implement the MX Integrated Literacy Plan: coordination of services between early literacy (TCRWP strategies), literacy intervention (Reading Recovery), RTI, Resource, and Special Education. The Literacy Coach will model best practices and work with small groups of students performing below grade level. Guided Reading materials at different levels 	August, 2014 to June, 2015		RTI Coach (LCAP funded, .4 FTE +.2 FTE)	
			Literacy Coach	
			RTI Coach	
		4300: Instructional Materials & Equipment	Instructional materials (Handwriting Without Tears, Fountas and Pinnel Leveled Literacy Intervention)(Unfunded at present)	
	4380: Other / Reserve	Reserve for Personnel Variance & Fall allocation	BSEP 1,990	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>available to all classrooms</p> <ul style="list-style-type: none"> Reading, writing, spelling, and other appropriate classroom materials, (including those for ELs), equipment, and furniture will be available for all classrooms. Standards-based assessment and other intervention materials will be purchased to replace or supplement the current materials and to accompany District staff development. <p>In-class intervention for below grade level students:</p> <ul style="list-style-type: none"> The Intervention Resource Specialist will work in small groups or individually first grade students reading below grade level and support classroom teachers with full inclusion students through Universal Learning Support System (ULSS). Staff will monitor the progress of every student and create an individual plan for every student working one year or more below grade level Staff will choose 4 Target Students for in-class intervention, and follow their progress on the Assessment & Intervention Walls Staff will meet every six weeks at the Assessment / Intervention Wall to monitor and track student progress, and plan interventions. 				
<p>3. Make maximum use of the opportunities for extended learning time during the school's afterschool programs:</p> <ul style="list-style-type: none"> Improve communication with after school programs through LEARNS and BEARS Teacher Liaisons, providing staff development and homework support Computer lab and literacy based software (such as Raz-Kids) available to identified students in Project Connect, in class, and after school. One-on-one tutoring with Cal Berkeley students through the BUILD tutor program Small group tutoring after school with credentialed teachers, connected to school day learning (Project Connect) Continue school's focus on reading through 	August, 2014 to June, 2015	<p>4300: Instructional Materials & Equipment</p> <p>1116: Certificated – Hourly</p> <p>4380: Other / Reserve</p>	<p>Instructional Materials</p> <p>Project Connect/teacher hourly (should include \$4135 BSEP carryover)</p> <p>BUILD Tutor program</p>	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
establishment of biweekly reading block, and use of reading logs <ul style="list-style-type: none"> Use snapshot data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program 				
4. Meet the needs of a diverse learning community by differentiating instruction <p>For all students:</p> <ul style="list-style-type: none"> Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles. Conduct school-wide "snapshot" to identify individual student needs Continue to hold regular SSTs and follow-up for students who are referred. Serve more identified general education students in RTI/ULSS model. Hold monthly meetings to monitor services, determine needs, and identify responsibilities. <p>For ELs:</p> <ul style="list-style-type: none"> Curriculum Coordinator and Resource Specialist will conduct CELDT testing Implement and assess use of new ELD materials during 30 minutes of daily ELD instruction based on English proficiency level Provide take-home materials in Spanish to support limited English students at home. <p>For academically advanced students:</p> <ul style="list-style-type: none"> Provide differentiated small group or individual instruction during Readers' and Writers' Workshop to challenge students at all levels Purchase supplemental math problem solving materials to support core curriculum at different ability levels. Purchase supplemental curriculum materials that provide depth, complexity and challenge exceeding the core standards-based curriculum will be implemented in classrooms during the school day. 	August, 2014 to June, 2015		Curriculum Coordinator	
			Intervention Resource Specialist	
			Literacy Coach	
		1116: Certificated – Hourly	Teacher Hourly	
4300: Instructional Materials & Equipment	Instructional Materials (LLI Leveled take home readers, challenge math problem solving materials) (Unfunded at present)			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>For students with disabilities:</p> <ul style="list-style-type: none"> Review IEP goals in small teams. Identify target instructional groups and inclusion strategies for students with and w/o IEP's. Resource Specialist will collaborate with general education teachers to provide differentiated instruction to students w/ IEP's to maximize access to general education curriculum Develop, use, monitor, and evaluate behavioral support plans for students who need them. Hold bi-monthly reflection meetings to evaluate student progress and RTI (response to interventions) and inclusion strategies. 				
<p>6. Ensure implementation of high quality mathematics instruction based on the Common Core standards, through piloting the Engage New York math program The Story of Units, along with other district schools</p> <ul style="list-style-type: none"> Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning. Math Teacher Leader will plan and deliver professional development during collaboration time related to math planning and use of assessment results in math Teachers and principal will participate in district math training sessions related to Engage New York, and principal will visit classrooms regularly to provide support and gather evidence of program use. Math group will work with consultant/coach to implement the Math Talk strategy, as a way of developing students' ability to explain their mathematical reasoning 	August, 2014 to June, 2015		Substitutes	
			Math Teacher Leader	
		5800: Contracted Services	Consultant (not paid through site funds)	
		4300: Instructional Materials & Equipment	Books/materials for lesson study (estimated at \$900) unfunded at present. Curricular materials for the Story of Units, provide by district.	
<p>7. K-3 students will have lessons based on Next Generation Science standards through hands-on project-based learning in the school garden. 4th and 5th grade students will continue this learning in Science Release time.</p>	August, 2014 to June, 2015	2102: Classified – Monthly	Instructional Specialist-Funded through BUSD funds and PTA donation \$6000	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$35,815	\$25,630	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

