



Berkeley Unified School District
BSEP & Educational Services Departments

**Berkeley Arts Magnet
Elementary
Consolidated School Plan**

2015 – 2016

The Single Plan for Student Achievement

Berkeley Arts Magnet at Whittier

School Name

01-61143-6097729

CDS Code

Date of this revision: May 11, 2015

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:

Contact Person: Rene Molina
Position: Principal
Telephone Number: (510) 644-6225
Address: 2015 Virginia Street
Berkeley, CA 94709
E-mail Address: renemolina@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

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

I. Consolidated School Plan for Educating The Whole Child

School Name: Berkeley Arts Magnet at Whittier	School Year: 2015-2016
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Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Derethia Duval (Parent)	(Principal): Rene Molina
(Co-Chair, if applicable): Myron Berkman	(Teacher): Breianna Davis
Julie Stone Evans	(Teacher): Renee Harris
Mirna Ruth Fabian	(Teacher): Josh Reed
Vanessa Lovato	(Classified): Ann Marie Callegari
Noah Hoffman	(Teacher) Benjamin Wilkins-Malloy
	(Classified): Muhsin Abdul-Musawwir (Alt)

BSEP Planning & Oversight Committee Representative:

Madhu Marchesini

ELAC/DELAC (District English Learner Advisory Committee) Representative:

Irma Sanchez-Ledezma

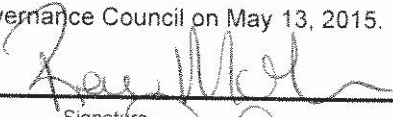
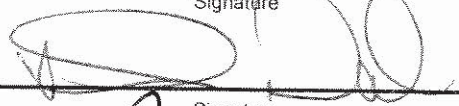
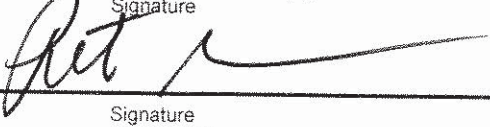

II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
School Leadership Team, Rtl Team, PBIS Team, PTA Budget Committee, PTA Budget Parent/Caregivers (February 2015 Parent Survey)
Staff (Staff Survey March 2014)

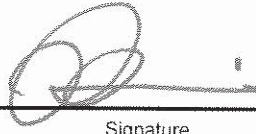
The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on May 12, 2015.
8. This school plan was adopted by the School Governance Council on May 13, 2015.

Rene Molina Principal	 Signature	5/13/15 Date
Derethia Duval (Parent) School Governance Council Chair	 Signature	5/13/15 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/8/15 Date

Pasquale Scuderi

Assistant Superintendent, Educational Services



Signature

6/8/15

Date

III. School Vision and Mission

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

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

Berkeley Arts Magnet strives for:

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

IV. School Profile

For additional school facts and information, please view the attachment titled: BAM School Information Sheet 2015-16.docx

Projected enrollment for 2015-2016: 445 students

The school is Program Improvement Year 6 (2015-2016).

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

Bj ILD tutors serve students during the school day and in the after-school program. Sage Mentors from j C Berkeley work with students in the after school program. Volunteers through Berkeley School Volunteers work at the school.

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

Our special events for families in the 2014-2015 school year included: BAM Back-to-School Night, Fall BAM &am celebration (October), New Families Welcome Event, Latino Oeritage Celebration and Potluck, Winter Multi-Cultural Celebration and Potluck, Black Oistory Celebration and Potluck, BAM PTA Starry Night silent auction and dinner, Family Math Night, Teacher Appreciation Lunches, BAM Hpen Oouse.

A weekly newsletter is produced by the PTA/Principal. Special events, leadership opportunities and performances put on by our students in 2014-2015 included:

Monthly Community Meetings recognizing students who demonstrate school toolbox themes,
Annual Oalloween Parade,
Kindergarten Sing-a-Long,
Martin Luther King Commemoration and Community Peace March,
Black Oistory performances,
Cesar Chavez Program ``si se puede",
Oarvey Milk Day,
5th grade week at Hutdoor Education/Science camp,
Annual Berkeley Symphony Hrchestra performance,
Talent Showcase,
LEARNS school carnival,
Individual class plays and performances,
Buddy Reading,
Green Team,
Student Council,
field trips (including Zellerbach performances);],
and many after-school program (LEARNS, Berkeley Bears, PTA classes) performances and celebrations.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: BAM Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Berkeley Arts Magnet SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data.

