



Berkeley Unified School District  
BSEP & Educational Services Departments

**Longfellow Middle  
School  
Consolidated School Plan**

**2015 – 2016**

# The Single Plan for Student Achievement

## Longfellow Arts and Technology Middle School

School Name

01-61143-6090294

CDS Code

Date of this revision: 5/12/2014

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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Position: Principal  
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Berkeley, CA 94703  
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## Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.  
Telephone Number: (510) 644-6348  
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

<b>School Name:</b> Longfellow Arts and Technology Middle School	<b>School Year:</b> 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.

\*\*\*\*\*PRINCIPALS: update priorities and contingency plan if applicable: delete if not\*\*\*\*\*

PRIORITIES FOR ADDITIONAL FUNDS:

CONTINGENCY PLAN:

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Delvin Curry (Parent)	(Principal): Marcos Garcia
(Co-Chair, if applicable): Kim Sanders	(Teacher): Jennifer Johnson
Juliet Bashore (Alt)	(Teacher): Dana Merryday
Jennie Orland	(Teacher): Crystal Paschel (Alt)
Alma Prins	(Classified): Angela Gilder
Felicia Verdin (Alternate)	(Classified): Marie Joiner
Molly Vitorte	Nina Ziskin
Carrie Wilson (Alternate)	
Ellen Medina	
Montrella Wilson	

BSEP Planning & Oversight Committee Representative:

Jennie Orland

Juliet Bashore

\_\_\_\_\_

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

Maria Luisa Garcia

## 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:
    - PTA
    - Student Leadership (10 -12- 8th Grade Students)
    - Student Grade 6 through 8

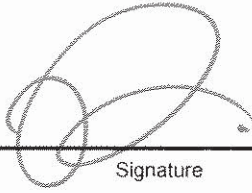
The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

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 5/13/2014.
8. This school plan was adopted by the School Governance Council on 5/12/2014.

Marcos Garcia Principal	 Signature	May 14, 2015 Date
Delvin Curry (Parent) School Governance Council Chair	 Signature	MAY 14, 2015 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**

#### Longfellow School Vision

As our students move FORWARD through adolescence,  
The Longfellow community lifts them UPWARD toward their dreams,  
By equipping them with 21st century academic and social skills to lead tomorrow's society.

#### Longfellow Mission

Longfellow Middle School is a positive community  
that provides all students with the motivation  
and 21st Century skills for academic success and lifelong learning.

#### IV. School Profile

For additional school facts and information, please view the attachment titled: Longfellow School Information Sheet 2014-15.docx

\*\*\*\*\*PRINCIPALS: THIS SECTION NEEDS UPDATING\*\*\*\*\*

Longfellow Middle School is located in South Berkeley. Longfellow is the smallest of three middle schools in Berkeley Unified School District.

At Longfellow, there are approximately 490 students that represent the diverse population of Berkeley. The staff consist of 26 highly qualified teachers, 2 Safety Officers, 1 Academic Counselor, 1 Licensed Mental Health Counselor supervising 12 MSW Interns, 2 Office Staff and 2 Administrators. Our staff is committed to academic excellence for all students, and insures success for all by providing differentiated instruction that is infused with academic rigor to best meet the needs of all of the students.

At Longfellow our students participate in a Cooking and Gardening Program that is funded by the Network for a Healthy California. This program funds part time Garden and a Cooking teachers who work with the staff and students to develop a sense of stewardship towards the environment, the importance of locally grown sustainable agriculture and

Longfellow's students are 25% African American, 35% Latino, 28 % White and 9% mixed -race. 53% of our students qualify for free or reduced lunch and 22% are English Language Learners. Our students have outperformed the other middle schools for the past two years on the state achievement test, as well as on our district assessments.

Longfellow provides educational tools and resources for students such as our Library, one computer lab, and two mobile labs where students have access to web-based software that reinforces math, reading and keyboarding skills, Compass, Read 180 and System 44. Additionally, the students have opportunities for SCRATCH, digital photography, Yearbook. The TMZ Publication and HTML web page design. Longfellow offers a variety of after-school opportunities, including a comprehensive intra-mural sports program, Homework Centers, Jazz Band, , Drama , Contemporary Dance, Cultural Art , and a World Culture Cooking Club. Before school, teachers offer English, Math and Science classes for students that need additional support.