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

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

Special Education Students

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

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

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

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

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

Means of evaluating progress toward this goal:

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

RTI / ULSS Snapshot Meetings

Positive Behavioral Interventions and Support (PBIS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBIS Report

Total Expenditures in this Goal: \$130,553

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. School faculty will implement differentiated instruction and Response to Intervention strategies in the classroom to support, engage, and challenge the range of students in each class.</p> <ul style="list-style-type: none"> • Every teacher will implement effective instructional practices in focus and motivation, direct teaching, guided practice, assessment and reflection. • Strategies for engaging and supporting English Learners throughout the day will be implemented following the EL Achieve Constructing Meaning program. • Teachers will receive ongoing coaching support from BUSD English Language Development Coach 	August, 2014 to June, 2015	4300: Instructional Materials & Equipment	Instructional Materials for EL Achieve units (unfunded at present)	
		1116: Certificated – Hourly		
		1116: Certificated – Hourly	Substitutes	
<p>2. Teachers will attend cultural competency training offered by the district in conjunction with the Berkeley Alliance.</p> <ul style="list-style-type: none"> • Teachers will utilize strategies of instruction and materials that are culturally relevant to all students. • Teachers will meet to collaborate on the planning of culturally responsive lessons. Culturally responsive texts, books, and curriculum materials will be available in every classroom. • Development of library collection will continue to focus on representing the diversity of the student community 	August, 2014 to June, 2015	4300: Instructional Materials & Equipment	Instructional Materials	
<p>3. Continue the use of the Welcoming Schools curriculum to ensure that all students and families structures are represented in the school's curriculum, and to build an inclusive community that helps all students to be safe and secure at school.</p> <ul style="list-style-type: none"> • Teachers will teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping. • Teachers will plan lessons during team meetings and curricular planning days. 	August, 2014 to June, 2015		Welcoming School Teacher Liaison	
<p>4. Track progress of all students, taking into account student progress disaggregated based on student demographics.</p>	August, 2014 to June, 2015		RTI Coach/ RTI committee	

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"> Hold snapshot meetings at the beginning and middle of school year to assess student progress, review interventions, and to determine intervention needs. Hold monthly ULSS/RTI meetings with site intervention staff, mentoring and after-school staff, and mental and public health representatives to determine, discuss and track student services and progress. During weekly team and staff meetings, literacy coach will work with teachers to identifying and track the progress of Target Students throughout the school year. The progress of all students will be monitored during team, staff, snapshot, and ULSS/RTI meetings. 				
5. Staff will continue implementation of schoolwide Positive Behavior Interventions & Support. <ul style="list-style-type: none"> Continue calendar of behavior lessons regarding schoolwide rules (Be Safe, Be Respectful, Be Responsible, Be a Scholar) Staff will teach lessons to all students reviewing these rules at the beginning of the year. Staff will conduct monthly data review of suspensions, office referrals, and Uh Ohs. CBGs (Caught Being Good) tickets will be awarded to recognize positive behavior. Continued implementation of Welcoming Schools lessons 	August, 2014 to June, 2015	1116: Certificated – Hourly	Lesson development for behavior lessons	
		1116: Certificated – Hourly	Substitutes for team members to attend PBIS trainings	TIP 2,738
		4300: Instructional Materials & Equipment	CBG prizes (unfunded at present)	
6. Integrate visual and performing arts into the curriculum in order to address the needs of the whole child <ul style="list-style-type: none"> All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes dance. All students will learn the fundamentals of music, both instrumental and choral, through weekly music lessons. All students will have the opportunity to learn 	August, 2014 to June, 2015	4380: Other / Reserve	Performances and field trips (Zellerbach, etc.) (PTA funded)	
		1102: Certificated – Monthly	Arts Integration Activites	
		2102: Classified – Monthly	Instructional Specialist - Dance - .72 FTE (.33 BSEP, .39 PTA)	BSEP 19,375 PTA 15,670
		2102: Classified – Monthly	Instructional Specialist - Drama - .64 FTE (.32 BSEP, .32 PTA)	BSEP 24,425 PTA 24,425