B. Surveys

The school conducted a Parent Engagement survey in February 2015 to gather information specifically about our community's experiences regarding school culture, climate, home/school partnership and communicational. The school also participated in the District survey during the 2015 school year.

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

C. Classroom Observations

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

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

SCOHHL Cj LTj RE AND CLIMATE DATA

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

D. Student Work and School Documents

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

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

E. Analysis of Current Instructional Program

(See Appendix O for additional analysis)

National and local assessments are used to modify instruction and improve student achievement:

Local and national assessments provide data to determine student mastery of Common Core State Standards and drive instructional practice to meet student's needs. Each fall, winter and spring Bj SD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These formative assessments provide classroom and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year. Local assessments in reading and writing guide instruction. Reading assessments are administered as frequently as needed to monitor students' comprehension and fluency levels. Assessments for spelling (BEAR, DHLCO), reading (Running Records), and math are also used to document student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has been instrumental in guiding teachers' ability to develop goals and monitor the progress of targeted students; students who need most support with mastering grade level standards.

The California English Language Development Test (CELDT) is administered to all English learners each fall to assess their level towards becoming proficient in English. All teachers have used ADEPT to assess students language proficiency as a progress monitoring tool. All assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to analyze student data, develop targeted plan lessons that are standards-based, and that support the need of every child. Local math assessments are given at the end of each module. Hur Math Teacher Leader provides assistance to teachers and shares district level advances on the Math Common Core.

VI. Description of Barriers and Related School Goals

Description of Barriers and Related School Goals

School Goals:

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

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

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

Barriers and needs in order to meet goals:

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

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

Action Steps

Strengthen expository reading and writing in Teachers' College Readers and Writers Workshop in all K-5 classrooms;

Fund Literacy Coaches; implement daily intervention in English Language Arts (30 minutes K, 30-45 minutes Grades 1-5);

Implement District math curriculum

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

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

3. MEET instructional minute requirements and implement RtI.

Action Steps: Structure instructional day for the required and recommended instructional minutes per content area;

Structure instructional day to support ELD instruction and RtI.

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

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

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

5. IMPROVE student attendance.

Action Steps: Implement outreach, incentives and interventions to improve school attendance; Sustain SART/SARB process and interventions; Maintain the school's recognition program and reward system for positive attendance;

Implement alternatives to suspension/expulsion when feasible; Monitor quarterly suspension and expulsion data

6. IMPLEMENT Toolbox, Welcoming Schools, Positive Behavior Supports and culturally and linguistically responsive practices and instruction

Action Steps: Implement Toolbox; Provide professional development to implement culturally responsive positive behavior interventions and support; Provide professional development and support for implementation of Welcoming Schools, PBIS.

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

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

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

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

8. ENSURE culturally competent and response practices at the school

Action Steps: Maintain Parent Engagement and Equity Coordinator at the site: Implement parent volunteer program;

Quarterly principal coffee with parents; Include classified staff in staff meetings; Provide three culturally responsive

trainings to staff during the school year; Increase direct outreach to families; Provide family literacy, math, arts and

science nights/workshops; Increase two way communication (e.g., make explicit for families how to give feedback to

school); Maintain committees and positions that address needs of specific populations at the school (e.g., Vice Presidents of African American Affairs, Latino Affairs, Special Education, Asian Affairs, LGBTQ Affairs)

ADDED for 2015: The Local Control and Accountability Plan (“the Plan”) is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district’s strategic plan. Berkeley’s LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

Bj SD’s Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district’s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

Bj SD’s Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Hur Students Need:

- | | | |
|---|---|-----------|
| v Great, Culturally Competent Teachers Fluency | v Grade Level Literacy & Math Proficiency | v English |
| v Career and College Goals Engagement with School | v Graduation Success | v Full |
| v Social-Emotional Skills & Mental Oealth | v Schools and Families to Partner | |

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Hur goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	40	41	
Percent with Prior Year Data	97.5%	97.6%	
Number in Cohort	39	40	
Number Met	22	34	
Percent Met	56.4%	85.0%	
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	51	5	60	4		
Number Met	13	--	22	--		
Percent Met	25.5%	--	36.7%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
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		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 5: California English Language Development (CELDT) Data