## V. Comprehensive Needs Assessment Components

### A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Longfellow Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Longfellow 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 Governance Committee created an online surveys using Survey Monkey. 80+ families completed the survey . The survey focused on our current academic program, enrichment(during the school and afterschool), comprehensive mental health service model, Positive Behavior Support(PBS) and overall campus safety and cleanliness. The leadership class also completed a survey that mirrored the parent survey. The information / data from the survey was used by SGC to make spending decision and set goals for our comprehensive site plan and safety plan. \*\*\*

### C. Classroom Observations

Classrooms are reflective of our academic focused culturally inclusive environment. Student work is displayed, the four school expectations are visible, and there is a schedule or daily agenda posted in each classroom. The administration team consistently observes the level of student engagement and powerful teaching and learning, in an environment where the students feel safe to learn, ask questions, display their curiosity, and work together to solve problems, craft essays of various genres and create amazing works of art. Science curriculum review is integrate with healthy lifestyle curriculum at each grade-level. This focus will allow us to partner with the high school to better prepare our students as they make choices about their future careers, and will hopefully improve their lifestyle choices as they developed into adults.

### D. Student Work and School Documents

District Assessments are given three to four times per year. Teachers use the data from these assessments to align their order of teaching the standards, and to reteach areas where there is an identified need.

### E. Analysis of Current Instructional Program

(See Appendix H for additional analysis) [delete if not using Appendix H]

Identify 1-2 strategies or activities per LCAP goal that were particularly effective in improving student achievement. ?  
(ie: Lit Coaches; ELD teachers; Toolbox; effective Professional Development)

o What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify 1-2 strategies or activities that were ineffective or minimally effective in improving student achievement.

o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

(ie: lack of timely implementation or follow up coaching; limited/ineffective PD to support implementation; lack of fidelity; not appropriately matched to student needs/population)

Based on the analysis of this practice, would you recommend:

o Eliminating it from next year's plan

o Continuing it with the following modifications: \_\_\_\_\_

## V. ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:



1. Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

Through principal and teacher initiative, Longfellow has worked on aligning all areas of the curriculum to state content standards and BUSD curriculum goals. Teachers meet during staff meetings, grade level meetings, staff development days, and on their own to review state standards in light of current curriculum, materials, and instruction. The staff identifies areas of weakness and inconsistencies between state standards and district materials; plans curriculum; and recommends the purchase of supplemental materials to address discrepancies. For example, 6th grade English teachers and reading teachers have reviewed the literature list for 6th grade and divided the novels between the two courses according to what is most appropriately connected to both the English and History standards. Additionally, the English History department adopted a new grammar series that will provide comprehensive and consistent instruction throughout the grades.

2. Availability of standards-based instructional materials appropriate to all student groups:

All students use standards-based instructional materials in all academic areas. Adaptations are made as necessary by teacher to help students access these materials. In the area of reading, teachers use a variety of supplemental materials to help students more effectively achieve content standards. Our History and Science curriculums are based on the state standards and utilize state adopted texts. In the past few years, Longfellow has made an effort to purchase instructional materials that meet the standards, but have a lower reading level to assist struggling readers particularly in the areas of Science and History. The Berkeley Schools Excellence Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchase with State textbook money. In addition, individual teachers have invested heavily in materials that will support their teaching and the standards.

3. Alignment of staff development to standards, assessed student performance and professional needs:

On-site staff development occurs regularly as part state-funded staff development days, and at bi-weekly faculty and professional development meetings. Each year the staff analyzes student achievement data, discusses the alignment of standards with school wide instructional practices, and develops goals based on the results of this analysis. Teachers are working collaboratively to: 1)increase articulation across grade levels, 2)assess and monitor student performance, 3)establish consistency of instruction at and between grade levels, 5)identify and implement effective intervention measures

4. Services provided by the regular program to enable underperforming students to meet standards:

Avid was introduced at Longfellow, it is a program that targets students who are first generation college bound. This program integrates study skills, organization and college awareness. UCB students have been hired to tutor and mentor these students.

Our regular education program provides services to historically under-served and underperforming students in many ways: EL students are clustered in classrooms where teachers have been CLAD

certified and Special education students have been clustered so that special education teachers can co-teach in regular education classrooms. All students are eligible to participate in the Extended Day Program which provides homework centers with tutors to students. Using Intervention funds, we provide additional academic support in English and Math before or after school. In some cases (generally by teacher recommendation), students will take an academic "back up" or skills class in lieu of an elective for extra support.