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost				
<p>about world cultures through the appreciation of music, dance, drama, and visual arts.</p> <ul style="list-style-type: none"> All students will have the exposure to drawing, painting, sculpture, photography, and printmaking through weekly art classes. All students will have the opportunity to view professional productions, both in school and in the community All students will have the opportunity to perform at least once a year in classroom and school-wide productions at an increasing level of complexity <p>Visual and Performing Arts program will provide access to world cultures through a comprehensive, standards-based curriculum that includes and values a diverse range of historical and cultural perspectives. (Art, Music, Drama, Dance)</p> <ul style="list-style-type: none"> Curriculum Coordinator to provide training in arts integration at staff meetings and coaching and modeling with individual teachers. 		1102: Certificated – Monthly	Teacher - K-2 Music - .52 FTE (.25 BSEP, .27 PTA)	<table border="0"> <tr> <td>BSEP</td> <td>21,115</td> </tr> <tr> <td>PTA</td> <td>22,805</td> </tr> </table>	BSEP	21,115	PTA	22,805
BSEP	21,115							
PTA	22,805							
<p>7. Equity Team: The Malcolm X Equity Team will meet monthly as a Professional Learning Community to investigate and plan activities that build staff and institutional capacity to serve all students.</p> <ul style="list-style-type: none"> The MX Equity Team will work with Family Engagement Specialist to promote practices that build positive cross-cultural relationship with parents. The MX Equity Team will continue to review referral data from PBIS team to examine ways help the school to address disproportionality in the number of referrals by subgroup. The MX Equity Team will plan professional development for the staff related to culturally competent teaching strategies, deepening the use of Teach Like A Champion strategies. The MX Equity Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students. 	August, 2014 to June, 2015	1116: Certificated – Hourly	Substitutes for attendance at the Cultural Competency training					
		5200: Conference & Travel	Conference Attendance (currently unfunded)					

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:	\$64,915	\$	\$62,900	\$	\$	\$2,738	\$

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: \$21,067

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. School will encourage participation of a broad base of parents in school activities by promoting the establishment of a diverse group of parent participants in school leadership roles. <ul style="list-style-type: none"> • Encourage the establishment of a School 	August, 2014 to June, 2015	4380: Other / Reserve	Parent Involvement	Other 587
		2102: Classified – Monthly	Family Engagement Specialist (.6 FTE, LCAP funded)	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Governance Council that reflects the diversity of the school population.</p> <ul style="list-style-type: none"> Partner with the PTA to encourage a diverse group of parents to participate in PTA leadership. Hold monthly English Learner Advisory Committee meetings, unless ELAC responsibilities delegated to SGC. 				
<p>2. The school will communicate with parents, and establish the school as a hub for parent resources.</p> <ul style="list-style-type: none"> With assistance from School Service Aide, Family Engagement Specialist will reach out to parents regarding absenteeism, tardies, health, and parent involvement opportunities. With assistance from School Service Aide, Family Engagement Specialist will maintain and run the Parent Resource Center, as a hub for parent activities (PTA committees, parent groups) School will coordinate with PTA to conduct parent education events at monthly PTA meetings. Possible areas include grade level expectations and strategies for working with students at home. Use school wide and classroom communications home to disperse information about standards and assessment results. Hourly Clerical/Parent Ed. Support will assist School Secretary in maintaining contact with parents through copying and distribution of Friday News, mailings, phone contact, and maintenance of student records. 	August, 2014 to June, 2015		Monthly PTA meetings	
		2102: Classified – Monthly	.37 School Service Aide (+ .6 funded by BUSD)	BSEP 13,880
		2116: Classified – Hourly	Clerical/Parent Ed. Support (\$2250 to be funded from BSEP carryover)	BSEP 3,600
		2102: Classified – Monthly	.6 FTE Family Engagement Specialist (district funded)	
<p>3. Parent communication will be accessible to parents in English and Spanish.</p> <ul style="list-style-type: none"> Purchase materials in both English and Spanish that are aligned to the curriculum and available for students and parents to check out for use at home. Provide Spanish translation of the Friday News, and have translators available for parent-teacher conferences, ELAC meetings, and PTA meetings and events 	August, 2014 to June, 2015		Instructional Materials	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
4. Training and workshops will be available to parents on campus. <ul style="list-style-type: none"> • Parenting classes to support Project Connect parents in supporting their child's academic growth, conducted by Family Engagement Specialist • Parent Resource center open and available to all parents during the school day and after school, and host Grandparents Group and other programs. • Develop and maintain resources, classes, support and/ or discussion groups for parents that focus on their child's success in school. 	August, 2014 to June, 2015	1116: Certificated – Hourly	Project Connect- 6 parent meetings -- Family Engagement Specialist	BSEP 3,000

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$20,480	\$	\$	\$	\$	\$	\$587

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: \$

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:		\$	\$	\$	\$	\$	\$	\$

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: Malcolm X Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	35,815
Title I	25,630
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	61,445

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	64,915
Title I	
PTA	62,900
EIA-LEP	
EIA-SCE	
TIP	2,738
Other	
Total	130,553

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	20,480
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	587
Total	21,067

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

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

Total Expenditures	
BSEP	121,210
Title I	25,630
PTA	62,900
EIA-LEP	
EIA-SCE	
TIP	2,738
Other	587
Total	213,065

Total Allocation*	
BSEP	121,210
Title I	25,630
PTA	62,900
EIA-LEP	
EIA-SCE	
TIP	2,738
Other	587
Total	213,065