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

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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: High Quality Curriculum and Instruction

LCAP Goal:

Bj SD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Transitional Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

CCSS Training: Professional Development Sign-In
 CCSS Professional Development Evaluations from Teachers
 Annual Teacher Survey
 Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
 District Benchmark Assessments for ELA and Math
 Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
 California English Language Development Test (CELDT)
 School Accountability Report Card

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Literacy Coach Ensure implementation of a balanced high quality English Language Arts program using district-adopted texts and programs within a dedicated literacy block. Teachers will use BEAR spelling and the Teachers' College Reading and Writing Program (K-5) with the support of the Literacy Coach. Curriculum and assessments aligned to the Common Core standards, with an increased emphasis on argument and informative non-fiction reading/writing will be implemented at all grade levels in 2015-16. The literacy coach will model lessons in classrooms and work with grade level teams and individual teachers during collaboration time and outside of their teaching duties using hourly pay and substitutes.	August 2015 - June 2016	1102 Certificated Monthly	.80 FTE Literacy Coach (.55 FTE District BSEP)	District Allocation	
		1102 Certificated Monthly	.17 FTE	Title I A - Basic Funding	16,923
		1102 Certificated Monthly	.08 FTE	BSEP	7,500
		1102 Certificated Monthly	.40 FTE Literacy Coach (.20 FTE LCAP)	District Allocation	
		1102 Certificated Monthly	.20 FTE	BSEP	19,000
		4380 Hther/Reserve	Personnel Variance	Title I A - Basic Funding	508
2. Instructional Materials All appropriate and necessary materials will be purchased including leveled texts, book sets, word work materials, teacher resources, handwriting materials, Quick Reads books, listening centers/cds, and all necessary supplies including but not limited to pencils, pens, markers, paper, folders, and chart paper. K-2 Teachers will use Handwriting without Tears program as part of the ELA curriculum. Books will be purchased.	August 2015 - June 2016	4300 Materials and Supplies		BSEP Carryover	10,000
3. Staff Retreat/Professional Development	August 2015 - June 2016	5800 Contracted Services (inc software subscriptions)		BSEP	2,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>If funds become available, we will have a staff retreat in to build cohesion among certificated and classified personnel, clarify school vision, plan specific programs, and make decisions in June 2016.</p>					
<p>4. Technology Instruction</p> <p>The Common Core standards demand that students use technology to conduct research and publish their writing. In 2015, 3rd-5th graders took the SBAC assessment, which is on-line. Students and teachers need additional support and equipment to prepare for these increased demands. This funding will provide teachers supports to teachers as they integrate technology into their instruction using classroom desktop computers, laptop carts, document cameras, and LCD projectors.</p>	<p>August 2015 - June 2016</p>	<p>4300 Materials and Supplies</p>		<p>BSEP</p>	<p>8,265</p>
<p>5. Enrichment activities:</p> <p>Engage all students in their learning by providing enrichment activities to supplement the academic program.</p> <p>Provide weekly Physical Education instruction to all students, TK-5th.</p> <p>Contract with Performing Arts Workshop to provide 1 10-week session. Tk will use another provider TBD.</p> <p>Provide visual art instruction to all classrooms TK-5th. Contract with KALA arts who will teach in classrooms alongside BAM teachers, exposing children to new ideas and techniques in art while simultaneously building teachers' capacity to teach visual art.</p> <p>Provide Berkeley Rep. Theater for 2nd grade. 4 workshops - 11 week session.</p>	<p>August 2015 - June 2016</p>	<p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>YMCA</p> <p>YMCA</p> <p>Arts Education TBD</p> <p>Arts Anchor</p> <p>Berkeley Rep</p> <p>Berkeley Rep</p>	<p>BSEP</p> <p>PTA</p> <p>PTA</p> <p>Hther</p> <p>BSEP</p> <p>PTA</p>	<p>6,000</p> <p>24,888</p> <p>42,900</p> <p>7,000</p> <p>1,320</p> <p>1,320</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>6. Student Interventions - LLI / Reading Recovery</p> <p>Differentiation and Intervention Six literacy teachers will provide support to all below benchmark first grade students.</p> <p>Four teachers will provide support to students in second through fifth grade with LLI materials.</p> <p>The TK-5 instructional assistants will provide support to offer additional intervention and differentiation in classrooms, during reading and math periods.</p> <p>Classified staff from after school program will work during the regular school day to provide intervention and small group work in reading and math.</p>	<p>August 2015 - June 2016</p>	<p>1116 Certificated Ourly</p> <p>1116 Certificated Ourly</p> <p>2146 Ourly Tutor</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Bj ILD Tutors</p>	<p>BSEP</p> <p>BSEP Carryover</p> <p>BSEP</p> <p>Hther</p>	<p>5,000</p> <p>10,000</p> <p>1,000</p>
<p>7. English Language Development Teacher</p> <p>English Language Development Teacher - to work with our English Language Learning students on a daily basis, using the ELD curriculum to support language development and acquisition</p>	<p>August 2015 - June 2016</p>	<p>1102 Certificated Monthly</p> <p>4300 Materials and Supplies</p>	<p>.60 ELD Coach (.60 FTE LCAP)</p>	<p>District Allocation</p> <p>Title I A - Basic Funding</p>	<p>495</p>
<p>8. Garden Instructional Assistant</p> <p>Salary contribution toward gardening instructor in conjunction with Bj SD gardening program. The program provides hands-on garden and nutrition instruction to all students in Transitional Kindergarten-3rd and 5th grade related directly to new science standards. There will be eighteen 45-minute classes for students.</p>	<p>August 2015 - June 2016</p>	<p>2102 Classified Monthly</p>	<p>.09 FTE</p>	<p>BSEP</p>	<p>6,145</p>