If students are not experiencing success in their studies, teachers use a variety of strategies including adjusting or modifying assignments, pairing students up for help, or using cooperative groups. The progress of struggling students is closely monitored by teachers, Academic Counselor, vice principal and principal to make sure students are progressing. Parent-teacher conferences and Student Study Team meetings are scheduled throughout the year on the basis of need. The Academic Counselor also case manages individual struggling students and works with families to improve communication between home and school. Many of these students receive extra academic support as a ULSS student with parental consent that is given at The SST.

5. Services provided by categorical funds to enable underperforming students to meet standards:

We have used our categorical funds to provide support to Underperforming students in a variety of ways including: Math Tutorial classes are offered afterschool for students who need additional support, We are funding a .20 ELL support teacher who works with ELL parents and case manages ELL students.

6. Family, school, district and community resources available to assist these students:

Every year, Longfellow conducts Back to School Night, Open House/Science Fair, and two days of Parent-Teacher conferences where parents have the opportunity to speak individually with each teacher. We have partnered with the PTA and Office of Family Partnerships to provide monthly parent workshops on topics such as Teens and Technology and Transitioning to High School.

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

State and local assessments such as CST test, BUSD writing test, and math assessments are used to identify student proficiency and consequently provide data for analysis of the effectiveness of instructional practices. The CELDT is administered to all EL students each fall to provide information on their progress toward acquiring English. Additionally at Longfellow, all students participate in the Accelerated Reader program to determine each child's individual reading level and zone of proximal development.

8. School, district and community barriers to improvements in student achievement:

Barriers include: limited resources for updated technology equipment, lack of parent involvement, student attendance, and student/family economic status. There is a need for a longer school day, more mental health support, medical and dental services and additional professional development for teachers on cultural responsiveness and equity.

9. Limitations of the current program to enable under-served students to meet standards:

Need for further training in culturally responsive instructional strategies  
Limitations with the Inclusion Model/Co-Teach  
Need for stronger Parental Engagement  
School day is too short, need for a seven period day  
Need for more technology equipment and training for the staff

10. Practices that address student health and nutrition:

1. Integration of cooking and gardening into the Science curriculum
2. Comprehensive PE program that also integrates nutrition
3. Interscholastic Sports program to promote student athletes
4. Organized sports activities at lunch time
5. Improved school lunch program which has resulted in increased participation in school lunch program.
6. Annual Walk to School Day event
7. Health Pathway Curriculum Development

11. Practices to create an environment that is safe, drug-free and conducive to student learning:

Longfellow has implemented and reviewed its School Safety Plan with all adults on campus. Additionally, we participated actively in an Anti-Bullying campaign that included staff and student surveys, staff development, curriculum including a video, parent education, and an Anti-Bullying poster contest. Our staff includes two Safety Officers, Vice Principal, Campus Monitor, Academic Counselor, and Principal. Together we address student referrals, suspensions, and disruptive incidences. Ongoing training with professionals on emergency response.

12. Integration of technology into the curriculum:

Longfellow has two computer labs, and three mobile labs and 2 to 5 computers in each classroom. We have document cameras and digital projectors in the classrooms. 7th and 8th graders may choose a technology elective. Teachers in other subjects integrate technology into their curriculum through student projects, research, and the Accelerated Reader Program.

13. Coordination with the District's Local Improvement Plan: Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate which recognizes and supports cultural diversity and individual differences. Teachers use GLAD and SADIE strategies to support the learning of all children. We assess student performance with both state and district measures in order to allow for individual student differences. We use Positive Behavior Support Systems to create a culture of learning.

## VI. Description of Barriers and Related School Goals

FROM 2014 PLAN:

Limited resources

Class Size

Campus is small

Emotional Health of students

Lack of planning time for staff

Need more instructional time.

Lack of Teachers of color

Need more Professional Development on Culturally Relevant Teaching and Learning

Medical and Dental needs of the students

It would be very effective if we could ensure that every student had access to a computer for in school and at home 21st century learning.

ADDED for 2015:

Local Control and Accountability Plan (LCAP)

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.

BUSD’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.

BUSD’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.

Our 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 Health	v Schools and Families to Partner	

### Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our 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 Rt12 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.

It would be very effective if we could ensure that every student had access to a computer for in school and at home 21st century learning.