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

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

Appendix B - Budget Summary: Malcolm X Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	54,940	25,630	22,805	6,150			7,000	116,525
Hourly Teachers	3,000					2,738		5,738
Monthly Classified	57,680		40,095					97,775
Hourly Classified	3,600							3,600
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies								
Conference & Travel								
BUSD Buses								
Contracted Services								
Other/Reserve	1,990	587						2,577
Total	121,210	26,217	62,900	6,150		2,738	7,000	226,215

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Malcolm X (126)

CERTIFICATED MONTHLY SALARIES & FRINGE			
1102	Teacher - Lit Coach		
1102	Teacher - Curriculum Coordinator (.33 FTE)	\$33,825	
1102	Teacher - K-2 Music (.25 FTE)	\$21,115	
TOTAL CERTIFICATED MONTHLY:		\$54,940	
CERTIFICATED HOURLY SALARIES & FRINGE			
1116	Hourly Teaching - Project Connect (97 hrs)	\$3,600	
1116	Hourly Teaching		
TOTAL CERTIFICATED HOURLY:		\$3,600	
CLASSIFIED MONTHLY SALARIES & FRINGE			
2182	Instructional Specialist - Dance (.33 FTE)	\$19,375	
2182	Instructional Specialist - Drama (.32 FTE)	\$24,425	
2902	School Service Assistant (.37 FTE)	\$13,880	
TOTAL CLASSIFIED MONTHLY		\$57,680	
CLASSIFIED HOURLY SALARIES & FRINGE			
2146	Instructional Assistant Hourly	\$3,000	
2916	Noon Supervisor		
TOTAL CLASSIFIED HOURLY		\$3,000	
SUB-TOTAL PERSONNEL:			\$119,220
NON-PERSONNEL CATEGORIES			
4300	Instructional Materials		
5751	BUSD Buses		
5800	Contracted Services		
SUB-TOTAL NON-PERSONNEL:			\$0
TOTAL EXPENDITURES:			\$119,220
RESERVE FOR PERSONNEL VARIANCE:			\$1,990
TOTAL FY 2014 BSEP ALLOCATION:			\$121,210
(DIFFERENCE):			\$0

Priorities for anticipated Fall 2014 Carryover:

- Hourly Teaching \$4,000
- Classified Hourly \$2,500

BSEP FY 2014 Carryover projected to be approximately \$10,000

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

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
School : Malcolm X						
A	CERT. TCHERS MONTHLY	Obj #				
	<i>Site TSA - Literacy Coach (0.60 FTE)</i> <i>(0.10= District PD, 0.30= BSEP Program Support, 0.20 = LCAP Lit Coach)</i>	1102	\$ -	\$ -	\$ -	\$ -
	<i>Site TSA - Literacy Coach (1.0 FTE, DDF 019)</i> <i>(0.25 = Title I, 0.15 = District Measure PD, 0.60 = GF)</i>	1102	\$ 20,224	\$ -	\$ -	\$ 20,224
	<i>ELD/ Rtl Teacher (0.60 FTE)</i> <i>(0.20 = ELD LCAP, 0.40 = Rtl LCAP)</i>	1102	-	-	-	\$ -
	Subtotal		\$ 20,224	\$ -	\$ -	\$ 20,224
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	1,921	-	1,921
	Medicare	3301	0.01450	293	-	293
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	2,158	-	2,158
	SUI	3501	0.00058	12	-	12
	WCOMP	3601	0.02050	415	-	415
	Retiree Benefits	3701	0.03000	607	-	607
	Total		\$ 25,630	\$ -	\$ -	\$ 25,630
B	CERT. COUNSELORS	1202				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
C1	DAILY SUBS	1116				
C2	DAILY SUBS	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117				
E	CURR DEVELOPMENT	1116				
F1	TCHR HRLY (Project Connect)	1116				
F2	TEACHER HRLY	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
CLASSIFIED SAL MONTHLY						
G	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				\$ -
I	Clerical Assistant	2402				\$ -
J	Program Coordinator	2402				\$ -
K	School Svc Assistant	2902				\$ -
L	Home School Liaison	2902				\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	PERS	3202	0.11771	-	-	-
	PERS REDUCTION	3802	0.00000	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13.017	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -

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

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
School : Malcolm X						
	Obj #					
<u>CLASSIFIED SAL HOURLY</u>						
M	Instructional Aide	2116				-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Hrly Clerical/ Parent Education Support	2416				-
Q	Home School Liaison	2916				-
R	School Service Assistant	2916				-
S	Program Assistant	2916				-
	Subtotal		\$ -	\$ -	\$ -	\$ -
<u>Fringe Benefits :</u>						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Mtls	4300				\$ -
T2	Instructional Mtls	4300				-
T3	Other Supplies	4350				-
U	Parent Involvement		587			587
	Total		\$ 587	\$ -	\$ -	\$ 587
<u>TRAVEL & OUTSIDE SERVICES</u>						
V	Travel / Conference	5200				\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Consultant/ Contract	5800				-
Z1	Professional Svcs	5800				-
Z2	Professional Svcs	5800				-
A1	Salary Reserve					-
	Total		\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
	Total		\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 26,217	\$ -	\$ -	\$ 26,217
b.	Budget Allocation		26,217			26,217
c.	Add : Carryover					-
d.	Total Budget (d = b + c)		\$ 26,217	\$ -	\$ -	\$ 26,217
e.	Projected Balance (e = d - a)		\$ 0	\$ -	\$ -	\$ 0

* Title I allocation included \$587 for Parent Involvement.