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

By SD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Cultural & Linguistic Relevance: By 2016-17, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By 2016-17, 70 percent or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAH1). By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAH2).

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAH1, AMAH2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Rtl Coach/Coordinator (Total .60 FTE)</p> <p>.60 FTE RTI Teacher to coordinate SSTs, Case Management, and to coordinate intervention services. This person also builds and monitors Response to Intervention systems to meet the learning needs of students at the first sign of academic struggle. The RTI teacher coordinates snapshot meetings where we review the progress of students, held in September and February, using substitutes to release teachers for the meetings. RTI Teacher, Literacy Coach, resource teachers and classroom teachers will plan interventions based on data analysis and teacher input.</p> <p>Grade level teams will collaborate with the Literacy Coach every 6-8 weeks to update a literacy data wall, identify focus students, plan classroom interventions, and review data on student progress.</p> <p>Interventions will be carefully targeted, ensuring that the student is an appropriate candidate for the particular intervention, monitoring progress and adjusting the interventions as needed.</p> <p>A volunteer coordinator will recruit and train volunteers to work with 3rd-5th graders on fluency and comprehension.</p> <p>Teachers will be provided with two days of substitutes for administering assessments or for grade level collaboration and planning. Grade level teams will decide how to use the two substitute days.</p> <p>If more funds become available, increase the funding for interventions during and after school, provided by certificate and/or classified staff.</p>	<p>August 2015 - June 2016</p>	<p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p>	<p>.40 FTE</p> <p>.20 FTE</p>	<p>District Allocation</p> <p>BSEP</p>	<p>17,000</p>
<p>2. Behavioral Oealth</p> <p>Provide individual and small group counseling to students with emotional needs that interfere with learning. Schedule frequent consultations between the therapist and parents/guardians. Provide 1 hour of consultation and provide outside referrals to families for counseling and other family support services.</p>	<p>August 2015 - June 2016</p>	<p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Counseling Services 26hrs/ Week - 38 Weeks</p> <p>LCAP - Counseling Services</p> <p>Berkeley Mental Oealth - Counseling Services</p>	<p>BSEP</p> <p>District Allocation</p> <p>Hther</p>	<p>26,000</p> <p>9,000</p> <p>5,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Partner with the City of Berkeley School-Linked Oealth Program to provide information and support to families.</p> <p>Consult with the Public Oealth nurse in case management team meetings about students and families who may need support.</p> <p>Provide families with information about and encourage access to free or low cost dental, vision and medical resources in the community.</p>		4380 Hther/Reserve	Reserve for Personnel Variance	BSEP	3,500
3. Puberty Education	August 2015 - &une 2016	5800 Contracted Services (inc software subscriptions)		BSEP	500
<p>4. Positive Behavior Support:</p> <p>The PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences.</p> <p>Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum in addition to other programs that teach empathy and non-violence such as Second Step. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.</p> <p>All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year. We will also hold Parent Education meetings to share information about the Toolbox program.</p>	August 2015-&une 2016				
<p>5. Race and equity:</p> <p>Continue to work as a staff to examine issues of race, class, privilege, gender and sexual orientation and how these impact students and families in our school.</p>	August 2015-&une 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Use professional development and staff meeting time to collaboratively examine instructional practices and school climate. Discuss ways to make teaching methods more differentiated and culturally relevant, responsive to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.</p> <p>Encourage staff to attend Cultural Competency Academies, offered by BJSU.</p>					
<p>6. Attendance:</p> <p>Use the SART and SARB process for students who are considered truant due to excessive unexcused absences and/or excessive tardiness.</p> <p>Hutreach by Family Engagement Liaison to families with excessive absences and tardies to see what we can do to support increased attendance and on-time arrival.</p> <p>Program daily robocalls to individual families for unexcused absences.</p> <p>Provide incentives (Perfect Attendance awards, classroom awards for best attendance) each month and each trimester to motivate students and families to improve attendance.</p>	August 2015-June 2016			District Allocation	
<p>7. Student Council</p> <p>Support student leadership through a 3rd-5th grade Student Council program.</p>	August 2015-June 2016	4300 Materials and Supplies			