**VII. School and Student Performance Data (continued)**

**Table 2a - Title III Accountability (Longfellow Arts and Technology Middle School)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	57	57	
Percent with Prior Year Data	100.0%	98.2%	
Number in Cohort	57	56	
Number Met	39	44	
Percent Met	68.4%	78.6%	
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	6	51	6	51		
Number Met	--	34	--	34		
Percent Met	--	66.7%	--	66.7%		
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

**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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	



**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
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	4	15	13	48	5	19	4	15	1	4	27
<b>7</b>	6	43	7	50			1	7			14
<b>8</b>	1	6	9	56	5	31	1	6			16
<b>Total</b>	11	19	29	51	10	18	6	11	1	2	57

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 Instruction and Curriculum

#### LCAP Goal:

BUSD 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 Sixth through Eighth 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.(AMAO 1),

1.4 Grade Level Math Proficiency: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub=groups beginning with the 2015 test administration.

#### 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
- 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
- California English Language Development Test (CELDT)
- Re-Designation (RFEP) Records
- Eighth Grade Math Proficiency
- Illuminate Student Access/Enrollment Report

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Student Academic Support : Language Arts</p> <p>Provide flexible options for additional English Language Arts instruction and support, including the following:</p> <ol style="list-style-type: none"> <li>1. Before School Intervention Classes (Zero period)</li> <li>2. Read 180 Classes</li> <li>3. After-school Intervention Classes and tutoring</li> <li>4. Access to Accelerated Reading Program for all students, with literature works that are appropriate for the varying levels of readers.</li> <li>5. Consider academic balance when building the English classes, and aligning the appropriate support for each class, which will allow each teacher to create an environment for student success</li> <li>6. Integrate the writers' coaches into the English Language Arts classes, with a goal of building solid connections with the students.</li> <li>8. Literacy Coach position to provide direct service, ELA curriculum alignment, teacher coaching and PD.</li> <li>7. AVID</li> </ol>	August 2015 - June 2016	5800 Contracted Services (inc software subscriptions	WriterCoach Connection contract	BSEP	17,500
		5800 Contracted Services (inc software subscriptions	Accelerated Reader	Title I A - Basic Funding	7,500
		4300 Materials and Supplies	Instructional Materials	BSEP	4,000
		1116 Certificated Hourly	Teacher Supervision with Project Smile Academic Support Before/After School	BSEP	2,500
		4300 Materials and Supplies	Read 180 (materials)	BSEP Carryover	500
		1102 Certificated Monthly	0.6 FTE Literacy Coach	District Allocation	
		5800 Contracted Services (inc software subscriptions	Stiles Hall - Scholars to Cal Mentoring and Academic Support	BSEP	2,000
<p>2. Student Academic Support: Mathematics</p> <ol style="list-style-type: none"> <li>1. Careful scheduling of students into their math sections, attempting to balance the classes to ensure maximum achievement</li> <li>2. After-school Intervention Classes and Tutoring</li> <li>3. Math Software - Intervention Programs in Tier 1 and Tier 2</li> <li>4. BRIDGE Teachers will be staffed by Math Dept and will be able to provide support and case management</li> </ol>	August 2015 - June 2016	1116 Certificated Hourly	Math Support - Before/After School	Title I A - Basic Funding	3,442
		5800 Contracted Services (inc software subscriptions	Math Software	BSEP	2,680
		1116 Certificated Hourly	Intervention	BSEP	2,500
		4300 Materials and Supplies	including Common Core Curriculum Support Materials	BSEP Carryover	2,000

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
		4300 Materials and Supplies	Technology	BSEP Carryover	3,000
3. AVID Program 1. 4 AVID elective sections by AVID Trained teachers. 2. Ongoing AVID case management 3. Scheduled College visits 4. Regular mentorship and tutoring with college students 5. Implementing school-wide AVID strategies in advisory and other departments	August 2015 - June 2016	1116 Certificated Hourly	AVID Planning and Interviews and Substitutes for college visits	BSEP Carryover	2,000
		2146 Hourly Tutor	Classified tutor AVID	BSEP	3,000
		4300 Materials and Supplies	Explore Test	BSEP Carryover	500
		5751 BUSD Buses	Buses for AVID Program & other field trips (\$500/grade level and \$2,000 for AVID trips)	BSEP	3,500
4. The PBIS school and classroom rules, procedures, and behavior management policies are written, explained, practiced and supported with sensitivity towards all students's social and emotional health as well as cultural and linguistic differences.	August 2015-June 2016	4300 Materials and Supplies	Curriculum Materials for PBIS, Positive School Culture, and Toolbox	BSEP Carryover	1,000