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

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

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

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

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

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

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

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

Notes for TIP Funding:

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

Appendix E - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State Assessments:

Malcolm X administers all required components of the California STAR (Standardized Testing and Reporting) State assessments. In the 13-14 school year, this test only included the Science test administered in 5th grade, and the CAPA is the alternate test for students with extreme disabilities and is available to students who qualify. The school and district conducted a field test of the Smarter Balanced Assessment Consortium test, which is administered in 3rd-5th grade, and will not give individual or schoolwide results until the 14-15 administration. The CELDT is administered each fall to all English Learner (EL) students (or within 30 days of enrollment) to provide information on their progress in acquiring the English language.

Local Assessments:

District assessments, including the TCRWP reading assessment, the District Math and writing assessments, are administered in fall, winter, and spring. Teachers review these individual District assessments in order to group students and plan the instructional time-line. Twice each year, staff read and score writing assessments in order to analyze student progress and plan instruction in writing. Other on-going assessments, such as those listed below, are administered as needed:

- Literacy assessments, which include running records, provide information on student progress in reading fluency, accuracy, and comprehension.
- Assessments and chapter tests from adopted math program inform classroom instruction in math.
- Spelling inventories, such as the BEAR, (given three times a year) and Dolch word lists identify levels in sight words and phonemic awareness.
- Teachers monitor the progress of English Learners each trimester through the use of a district-adopted ELD continuum which mirrors the ELD standards.

District assessments are gathered in a folder that follows the student grade K-5.

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. Weekly staff meeting and collaboration time is provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

CST scores and information from the student data system are studied in the Fall in order to plan instruction and intervention. Weekly gathered data, such as running records, writing samples, and BEAR spelling assessments, guide the development of literacy and spelling groups and designate book levels for guided reading instruction and specific spelling lessons.

Student progress in reading and writing is tracked on assessment walls and reviewed by the literacy coach and teachers every six weeks to track student growth and analyze school-wide trends.. The Intervention Wall tracks

student performance overall and provides information for modifications to the program to meet the needs of both under-performing students as well as those at or above grade level standards.

Staffing and Professional Development

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

One hundred percent of our staff meet NCLB requirements. Twenty of our 22 credentialed classroom teachers hold Master's Degrees or higher, and one teacher is BCLAD certified. All are CLAD certified to work with English Learners.

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

The Principal has completed all three modules of the SB 430 Administrative program which replaced the AB75 training, and holds a Professional Clear Administrative Credential and a BCLAD Spanish bilingual teaching credential. He has attended both AB466 and SB472 training in state adopted curricula. He attends professional development in district adopted programs alongside the teaching staff, and has attended the week-long training on the district's new Literacy adoption.

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

All Malcolm X teachers are credentialed, and all our teachers have access to AB 466 training on SBE-adopted instructional materials. When District-mandated curriculum materials are adopted, the District provides whole-day and monthly two-hour District -and site-level training. In 2009-2010, in addition to training on staff development days and Wednesday afternoons, teachers took a 5-day class to maximize and deepen math skills, planning, and intervention strategies. A week-long professional development course was provided in August, 2010, to support teachers in implementing Berkeley Unified School District's new Literacy adoption. In 2011-2012, every teacher at Malcolm X who was unable to attend the 2010 training was trained in the Teachers' College literacy program during a three day training provided by the school district. During the 2012-2013 school year, Malcolm X teachers were trained on in the elementary Constructing Meaning program, aimed at infusing the teaching of academic language into all content areas. In 2013-2014, classroom teachers were trained at district staff development days and staff meetings in the new pilot math adoption, The Story of Units.

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

Malcolm X is a professional learning community with a leadership team of the principal, three classroom teachers, a literacy specialist, a curriculum coordinator, and a Universal Learning Support Services (ULSS/RTI) member. The team meets monthly to schedule staff development and collaboration time to analyze, discuss, and strategize improvement in student achievement. The Leadership team plans and discusses information or professional development that may need to be presented at weekly staff meetings. On-site staff development occurs regularly at the staff retreat, district-wide staff development days, and at weekly grade level and collaboration meetings. Our annual staff retreat gives staff an opportunity to reflect on past practices and plan improvements for the upcoming school year. Additionally, many teachers participate in off-site classes and workshops to strengthen instruction in all content areas. The focus of staff development is to work collaboratively to increase articulation across grade levels, assess and track student performance, align school rubrics with standards, re-align instruction based on data analysis, establish consistent instruction at and between grade levels, identify and establish effective intervention strategies, and identify school-wide goals based on analysis of student performance.