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

Bj SD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

3.1 Social-Emotional Skills and Mental Health: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) and mental health services.

3.2 Consistent Attendance: The number of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [Number will be adjusted based on enrollment]

3.4 Family Partnership: Beginning with 2014-15, the percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healthy Kids Survey (CHKS)/Healthy Kids Climate Report
Family Connectedness Survey
District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTH membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Parent Hutreach Professional Development	August 2014- & June 2015	2116 Classified Oourly 5200 Travel and Conference	Professional Development	Title I A - Parent Involvement BSEP Carryover	426 5,000
2. Parent Education provided in partnership with the PTA: The SGC will partner with the PTA to work on parent involvement and parent education. The PTA will: Provide forums and educational events on topics identified as critical by diverse parent/guardian groups (i.e. Coffee with the Principal monthly morning meeting). Provide food and childcare at the meetings to encourage participation from all families. Implement personalized, targeted recruitment efforts to ensure that families of struggling students receive the support they need.	August 2014- & June 2015	4300 Materials and Supplies	Refreshments for Family Meetings	PTA	
3. Communication: Communicate directly with families through robocalls, weekly newsletters, the school website and e-tree, and through classroom newsletters from the teachers. Keep PTA-moderated Facebook page up-to-date with school information. Bi-monthly Coffee with the Principal meetings	August 2014- & June 2015			District Allocation	
4. Community Building Events:	August 2014- & June 2015				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Welcome Back BBQ BAM &AM Halloween Parade Talent Show Coffee with the Principal Spring Dance -5th Grade Monthly Community Meetings Schoolwide Dance Party - Bamarang Run-a-thon After School Showcase Best Buddies Assembly Green Days Poetry in the Garden African American Oistory Night Asian American Oistory Night Latino Oeritage Night Dragon Dance Assembly					
5. Family Engagement Liaison (.40 FTE) - this person will work to build community by supporting the ELAC program, sharing resources with families, following up with outreach to families in need of resources, contacting families with attendance issues.	August 2014- &une 2015			District Allocation	