## VIII. Planned Improvements in Student Performance (continued)

### Goal #2: Cultural and Linguistic Responsiveness

#### LCAP Goal:

BUSD 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 6-8th 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% 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 (AMAO1). By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

#### 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 (AMAO1, AMAO2)  
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. Continue developing a Professional Learning Community that is focused on academic excellence infused with culturally responsive strategies:</p> <p>1. Begin the school year with an additional one day retreat, at which the staff will work on identifying those culturally relevant strategies that have been tried and proven successful, as well as looking at the student data and identify areas that need to be targeted in 13-14. These will become our staff targets, and we will work in teams to address them throughout the school year.</p> <p>2. Engage in facilitated discussions and planning with quantitative and qualitative data (academic and discipline) with the lens of equity and race.</p> <p>3. Purchase books for the staff that target Cultural Relevance (Titles to be determined), and divide the staff into two book clubs. The books will be read, discussed, provide strategies to be attempted in the classrooms, and then debriefed.</p> <p>4. Involve students into our process to identify the strategies that are working for them to be successful, and identify what is not working, so that we can continue to develop our skills as educators.</p> <p>5. Provide mental/emotional health support for our students so that they can focus on learning; this will include individual, group, one-time sessions, parent workshops on various topics (Drug and Alcohol Awareness, Adolescence, Gang Prevention, How to talk with your Teen, Cyberbullying), Suicide Prevention and conflict mediation.</p> <p>6. RTI Lead Teacher that will provide direct instructional services, coordinate other intervention services, and case management.</p>	August 2015 - June 2016	1102 Certificated Monthly	.80 FTE Counselor (.20 FTE Title I)	Title I A - Basic Funding	17,150
		1102 Certificated Monthly	Counselor (.60 BSEP)	BSEP	50,000
		1116 Certificated Hourly	Curriculum, Collaboration, Retreat	BSEP	5,000
		4380 Other/Reserve	Unallocated Reserve	Title I A - Basic Funding	857
		1116 Certificated Hourly	Parent Outreach	Title I A - Parent Involvement	688
		4380 Other/Reserve	Personnel Variance	BSEP	3,520
<p>2. Provide yard supervision before school, which will provide opportunities for the students to play sports before school. This will decrease the number of student conflicts.</p> <p>Provide adequate adult supervision on the campus before school, which will reduce the number of student conflicts, which in turn will reduce the disruption to student learning.</p> <p>This includes two full time campus safety officers.</p>	August 2015 - June 2016	2916 Noon Supervisors	Yard supervisors (418 hours)	BSEP	8,400
		2916 Noon Supervisors		BSEP Carryover	4,000

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3. Encourage students to be physically active by playing an organized sport in EDP.</p> <p>1. Organized sports teach students to work together towards a common goal, to not just focus on their personal skills.</p> <p>2. To provide a diverse group of well trained adults who teach and model good sportsmanship.</p> <p>3. To engage parents in an academically non-threatening way with the school.</p> <p>4. To provide our students with the opportunity to meet students from communities other than Berkeley, and to travel to those communities.</p> <p>5. Promote regular physical activity.</p>	August 2015 - June 2016	2117 Coach Stipend	Athletic Team Coaches (1 stipend)	BSEP	
<p>4. Provide opportunities for students to develop their artistic abilities in EDP.</p> <p>This includes: Jazz Band after school and art elective pending availability.</p>	August 2015 - June 2016	1102 Certificated Monthly	Music Teacher - .04 FTE	BSEP	4,200
		2116 Classified Hourly	EDP Enrichment Class	BSEP	1,000
<p>5. Garden Program. Supports classes in 6th and 7th grade and EDP</p>	2015-2016	2102 Classified Monthly	Gardening	BSEP	2,500
<p>6. Prepare students to become college and career ready in STEM field through MOUSE Squad in EDP</p>	2015-2016	2102 Classified Monthly	Mouse Squad Coordinator (.1FTE)	BSEP	5,000



## VIII. Planned Improvements in Student Performance (continued)

### Goal #3: Safe, Welcoming and Inclusive School Climate

#### LCAP Goal:

BUSD 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 6-8th 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]