- Students are assessed at least twice per year using TCRWP reading assessment and District math assessments linked to standards, and the Leadership Team plans weekly grade level meetings that are devoted to curriculum planning based on understanding standards and assessed student needs.
- Intervention Wall tracks student achievement at six-week intervals during collaboration time devoted to grade level discussions focused on Guided Reading and other reading strategies.
- Teachers target students for intensive intervention and staff work during collaboration time to develop appropriate strategies for their instruction. Strategies might include Guided Language Acquisition Design (GLAD) units, grading sample papers on rubrics, investigating new models, discussing student challenges, and sharing ideas.

- Literacy Coach and math coaching staff provide staff development led by on-site teacher-leaders based on assessed student needs.
 - Teachers observe peers across grade level to better articulate curriculum from year to year.
 - Literacy coach and outside trainers are available for coaching in balanced literacy strategies.
 - District Math Coaches plan staff development in math and meet with teachers throughout the school year.
 - Site Math Teacher Leader works with peers District-wide to implement the math program.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Intervention Resource Specialist and Literacy Coach work with teachers in the classroom, providing coaching, modeling, and mentoring in implementing the literacy curriculum. They also serve on the Leadership Team and provide in-service instruction during weekly collaboration time. The Inclusion Specialist and Resource Specialist provide teachers with coaching on the use of specific classroom strategies needed to support the full inclusion students. In some classes, the Resource Specialist or Inclusion Specialist will co-teach with a classroom teacher. The Curriculum Coordinator provides support and materials for integrated arts activities, and District Math coaches meet with teachers several times a year as well as leading district-wide staff development in implementing the new Math curriculum.

8. Teacher collaboration by grade level (EPC)

Teachers meet weekly in collaboration, with every three weeks dedicated solely to grade-level planning. Each grade level meets at the Assessment Wall every six weeks to plan interventions for under-performing students. Collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials in areas of literacy, math, science, social studies. Teachers also meet informally in grade level groups to plan curriculum.

Teaching and Learning

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

Staff has met consistently over the past three years to develop an articulated, standards-based curriculum that addresses the needs of all learners. Teachers have met during staff meetings, grade level meetings, and on staff development days to review standards and develop curriculum, review assessments, and order instructional materials to support teaching of subject area standards. Additional measures of standards-based instruction include:

- Report cards and district literacy plan are aligned to standards.
- Staff and grade level meeting time is dedicated to discussing and building curriculum around standards.
- School-wide and district-wide long-term planning and professional development is based on understanding and implementation of standards.
- Balanced literacy strategies implemented in grades K-5
- Textbooks such as Everyday Math series and Houghton/Mifflin reading programs are aligned to standards and available to all students.
- GLAD instructional model, which provides standards-based differentiated instruction (including EL standards), is being used in all classrooms
- Curriculum Coordinator and Arts specialists insure that all four arts disciplines are taught to state standards.

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

Grades 4-5 minutes based on the average day of 320 instructional minutes, with allowance for passing time. (Note that there are 320 minutes on MTThF and 270 minutes on Wednesday.)

Daily minutes:

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

30 English Learner Development
60 math

Grades 1-2-3, based on 300 daily instructional minutes, with allowance for passing times, on Monday, Tuesday, Thursday, and Friday. Wednesdays have 250 minutes.

Daily minutes:

100 English Language Arts (with 50 for writing and 50 for reading, including reading in the content areas)
30 English Learner Development
60 math

Kindergarten, based on 275 daily instructional minutes every day, with allowance for passing times.

Daily minutes:

100 English Language Arts
30 English Learner Development and other ELA interventions
50 math

Upper grade teachers would like more instructional minutes in English and Language Arts, but are constrained by the schedule of enrichment activities and Universal breakfast Program.

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 at the annual retreat in August to write their instructional time line, and then throughout the school year to review and refine their pacing/teaching guides with their grade-level teams. The District has provided pacing guides for units of study in Writers' Workshop and Readers' Workshop.

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

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

All students use standards-based instructional materials in all subject areas. Teachers adapt, modify, and/or augment materials to meet the needs of all students. Specialists teach standards-based curricula in Art, Science (4th and 5th grades) , Music, Dance, and Drama. Differentiated instruction is provided to meet the needs of Special Education, Title I, and English Language Learner students. Additionally:

- District-adopted math materials in math, Social Studies (Scott-Foresman) and Science (FOSS) aligned to standards are available in all classrooms.
- Houghton/Mifflin core text and guided reading texts are available to all classrooms to address all levels of reading.
- A guided reading library is centrally located and available to all staff. Fiction is organized by reading level and nonfiction is organized by content area and level.
- A variety of supplemental math materials are available, such as Do the Math, and Scott-Foresman.