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	17,926	0.00
Title I A - Parent Involvement	426	0.00
BSEP	103,730	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	103,730.00
BSEP Carryover	25,000.00
District Allocation	9,000.00
Hther	12,000.00
PTA	69,108.00
Title I A - Basic Funding	17,926.00
Title I A - Parent Involvement	426.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	60,423.00
1116 Certificated Ourly	15,000.00
2102 Classified Monthly	6,145.00
2116 Classified Ourly	426.00
2146 Ourly Tutor	1,000.00
4300 Materials and Supplies	18,760.00
4380 Hther/Reserve	4,008.00
5200 Travel and Conference	5,000.00
5800 Contracted Services (inc software subscriptions	126,428.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	43,500.00
1116 Certificated Oourly	BSEP	5,000.00
2102 Classified Monthly	BSEP	6,145.00
2146 Oourly Tutor	BSEP	1,000.00
4300 Materials and Supplies	BSEP	8,265.00
4380 Hther/Reserve	BSEP	3,500.00
5800 Contracted Services (inc software	BSEP	36,320.00
1116 Certificated Oourly	BSEP Carryover	10,000.00
4300 Materials and Supplies	BSEP Carryover	10,000.00
5200 Travel and Conference	BSEP Carryover	5,000.00
5800 Contracted Services (inc software	District Allocation	9,000.00
5800 Contracted Services (inc software	Hther	12,000.00
5800 Contracted Services (inc software	PTA	69,108.00
1102 Certificated Monthly	Title I A - Basic Funding	16,923.00
4300 Materials and Supplies	Title I A - Basic Funding	495.00
4380 Hther/Reserve	Title I A - Basic Funding	508.00
2116 Classified Oourly	Title I A - Parent Involvement	426.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,764.00
Goal 2	61,000.00
Goal 3	5,426.00

Appendix I - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

State assessment (CST -2012) data:

Math - met AMH's

English Language Arts - met AMH's

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

Spelling

Writing

Reading

Math

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

Goal in progress.

Ways school uses data:

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

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

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

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

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

Teachers regroup across grade level to differentiate and support Rtl.

Staffing and Professional Development

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

Meeting Performance Goal.

All staff are credentialed and appropriately placed.

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

Goal in progress.

The principal has completed the (AB) 75 training.

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

Meeting Performance Goal.

All teachers and principal participated in SB 472 math training in Everyday Math (2009); 90% participated in Teacher College Reading and Writing Project professional development (2010); New teachers participated in TCRWP in the 2014-2015 school year; and Model classrooms at BAM are used to support district and site professional development in literacy.

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

Meeting Performance Goal.

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

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

Meeting Performance Goals but not consistently in all classrooms.

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

8. Teacher collaboration by grade level (EPC)

Exceeding Performance Goal.

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

Teaching and Learning

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

Meeting Performance Goal.

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

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

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

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

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

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

By restructuring the arts program, 4th and 5th grades have increased instructional time by 90 minutes.

11. Lesson pacing schedule (EPC)

Meeting Performance Goal.

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

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

Meeting Performance Goal.

All students have the required materials.

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

Meeting Performance Goal.

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

Opportunity and Equal Educational Access

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

Goal in progress.

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

Reading Recovery;

Small reading groups with literacy coaches/interventionists;

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

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

Social-emotional supports as necessary to support academic success.

LLI Intervention after school with Teachers.

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

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

Meeting Performance Goal.

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

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

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

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

Teachers regroup to add differentiated instructional time to support students.

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

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

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

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

Goal in progress.

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

Involvement

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

Goal in progress.

The school offers many resources to underperforming students and families:

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

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

Goal in progress.

The school and parent leadership (PTA, SGC, PBIS, Family Now, Family United) are working together to improve school climate to make all families feel welcome and to bring all families into a working partnership with the school. The Spring, 2013 and 2014 Parent Engagement surveys provided additional data to guide planning at the school. The school's Positive Behavior Intervention Support Team meets regularly and this leadership group is identifying ways to support family involvement, and create a welcoming school culture.

A site-based Family Engagement Coordinator was assigned to the site and is supporting families.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Meeting Performance Goal.

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

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

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

English Language Learner Advisory Committee meetings held this year and provided training and support to families.

Funding

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

Exceeding Performance Goal.

The SGC allocated categorical funds for the following purposes:

to implement Rtl protocols and provide appropriate interventions;

to support social-emotional needs of students and families;

to extend learning; and

to provide a safe learning environment for all students.

22. Fiscal support (EPC)

Not meeting Performance Goal.

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

Appendix J - 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:

STj DENT

I will do my best to:

Be Responsible

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

Be Respectful

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

Be Safe

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

Parents Pledge:

FAMILY

I will partner with my child's school by:

Being Responsible

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

Being Respectful

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

Being Safe

- Teaching my child the importance of safety at school.

Staff Pledge:

PRINCIPAL

I will partner with families and my staff by:

Being Responsible

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

Being Respectful

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

Being Safe

- Ensuring a safe and secure learning environment.

STAFF

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

Being Responsible

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

Being Respectful

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

Being Safe

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