3.3 Positive Supports, Effective Discipline: The number of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth, court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (\*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 Healty 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 acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Middle School Drop out Report

Suspension, expulsion and truancy rates

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. 1. Our school will provide Saturday Academy parent workshops on topics relevant to the needs of our students. A focus will be to provide enrichment opportunities and create a welcoming school. 2. Childcare and food will be provided for the parent participants so that we can have the maximum number of participants.	August 2014 - June 2015	1116 Certificated Hourly  4300 Materials and Supplies	parent outreach which may include translation  Food, printing for parent meetings	BSEP Carryover	2,000
2. Ongoing SARB process and documentation					
3. Mental Health Program that delivers 1-1, group counseling, support groups, and case management as well as supports school wide climate initiatives					

**BUDGET SUMMARY 2015-16**

Longfellow Middle School (127)			BSEP Site Funds Resource 0852		Title I Resource 3010		PTA Resource 9110 (DDF 906)		District LCAP Resource 0500		Other Resources		Sum of FTE
Budget Item	Obj	DDF	BGT	FTE	BGT	FTE	9110	FTE	BGT	FTE	BGT	FTE	
Counselor	1202	000	50,000	0.60	17,150	0.20						0.20	1.00
Music Teacher	1102	000	4,200	0.04									0.04
Certificated Hourly - Project Smile/Intervention (130 hrs)	1116	000	5,000										
Certificated Hourly - Intervention/Math	1116	000			3,442								
Certificated Hourly - PD, Curriculum, Retreat (160 hrs)	1116	000	5,000										
Classified Monthly - Mouse Squad	2202	000	5,000	0.10									
Instructional Specialist - Garden	2182	815	2,500	0.07								0.33	0.40
Classified Hourly - Afterschool Enrichment	2116	000	1,000										
Classified Hourly Tutors - AVID	2146	000	3,000										
Noon Supervision	2916	000	8,400										
Materials & Supplies	4300		4,000										
Parent Involvement	4380				688								
Buses - AVID & Grade Level	5751		3,500										
Renaissance Learning - Accelerated Reader	5800				7,500								
Contract - IXL	5800		2,680										
Contract- Writer Coach	5800		17,500										
Contract - Stiles Hall	5800		2,000										
<b>Unallocated Reserve</b>			3,520		857								

**Total Expenditures**

117,300

29,637

**Revenue Allocation**

117,300

29,637

**Carryover Priorities**

Noon Supervision

4,000

Technology

3,000

Teacher Hourly

4,000

Materials & Supplies

4,000

**Total Carryover Priorities**

15,000

**Appendix A - Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I A - Basic Funding	28,949	0.00
Title I A - Parent Involvement	688	0.00
BSEP	117,300	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
BSEP	117,300.00
BSEP Carryover	15,000.00
Title I A - Basic Funding	28,949.00
Title I A - Parent Involvement	688.00

## Appendix B - Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1102 Certificated Monthly	71,350.00
1116 Certificated Hourly	18,130.00
2102 Classified Monthly	7,500.00
2116 Classified Hourly	1,000.00
2146 Hourly Tutor	3,000.00
2916 Noon Supervisors	12,400.00
4300 Materials and Supplies	11,000.00
4380 Other/Reserve	4,377.00
5751 BUSD Buses	3,500.00
5800 Contracted Services (inc software subscriptions)	29,680.00

## 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	54,200.00
1116 Certificated Hourly	BSEP	10,000.00
2102 Classified Monthly	BSEP	7,500.00
2116 Classified Hourly	BSEP	1,000.00
2146 Hourly Tutor	BSEP	3,000.00
2916 Noon Supervisors	BSEP	8,400.00
4300 Materials and Supplies	BSEP	4,000.00
4380 Other/Reserve	BSEP	3,520.00
5751 BUSD Buses	BSEP	3,500.00
5800 Contracted Services (inc software	BSEP	22,180.00
1116 Certificated Hourly	BSEP Carryover	4,000.00
2916 Noon Supervisors	BSEP Carryover	4,000.00
4300 Materials and Supplies	BSEP Carryover	7,000.00
1102 Certificated Monthly	Title I A - Basic Funding	17,150.00
1116 Certificated Hourly	Title I A - Basic Funding	3,442.00
4380 Other/Reserve	Title I A - Basic Funding	857.00
5800 Contracted Services (inc software	Title I A - Basic Funding	7,500.00
1116 Certificated Hourly	Title I A - Parent Involvement	688.00

## Appendix D - Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	57,622.00
<b>Goal 2</b>	102,315.00
<b>Goal 3</b>	2,000.00

## 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)

Students are identified for services, by CST Data, BUSD Writing Scores, BUSD Mathematics Assessments, Grades and CELTD (if an ELL). Students performing below grade-level in Reading and English Language Arts will be assigned to READ 180 or a Reading Class. Students performing below grade-level will be programmed into a support class, assigned to a Zero period Intervention class, or attend an afterschool tutorial that is teacher led and computer based "ALEX" and or IXL.