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

All teachers are using the adopted texts in math, and all teachers have implemented the District's new adopted program in English Language Arts. The intervention programs are using standards-aligned materials, and there has been a big push to improve after-school and summer EDC programs and bring them into alignment with state standards. During the 2010-2011 school year, staff began grouping students in instructional groups based on their CELDT level. The district adopted new ELD curricular materials, which have been available for use during the 2010-

2011 school year at each grade level. Malcolm X teachers attended a three day ELD training in August, 2012. Fountas and Pinnel Leveled Literacy Intervention materials for K-5 students have been purchased through a grant, and organized into 3 intervention libraries for teacher use during class time and during Project Connect. Each K-3 classroom at Malcolm X received take-home copies of these LLI intervention materials in the 2012-13 school year. Math Intervention materials (Do The Math) have been ordered, and will be available at the end of the 2012-13 school year.

Opportunity and Equal Educational Access

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

Our regular program provides services to historically under-served and under-performing students in many ways. English Language learners are clustered in classrooms with CLAD certified and GLAD trained teachers so they receive half an hour of EL services per day. Leveled books for guided reading are available in a variety of subject areas aligned to standards, and adopted texts provide intervention strategies and materials.

The establishment of a regular structure and schedule to address EL standards has faced challenges this year due to time and staff constraints. Small group ELD instruction was provided to English Learners by the Literacy Coaches during the 2012- 2013 school year. The ULSS/RTI team reviews the needs of EL students and identifies appropriate staff to push in during writing time, with a focus on individual writing conferencing with ELs.

Teachers may use a variety of strategies such as pairing and grouping students in hetero- and homogeneous groups, one-to-one tutoring with volunteers or after school, and modifying assignments. Student Success Team (SST), report cards, parent conferences, and in some cases weekly student reports, provide feedback to parents of under-performing students. Referrals to both District programs and outside agencies are made by teachers and through the Student Success Team process. Universal Learning Support Services (ULSS) teams resource teachers, classroom teachers, and instructional assistants to assess and support students' educational, physical, and emotional needs.

- Reading Recovery for the lowest performing first grade students
- Weekly library time and the availability of a media technician support classroom activities.
- Integrated arts program (dance, drama, music, and visual art) encourages access to core curriculum and taps into different learning styles.
- Literacy Coach, Intervention Resource Specialist, and Universal Learning Support Service Resource teachers provide support to under-performing students regardless of their IEP designation, and assist their teachers in planning instructional activities.
- Parents, resource teachers, and volunteers are available to support identified students.
- Teachers identify target students early in the year for additional resources and support, and monitor their progress every six weeks at the Intervention Wall.
- Universal Learning Support Services model replacing Special Day classes insures equal access to curriculum for students with mild to moderate and moderate to severe learning disabilities. Additional small-group instruction in the Learning Center is also provided to meet IEP goals during Universal Learning Support Service time.

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

Teachers study and use culturally relevant teaching strategies as presented by the Center for Culturally Responsive Teaching and Learning (CCRTL.) Teachers have combined these practices with GLAD in a curriculum that maximizes achievement for all students.

For the new literacy adoption the District offered four days of staff development with the Teachers College Reading and Writing Project at Columbia University.

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Units of study from Lucy Calkins and balanced literacy best practices (guided reading, interactive writing, read-alouds, leveled reading) are used in all classrooms. Reading Recovery is provided for the lowest performing first grade students.

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

Two on-site after school programs, X-Plus and BEARS, provide academic and homework support every day until 6:00 p.m. to over 200 total students. Credentialed Malcolm X teachers serve as educational liaisons to both of these programs. In addition, Project Connect provides tutoring and mentoring with a credentialed teacher to over 100 students who are below grade level. Project Connect tutoring occurs twice a week and on Saturdays for six weeks in the spring and six weeks in the fall. The current level of intervention support has proven insufficient for to ensure that all students reach grade level proficiency.

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

The full inclusion teacher attends Individual Education Plan (IEP) meetings for any incoming student, so that the staff is prepared to meet the student's need once enrolled at the school. The kindergarten teachers contact the preschool teachers when they have concerns about a child. Preschool teachers and K teachers meet to discuss some individual plans.

The District has initiated a series of workshops with BUSD preschool teachers to help them align their program with kindergarten and better prepare students for the transition. Kindergarten teachers visit preschools in the spring, but there is limited contact between kindergarten teachers and preschool teachers.

At the beginning of the kindergarten school year, kindergarten teachers assess each individual kindergartener using the district assessment prior to placing students into classes during the three days of Gentle Beginnings.

Involvement

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

Meeting program goals

The School Service Aide works with staff and parents to assure the home-school connection is strong and that no student misses school due to adverse parental circumstances. With the District office of Student Services and the school secretary, she follows up on chronic tardiness and absenteeism. Power School is used to make automated calls to parents about absenteeism, tardiness, and school-wide events. The Student Attendance Review Board (SARB) works district-wide to help reduce student absences. Parent conferences, IEP's and Student Success Teams (SSTs) develop meaningful goals and objectives for student achievement. The Parent Resource Center is open every day to provide parents with resources, materials, and classes on parenting, health, and nutrition, as well as instructional materials to support student learning.

Our after school programs, LEARNS and BEARS (Berkeley's Excellent Academic Road to Success), provide before- and after- school care and enrichment activities on a sliding scale basis until six o'clock p.m. Project Connect provides small group instruction after school and on Saturdays for twelve weeks in the fall and spring. The BUILDS program provides after school literacy tutoring, mentoring, and support to students in both LEARNS and BEARS. PTA sponsored classes, with scholarships to make them available to all students, provide additional educational and enrichment opportunities, and Project Connect and PTA-sponsored events support parent learning.

Counseling, provided on site through Bay Area Community Resource, is available to students through teacher referral or parent request. Referrals to outside agencies, such as Berkeley Mental Health, West Coast Children's Center, and Children's Hospital are available. A local community organization provides bi-monthly food bags to needy families, and both the Berkeley Police Department and the Berkeley Fire Department provide holiday food and gifts to up to twenty needy children and families.

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

English Learner Advisory Committee (ELAC) is a parent group that meets with Spanish translation to discuss student issues particular to students who are learning English. In the 13-14 school year, the ELAC responsibilities were delegated to the SGC. Project Connect has a mandatory parent participation component, which requires all parents or guardians to attend a series of evening parenting classes. The Parent Resource Room is open every day for parents to meet and provides a forum for discussion on topics pertinent to student success, as well as books, clothing, food, and information on programs available to families.

We get full parent participation in school-wide events such as the Spring Faire and Family Heritage Night, and during grade-level and dance performances that involve the children. The PTA sponsors several parent events throughout the year, both educational and social. Family Game Night and Math Game Night give parents an opportunity to infuse family life with learning activities, and Family Heritage Night and the Spring Fair attract a wide range of parent participation in a convivial setting.

The School Messenger autodialer system, parent fliers, weekly class newsletters, the weekly school-wide Friday News, and parent meetings are the avenues of communication with parents.

Parents are encouraged to work as volunteers for school projects, such as weekend beautification days, and in the classroom as support for students. The School Governance Council seeks the participation and support of all parent groups. It is a continued goal to increase the participation of many parents in school governance or activities, particularly through increasing the school's outreach to families of color.

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)

The School Governance Council is comprised of parents, teachers, and school staff. The SGC meets monthly throughout the school year, and reviews and approves the Site Plan.

Funding

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

Categorical funds are used to provide a wide range of support to underachieving students in attempt to close the achievement gap. As a school with a high percentage of Title I students, we have dedicated our resources to closing the achievement gap. Categorical funds support the Literacy Coach and the Intervention Resource Specialist, who work to identify students performing below basic and far below basic in reading and writing and develop strategies and identify resources both in class and in small group instruction to scaffold learning until they reach proficiency. The Intervention Resource Specialist conducts weekly small group reading instruction with students in the lowest quartile of the first grade, provides Reading Recovery support to struggling readers in first grade, and weekly small group ELD instruction for newcomers. The Literacy Coach provides support and coaching to all classroom teachers in grades K-5. The Curriculum Coordinator works with the Principal to design and implement staff development and support the needs of under-performing students and coordinate with after-school programs and agencies such as LEARNS and Project Connect. Project Connect serves all under-performing students in small groups after school and on Saturdays. The school Library Media Technician insures that all students have access to high-quality literature and resource materials on a weekly or bi-weekly basis.

22. Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city Measure A Berkeley School Excellence Program funds support the school with educational materials, lower class sizes, a media technician, and books, assemblies, enrichment programs. However, the school is underfunded and struggles to provide all necessary programs and purchase all needed materials.

Appendix F - Home/School Compact

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

Student Pledge:

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

- Get ready for school on time every day.
- Do my best to learn.
- Be a cooperative learner.
- Ask for help when I need it.
- Work out conflicts in positive, non-violent ways.
- Be responsible for my own behavior and respect all other children and adults.
- Complete assignments and return homework on time to my teacher.
- Bring newsletters and notices home to my parent/guardians.

Parents Pledge:

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

- See that my child attends school regularly and is on time.
- Make sure my student gets adequate sleep and has a healthy diet.
- Encourage my child to try his/her best.
- Provide a quiet place and time for my child to do homework.
- Check to see that my child completes and returns all homework on time.
- Set aside time during the week to spend with my child reading, writing, listening and talking.
- Treat my child's teacher and other school staff with courtesy and respect.
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events.
- Support and respect the school district's homework, discipline and attendance policies.
- Review all school communications.
- Provide the school with adequate and up-to date contact information.

Staff Pledge:

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

- Teach the California State Standards appropriate for the student's grade.
- Have high expectations for students, other staff, and ourselves.
- Model the philosophy of lifelong learning through ongoing professional development and training.
- Help children resolve conflicts in positive, non-violent ways.
- Communicate with parents and guardians regarding students' progress.
- Treat students, parents, caregivers, and other staff with courtesy and respect.
- Provide a safe, positive and healthy learning environment for every student.
- Communicate homework and class expectations.
- Respect the cultural differences of students and their families.