Student progress is monitored by the grade level case manager, who meets weekly the RTI2 Team to monitor student progress.

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

At Longfellow, we have fully implemented the Holt Math Program, from which we have aligned our District Math Assessments. We are excited to begin the implementation of the new Common Core Standards in ELA and Math. This alignment allows teachers to develop the best possible sequential strategies to expose and teach the essential standards and to regularly assess the students. Students will be immersed in Formative and Summative Assessments. Illuminate will house all of our student achievement data, and it will be easily accessible to the teachers for use with instruction.

### Staffing and Professional Development

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

All Longfellow Teachers are NCLB compliant.

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

The Principal and Vice Principal will attend all required trainings for English Language Arts and Mathematics.

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

Longfellow will have 100% of the mathematics department fully trained by the start of the school year, and three of the teachers are trained trainers and NBCT. All of the English Teachers will participate in the required training prior to the start of the school year. There will be ongoing training on The Common Core Standards.

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

BUSD will support site based Professional Development as they review student achievement data and identify areas of need in order to develop and insure improved student achievement.



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

Our Leadership Team consists of content experts, who lead Professional Developments, model lessons in classrooms and provide ongoing instructional assistance.

8. Teacher collaboration by grade level (EPC)

Teachers have two hours per month for each; collaboration and grade level meetings. This time is spent planning, developing lessons, creating assessments, analyzing data, and work with district wide peers to calibrate the instructional program.

### Teaching and Learning

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

All curriculum and adopted materials are aligned with the state standards.

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

Students receive daily instruction in all subjects, which satisfies the required state instructional minutes.

11. Lesson pacing schedule (EPC)

With established district and state assessments, teacher are required to sequence their instructional program as recommended by the district and state.

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

All of our students have the necessary/required instructional materials.

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

Every teacher is using the adopted middle school curriculum. Additionally, our students read approved books, as part of our Accelerated Reading Program.

### Opportunity and Equal Educational Access

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

The students have access to additional support in the regular class setting, in small groups in nearby classrooms, and support classes.

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

The Leadership Team and site administrators ensure that effective instructional strategies are happening in the classrooms at all times.

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

Longfellow offers Intervention Classes during zero period and after school. There is also academic support in The EDP.

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

Incoming sixth grade students come to an orientation in late spring. The elementary schools send placement cards with necessary information to make appropriate class assignments. The Sixth Grade Resource//RTI2 Teacher and Full Inclusion Teacher participate in transition IEP meetings in late spring.

## Involvement

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

Tutoring, Parent Education, Computer Access, EDP Scholarships, Community Services and Counseling

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

Better Communication with parents. Increase distribution of PTA Newsletter from bi-monthly to monthly.

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)

Provide opportunities for parents, students and staff to engage. (e.g.: Family Math Night, Poetry Slams, Art Shows)

## Funding

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

Site funds are allocated to best serve all students, however expenditures place high priority on those that are underperforming.

22. Fiscal support (EPC)

We need additional resources for supplies and staffing to make a significant attempt at further closing the achievement gap.

## **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:**

As a Longfellow Student I pledge to:  
Be Responsible,  
Be Respectful,  
Be Safe,  
Be an Ally!

### **Parents Pledge:**

As a Longfellow Parent I pledge to:  
Provide my child with a quiet study space at home,  
Check my child's planner on a daily basis  
Attend Back to School Night, Open House and Parent Teacher Conference  
Communicate with my child's teachers on a regular basis, not just when there is a problem,  
Support the school with educating my child

### **Staff Pledge:**

As a member of The Longfellow Staff I pledge to:  
Follow the district required curricular program,  
Provide a safe learning environment  
Work with students and parents to ensure a high level of academic success,  
Respect the culture of my students and their families,  
Keep students and parents informed of students progress and challenges,